

**Electronic Supplementary Material 1**

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### Project programme

#### **Week 1:** 1<sup>st</sup> & 2<sup>nd</sup> lesson (100 min.)

Programme	Time	Material	Notes
<ul style="list-style-type: none"> <li>• introduction of participants and project team</li> </ul>	15 min.		
<ul style="list-style-type: none"> <li>• administrative tasks                             <ul style="list-style-type: none"> <li>○ checking the list of attendees</li> <li>○ distribution and clarification of written informed consent for focus groups</li> </ul> </li> </ul>	15 min.	<ul style="list-style-type: none"> <li>• list of attendees</li> <li>• written informed consent for focus groups</li> </ul>	
<ul style="list-style-type: none"> <li>• presentation of a project overview</li> </ul>	20 min.	<ul style="list-style-type: none"> <li>• presentation with project information</li> </ul>	<ul style="list-style-type: none"> <li>• brief project overview with information on:                             <ul style="list-style-type: none"> <li>○ project idea</li> <li>○ project phases</li> <li>○ time schedule for the following lessons</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• part I: <i>Facts on Suicide Quiz</i><sup>1</sup> about basics of suicide prevention:                             <ul style="list-style-type: none"> <li>○ warning signals and symptoms of suicidality</li> <li>○ personal experiences with crisis situation and suicidality</li> <li>○ coping strategies</li> </ul> </li> </ul>	50 min.	<ul style="list-style-type: none"> <li>• <i>Facts on Suicide Quiz</i><sup>1</sup> (printed)</li> <li>• presentation with information on basics of suicide prevention (digital and printed)</li> </ul>	<ul style="list-style-type: none"> <li>• interactive approach: focus on discussion</li> <li>• slides and presentation with facts on suicide for additional information</li> <li>• handing out slides as handouts</li> </ul>

**Week 2:** 3<sup>rd</sup> & 4<sup>th</sup> lesson (100 min.)

Programme	Time	Material	Notes
<ul style="list-style-type: none"> <li>• part II: <i>Facts on Suicide Quiz</i><sup>1</sup> about basics of suicide prevention:                             <ul style="list-style-type: none"> <li>○ statistics, numbers, and facts on suicide</li> </ul> </li> </ul>	50 min.	<ul style="list-style-type: none"> <li>• <i>Facts on Suicide Quiz</i><sup>1</sup> (printed)</li> <li>• presentation with information on basics of suicide prevention (digital and printed)</li> </ul>	<ul style="list-style-type: none"> <li>• focus on information and facts on suicide</li> <li>• following slides and presentation with facts on suicide</li> <li>• handing out slides as handouts</li> </ul>
<ul style="list-style-type: none"> <li>• part I: Suicide and the media:                             <ul style="list-style-type: none"> <li>○ harmful and protective roles of media in suicide prevention (<i>Werther</i><sup>2</sup> and <i>Papageno</i><sup>3</sup> effects)</li> <li>○ overview of available media recommendations for safe reporting on suicide<sup>4</sup></li> </ul> </li> </ul>	50 min.	<ul style="list-style-type: none"> <li>• presentation with information on suicide and the media</li> </ul>	<ul style="list-style-type: none"> <li>• interactive approach: focus on discussion</li> <li>• slides and presentation with suicide and the media for additional information</li> </ul>

**Week 3:** 5<sup>th</sup> & 6<sup>th</sup> lesson (100 min.)

Programme	Time	Material	Notes
<ul style="list-style-type: none"> <li>• part II: Suicide and the media:                             <ul style="list-style-type: none"> <li>○ positive examples of suicide awareness videos</li> </ul> </li> </ul>	35 min.	<ul style="list-style-type: none"> <li>• presentation with information on suicide and the media</li> <li>• suicide prevention awareness videos</li> </ul>	<ul style="list-style-type: none"> <li>• interactive approach: presentation and discussion of positive examples of suicide awareness videos</li> </ul>
<ul style="list-style-type: none"> <li>• information on help in crisis in Vienna, Austria for children and adolescents</li> </ul>	15 min.	<ul style="list-style-type: none"> <li>• list with mental health and crisis intervention centers in Vienna, Austria</li> </ul>	<ul style="list-style-type: none"> <li>• list with mental health and crisis intervention centers for the students' videos' final scene</li> </ul>
<ul style="list-style-type: none"> <li>• information on project details and the video production process:                             <ul style="list-style-type: none"> <li>○ presentation and discussion of the requirements for the videos</li> </ul> </li> </ul>	40 min.	<ul style="list-style-type: none"> <li>• presentation with information on project details and the video production process</li> </ul>	<ul style="list-style-type: none"> <li>• detailed project schedule with information on:                             <ul style="list-style-type: none"> <li>○ equipment for the video production process</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>○ presentation of a detailed project schedule</li> <li>○ discussion of the scripts for the videos</li> </ul>		<ul style="list-style-type: none"> <li>● script templates (printed; see p. 6-7)</li> </ul>	<ul style="list-style-type: none"> <li>○ requirements for the videos</li> <li>○ time schedule for the following weeks (see p. 5)</li> <li>○ researcher's contact details</li> </ul>
<ul style="list-style-type: none"> <li>● Formation of groups for video production process</li> </ul>	10 min.		<ul style="list-style-type: none"> <li>● formation of small groups à 2-3 students</li> </ul>

**Week 4-19:**

- Students working in groups on the suicide awareness videos:
  - reflection and discussion of the contents of the videos
  - writing the scripts
  - production of the videos
- Supervision, guidance and monitoring of students throughout the production process by the first author of this study

**Week 20:**

- Submission of finalized suicide prevention awareness videos

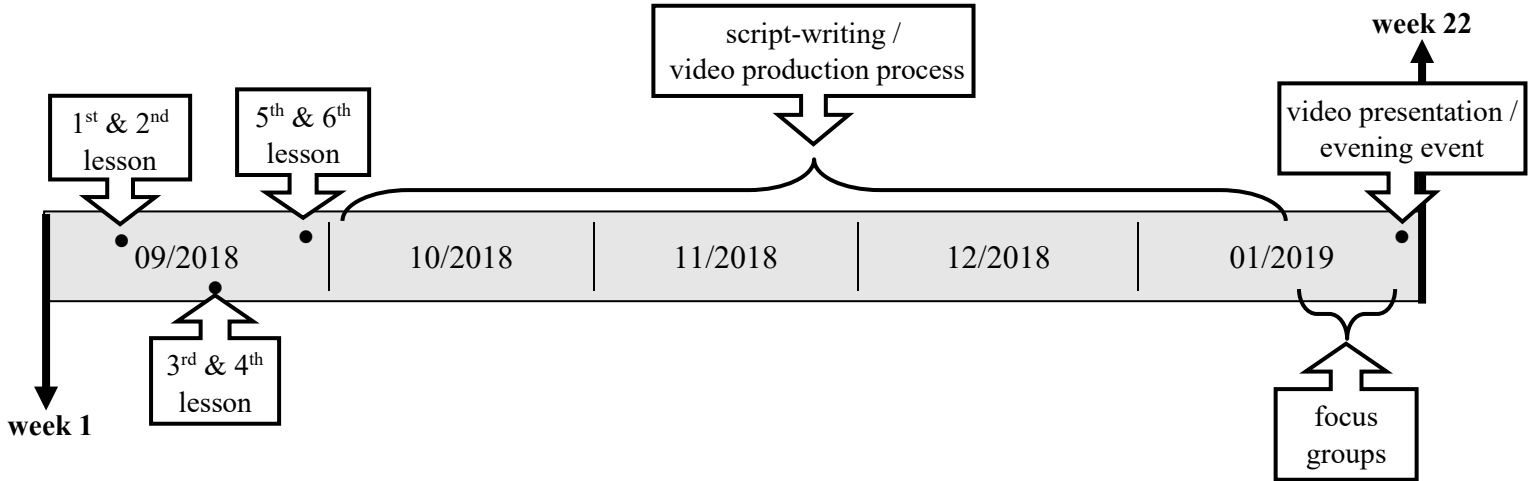
**Week 21:**

- Conduction of the focus group discussions

**Week 22:**

- Presentation of all finalized suicide prevention awareness videos to the involved school administration, teachers, parents, and other interested students at an evening event at the Medical University of Vienna

**Time schedule**



Script template



**Names:**

Scene Number:
Title of the Scene:
Film Director:
Camera:
Film Location:
Time (e.g. day, night ...):
Person portrayed:
Plot:
Emotion(s):
How are emotions portrayed and conveyed?
Struggles and difficulties portrayed (e.g. warning signals and symptoms of suicidality):
Way out of the crisis / Why and how does the person find hope again?
Which help seeking behavior is portrayed (e.g. seeking help from professionals, friends, teacher ...)?
Sound / Music:
Equipment (e.g. materials, clothes ...):
Time / Length / Duration:

Dialogue / Monologue:

Notes:

**Additional recommendations for a successful project implementation**

- Preparation beforehand:
  - discussing students' opinions and motivation in participating
  - involving the school's management, teachers, and the school's help system
  - defining a procedure in case of psychological distress
  - developing a detailed project schedule and structural frame for the project
  - specifying requirements for the videos' contents
  - developing detailed script-templates for students
  
- Recommendations for the project process:
  - clarifying project details with students at the beginning of the project
  - following the project schedule but adapting the structure flexible according to the students' needs
  - including experts to guide students throughout the entire process (e.g. by supervising them and monitoring and reflecting their ideas and scripts)
  - providing a positive and motivating atmosphere (i.e. by staying in close contact with the students and encouraging them to express themselves freely in a safe environment, treating students like experts, appreciating all finalized videos by presenting them at an event)



**References**

- <sup>1</sup> Voracek, M., Tran, U.S., Sonneck, G. (2008). Psychometric properties of the Revised Facts on Suicide Quiz in Austrian medical and psychological undergraduates. *Death Studies*, 32, 937-86
- <sup>2</sup> Phillips, D. P. (1974). The influence of suggestion on suicide: Substantive and theoretical implications of the Werther effect. *American Sociological Review*, 39, 340-354. doi: 10.2307/2094294.
- <sup>3</sup> Niederkrotenthaler, T., Voracek, M., Herberth, A., Till, B., Strauss, M., Etzersdorfer, E., ... Sonneck, G. (2010). Role of media reports in completed and prevented suicide: Werther v. Papageno effects. *British Journal of Psychiatry*, 197, 234-243. doi: 10.1192/bjp.bp.109.074633.
- <sup>4</sup> World Health Organization (WHO). (2017). *Preventing suicide. A resource for media professionals: update 2017*. Geneva, Switzerland: World Health Organization.