

Module Title: Recognizing Suicide Risks

Target Audience:

AHM Staff and Volunteers:

- Youth Pastors & Mentors
- Licensed Counselors & Social Workers
- Volunteer Tutors & Activity Coordinators
- Community Outreach Leaders

Demographics:

- Staff and volunteers are all of a Christian faith
- Diverse age range (16-65 years of age)
- Racially and ethnically diverse
- Diverse educational background

Learning Objectives:

Terminal LOs:

1. Implement protective factors on a daily basis
2. Recognize suicide risks in a person
3. Recognize people who are demonstrating suicide ideation and/or making suicidal attempts

Enabling LOs:

1. Define protective factors
2. Define examples of suicide risks
3. Define examples of suicide ideation and types of attempts

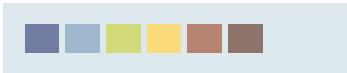
Seat Time: 15-20 minutes

Outline:

- Welcome / Navigation
- Introduce Workplace Scenario
- Course Objectives
- Protective Factors
- Risk Factors
- Suicide Ideation
- Types of Suicidal Attempts
- Course Summary
- Assessment
- Congratulations

Font: Open Sans (Headings and Body)

Color Palette: “Minimal”

**Global Comments:**

- Slide dimensions are 16:9 ratio
- All rectangular shapes have a white outline with a weight of 3 px
- Seekbar is visible and controllable for the learner on all sides and layers
- Menu is “free” in the player properties
- Voice Over is created by AI Text-to-Speech
 - Brian: narrator
 - Laura: therapist
 - Sarah: staff member
- The next button will be disabled until the end of the timeline unless otherwise stated (or if there are buttons to proceed) for each slide
- Interactions will be blocked until the VO is complete

Directions

Please review all fields. To leave feedback, please add a comment or track suggestions within the document text. Please ensure that your comments provide actionable feedback that can be implemented, aiming to ensure that the module is comprehensive and accurate.

Slide: 1.1 / Menu Title: Welcome			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
The slide opens to a picture of two hands reaching out to each other; one hand is holding a heart. The picture has slightly soft edges. Slide text will appear inside a rectangle on the bottom right side of the slide, coordinated with the voice over (VO). The Navigation and Start Course buttons will appear with the VO below the slide text on the bottom right.	Welcome: [Title] Recognizing Suicide Risks [Instructions inside the rectangle] To learn how to navigate through the screens in this course, select the “Navigation” button. To begin, select the “Start Course” button.” appears inside the black rectangle. [Buttons] Navigation Start Course	[Brian] Welcome to the Recognizing Suicide Risks course. This course is designed to equip Anchor Haven Ministries staff and volunteers with the knowledge and skills to recognize early warning signs of suicide risk and ideation in adolescents and to strengthen protective factors through everyday interactions. By learning to notice these signs and support protective factors, you are directly contributing to AHM’s mission to eliminate suicide attempts and deaths within its community. Your role matters — every conversation, every observation, and every supportive action can make a difference in the life of a young person.	Rectangle with instructions will fade in with the VO. Buttons will fade in with the VO. Navigation button leads to slide 1.2. Start Course button leads to slide 1.3.
Notes:			

Slide: 1.2 / Menu Title: Course Navigation	
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Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
The same picture as the welcome page is on the screen. There is a blue rectangle centered at the top of the screen for the title, and there is a smaller blue rectangle at the bottom right with the instructions. Screenshot of the slide with the navigation tools and menu visible so that the callout shapes can be aligned with each tool. Blue callout shapes in the same color as the blue rectangles.	[Title] Course Navigation [Text inside blue rectangle] Hover your mouse over each navigation icon to learn more about navigating through this course.	[Brian] Please take a moment to review the course player so you feel comfortable navigating through the course. If you know your way around, you may proceed to the next slide. Use Play/Pause to start or stop the narration. Select Replay to hear the slide again. Adjust the Volume... or Playback Speed to fit your preferences. The Settings menu lets you customize your learning experience. Use the Previous... and Next buttons to move between slides. And you can return to the Main Menu at any time to explore different sections of the course.	Blue callout shapes fade in and out with the VO. Next button leads to slide 1.3.
Notes:			

Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
The base layer is visible. Blue callout shape for Play/Pause is copied and pasted in the same location as the base layer.	[callout shape] <u>Play/Pause Button</u> Click here to play or pause the course content	none	A callout shape will pop up when the learner's cursor hovers over the Play/Pause button.
Notes:			

Slide: 1.2b			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
The base layer is visible. Blue callout shape for Replay is copied and pasted in the same location as the base layer.	[callout shape] <u>Replay</u> Click to play the slide again	none	A callout shape will pop up when the learner's cursor hovers over the Replay button.
Notes:			

Slide: 1.2c			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
The base layer is visible. Blue callout shape for Volume is copied and pasted in the same location as the base layer.	[callout shape] <u>Volume</u> Click here to adjust your volume.	none	A callout shape will pop up when the learner's cursor hovers over the Volume button.

Notes:			

Slide: 1.2d			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
The base layer is visible. Blue callout shape for Playback Speed is copied and pasted in the same location as the base layer.	[callout shape] Playback Speed Click here to speed up or slow down the speed of each slide	none	A callout shape will pop up when the learner's cursor hovers over the Playback Speed button.
Notes:			

Slide: 1.2e			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
The base layer is visible. Blue callout shape for Settings is copied and pasted in the same location as the base layer.	[callout shape] Settings Click here if you would like to adjust any of your settings in the course.	none	A callout shape will pop up when the learner's cursor hovers over the Settings button.
Notes:			

Slide: 1.2f			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
The base layer is visible. Blue callout shape for Previous is copied and pasted in the same location as the base layer.	[callout shape] Previous Slide Click here if you would like to go back to the previous slide.	none	A callout shape will pop up when the learner's cursor hovers over the Previous button.
Notes:			

Slide: 1.2g			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
The base layer is visible. Blue callout shape for Next is copied and pasted in the same location as the base layer.	[callout shape] Next Slide When you are finished with the current slide, click here to go to the next slide.	none	A callout shape will pop up when the learner's cursor hovers over the Next button.
Notes:			

Slide: 1.2h			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
The base layer is visible. Blue callout shape for Main Menu is copied and pasted in the same location as the base layer.	[callout shape] Main Menu Click here to choose another slide	none	A callout shape will pop up when the learner's cursor hovers over any part of the menu buttons.

Notes:

Slide: 1.3 / Menu Title: Workplace Scenario			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
The background is a staff breakroom. An avatar, Sarah, is standing alone off center, toward the right. She looks like she is deep in thought. Another avatar, Laura, enters from the left side and faces Sarah. Caption bubbles track the script throughout the timeline. Sarah has 6 total poses: 1. Deep in thought 2. Confused and talking 3. (Facing left) Listening with a neutral pose 4. (Facing left) Talking and gesturing with a neutral pose 5. (Facing left) Smiling and listening 6. Smiling and facing forward Laura has 7 total poses: 1. Smiling 2. (Facing right) Talking and smiling 3. (Facing right) Listening with a neutral pose 4. (Facing right) Talking with	No title on this slide Captions: [Laura] Hi Sarah! You look deep in thought. How's it going? [Sarah] Hi, Laura. I'm okay... I've just been praying for the kids so much lately. It feels like more and more kids are struggling with mental health issues every year.... I try to be there for them, but honestly, I worry I might miss some red flags. What if a child is reaching out for help and I don't notice? [Laura] I hear you, Sarah. It's tough, and you're not alone in feeling that way. The good news is, there are some concrete signs to look for and simple strategies you can use every day that make a big difference. You don't have to have all the answers — you just need to know what to notice and how to respond. [Sarah] That's exactly what I need: some	[Laura] Hi, Sarah. You look deep in thought. How's it going? [Sarah] Hi, Laura. I'm okay... I've just been praying for the kids so much lately. It feels like more and more kids are struggling with mental health issues every year...I try to be there for them, but honestly, I worry I might miss some red flags. What if a child is reaching out for help and I don't notice? [Laura] I hear you, Sarah. It's tough — and you're not alone in feeling that way. The good news is, there are some concrete signs to look for and simple strategies you can use every day that make a big difference. You don't have to have all the answers — you just need to know what to notice and how to respond. [Sarah] That's exactly what I need: some training to make sure I do know what to notice and how to respond. Can you help with that?	Laura 's avatar flies in from the left as she enters the scene, moving toward Sarah. Each pose fades into the next for both avatars, and caption bubbles with text labels will fade in timed with their reference in the audio. As the narrator directs the learner to click next, Laura's avatar moves closer to Sarah, and both avatars look forward. Next button leads to slide 1.4.

a neutral pose 5. (Facing right) Listening with a neutral pose 6. (Facing right) Talking, pointing, and smiling 7. Smiling and facing forward	training to make sure I do know what to notice and how to respond. Can you help with that? [Laura] Absolutely. Let's set up a training session. I'll walk you through the key warning signs to watch for and the protective factors you can build into your daily interactions. That way you'll feel prepared and confident.	[Laura] Absolutely. Let's set up a training session. I'll walk you through the key warning signs to watch for and the protective factors you can build into your daily interactions. That way you'll feel prepared and confident. [Narrator] Click on the next button to learn more.	
Notes:			

Slide: 1.4 / Menu Title: Course Objectives			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
There is a blue rectangle centered across the top of the screen. Laura's avatar is off center to the left. Her image is larger than the previous slide and cropped so that it looks like she has zoomed in. Laura has two poses on this slide. - Talking while looking straight ahead - Talking and gesturing - toward the right There is a blue rectangle below the title rectangle, and to the right of Laura's avatar. The objectives will be listed here.	[Title]: Course Objectives [text boxes in blue rectangle] By the end of this course, you will understand how to: - Implement protective factors on a daily basis - Recognize suicide risks in a person - Recognize people who are demonstrating suicide ideation and/or making suicidal attempts	[Laura] Sarah, I know you're not the only one who feels worried about missing the signs. That's why we've put this training together — for you, and for everyone here at Anchor Haven Ministries who works so hard to care for kids and teens. By the end of this course, you — and the rest of our staff and volunteers — will understand how to: Implement protective factors on a daily basis to help young people build	The title and Laura's first pose are visible as the timeline begins. The rectangle with the objectives will fly in from the bottom timed with the VO. The text will also fly in timed with their reference in the audio. Laura's pose will fade into the second pose as the objectives rectangle flies in. Next button leads to slide 1.5.

		resilience and feel supported. • Recognize suicide risks when a person may be in distress. • Identify when someone is showing signs of suicide ideation or may have made an attempt, and know the right steps to take. These skills aren't just theory — they're practical tools you'll be able to use every day. Together, they help us carry out our mission at Anchor Haven Ministries: creating a safe, supportive community where no young person feels alone.	
Notes:			

Slide: 1.5 / Menu Title: What are Protective Factors?			LO: Implement protective factors on a daily basis
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
The screen is filled with an image of happy teenagers together. There is a large, semi-transparent blue rectangle centered across the top. Another smaller semi-transparent blue rectangle	[Title: What are protective factors?] [Text boxes in blue rectangle] • Protective factors are conditions, attributes, or influences that reduce or	[Laura] Let's start out with protective factors. So, what are protective factors?	The shapes and the text flies in from the bottom, timed with the reference in the VO. Next button leads to slide 1.6.

is below it for the text.	buffer against the risk of negative outcomes. • They help people to cope more effectively with stress, adversity, or trauma and promote healthy development and well being.	Protective factors are the conditions, attributes, or influences that reduce — or buffer against — the risk of negative outcomes. In other words, they're the supports in a young person's life that help them cope more effectively with stress, adversity, or trauma. Protective factors also play a big role in promoting healthy development and overall well-being. The stronger these protective factors are, the more opportunity a young person has to become more resilient — and the more connected they feel to the people and community around them.	
Notes:			

Slide: 1.6 / Menu Title: Forms of Protective Factors			LO: Implement protective factors on a daily basis
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
The title is in a blue rectangle centered across the top of the slide. The background is black, and there is a light blue rectangle slightly off center at the bottom left of the screen for the text.	[Forms of Protective Factors]] [Text boxes in light blue rectangle] Click on each picture above to learn more about examples of protective factors.	[Laura] Protective factors come in many forms. To make them easier to understand, we've grouped them into five main categories:...	Each of the pictures glow timed with the reference in the VO. Each picture square is a trigger leading to a layer. • The person jogging picture leads to the biophysical layer

Laura's avatar is at the lower right side of the screen. The avatar is cropped below the waist, and she is looking forward. She has two poses:

1. Talking and gesturing
2. Smiling and looking forward

There are 5 smaller squares with pictures evenly spaced across the screen. The tops of the squares are touching the bottom of the title shape. Each picture is as follows:

1. A person in workout clothes, jogging
2. A hand holding up a lightbulb
3. A close-up of a group of people, with their hands only visible. They are all touching hands, stacked one on the other
4. An empty classroom
5. A cross

Biophysical...

Psychological...

Social...

Professional...

And Spiritual...

Each of these factors plays an important role in helping young people build resilience and stay connected.

[Brian]

Click on each picture above to explore and learn more about the

- The lightbulb picture leads to the psychological layer
- The hands picture leads to the social layer
- The empty classroom picture leads to the professional layer
- The cross picture leads to the spiritual layer

Laura's avatar fades into the second pose as the narrator gives instructions in the VO.

The next button is disabled until all layers have been visited.

Next button leads to slide 1.7.

		types of protective factors.	
Notes:			

Slide: 1.6a			LO: Implement protective factors on a daily basis
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
The base layer is visible. The light blue rectangle is covered to reveal the text for this layer. Laura's avatar is covered and a picture of a family teaching a child to ride a bike is in its place. There is a bright blue frame around the picture of the person jogging.	[text boxes in light blue rectangle] Biophysical Protective Factors • Secure and safe environment • Healthy diet • Exercise • Good health practices and habits • Access to medical and mental health services	[Laura] Let's start with biophysical protective factors. These are the physical and health-related conditions that support a young person's overall well-being and resilience. Some examples include: • A secure and safe environment — feeling physically safe at home, school, and in the community. • A healthy diet — proper nutrition that fuels the body and mind. • Regular exercise — movement and physical activity that reduce stress and improve mood. • Good health practices and habits — things like getting enough sleep, avoiding harmful substances, and	The text flies in from the bottom timed with the reference in the VO. Next button leads to slide 1.7.

		maintaining hygiene. • Access to medical and mental health services — having reliable care when it's needed. These biophysical supports form the foundation for a young person's ability to cope with challenges and thrive.	
Notes:			

Slide: 1.6b			LO: Implement protective factors on a daily basis
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
The base layer is visible. The light blue rectangle is covered to reveal the text for this layer. Laura's avatar is covered with a picture of a teenage girl speaking to a group of people. There is a bright blue frame around the picture of the light bulb.	[text boxes in light blue rectangle] Psychological Protective Factors • Reliable support • Clear and consistent discipline • Good coping and problem solving skills • A subjective sense of self-sufficiency • Optimism	[Laura] Now, let's look at psychological protective factors. These are the internal strengths and supports that help young people feel capable, confident, and prepared to face challenges. Examples include: Reliable support at home, at school, and among peers — knowing there are people they can count on. Clear and consistent discipline	The text flies in from the bottom timed with the reference in the VO.

		from caregivers and at school — boundaries that provide structure and safety. Support in making good choices — encouragement and guidance that help youth learn responsibility. Good coping and problem-solving skills — the ability to manage stress and work through difficulties. A subjective sense of self-sufficiency — believing they can handle responsibilities and challenges. Optimism — maintaining a hopeful outlook about the future. These psychological strengths empower young people to handle stress and develop resilience that lasts well into adulthood.	
Notes:			

Slide: 1.6c			LO: Implement protective factors on a daily basis
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
The base layer is visible. The light blue rectangle is covered to reveal the text for this	[text boxes inside the light blue rectangle] Social Protective Factors	[Laura] Next, let's talk about social protective factors.	The text flies in from the bottom timed with the reference in the VO.

layer. Laura's avatar is covered with a picture of a soccer team playing on a field. There is a bright blue frame around the picture of the hands together.	• Good supervision • Feels safe and supported • Being known • Positive and healthy relationships • Participation in group activities	These are all about relationships and community — the connections that give young people a sense of belonging and safety. Social protective factors include: Good supervision at school, after school programs, and at home — adults who are present and attentive. Feeling safe and supported in the environments where they spend time. Being known personally — when others remember their name, their interests, and details about who they are. Positive and healthy relationships with friends, family, and mentors. Participation in group activities like team sports, performing arts, or clubs that create belonging and teamwork. When a young person feels connected and supported in these ways, they're less likely to feel isolated — and more likely to thrive.	
Notes:			

Slide: 1.6d			LO: Implement protective factors on a daily basis
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
The base layer is visible. The light blue rectangle is covered to reveal the text for this layer. Laura's avatar is covered with a picture of happy students in a classroom. There is a bright blue frame around the picture of the empty classroom.	[text boxes inside the light blue rectangle] Professional Protective Factors • Healthy, supportive environments • Valued • Known	[Laura] Let's explore professional protective factors. These are the supports that come from the environments where young people spend much of their time — school, after-school programs, and the wider community. Some key factors include: Healthy and supportive environments — when schools, after-school programs, parents, and community groups all work together, it provides the strongest protection for youth. Believing they are cared for and valued — young people thrive when they know that adults and peers truly care, respect, and support them across every setting: at school, after school, and at home. Being known personally — something as simple as remembering their name, their likes and dislikes, their interests, and even details about their family builds trust and creates a safe, supportive relationship. When staff, volunteers, parents,	The text flies in from the bottom timed with the reference in the VO.

		and communities unite to create these professional protective factors, it sends a powerful message to youth: You matter, you belong, and you are supported.	
Notes:			

Slide: 1.6e			LO: Implement protective factors on a daily basis
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
The base layer is visible. The light blue rectangle is covered to reveal the text for this layer. Laura's avatar is covered with a picture of a young person reading the Bible. There is a bright blue frame around the picture of the cross.	[text boxes inside the light blue rectangle] Spiritual Protective Factors • Hope • Positive identity • Community • Biblical Concepts • Relationship with God	<i>[Laura]</i> Now, let's look at spiritual protective factors. For many young people, faith and spirituality provide a strong foundation for hope, resilience, and identity. These factors can include: Hope for the future — a belief that tomorrow holds possibility and purpose. A positive identity — seeing themselves as an image bearer of Christ, deeply valued and created with intention. Belonging to a healthy church community — where they find spiritual, psychological, and social support through relationships and fellowship.	The text flies in from the bottom timed with the reference in the VO.

		Biblical concepts for daily life — guidance that builds problem-solving skills, resilience, good decision-making, and a clear sense of purpose. A relationship with God can remind a young person that they are never alone — that they are loved, supported, and part of something bigger than themselves.	
Notes:			

Slide: 1.7 / Menu Title: Words Matter			LO: Implement protective factors on a daily basis
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
There is not a title on this slide. Sarah's avatar is standing to the left side of the slide, filling most of the height. She is holding a vertical sign. Filling most of the rest of the slide to the right of Sarah is a brick wall. The top of the wall has two blue tabs on the top. There is a blue rectangle centered on the wall with instructions. There is a cloud thought bubble caption at the bottom right corner. The thought bubbles are coming from the next button.	[Sarah's sign] Our words matter! [Instructions in the blue rectangle] Click on each tab to learn more [Top right tab on the wall] Research says... [Top left tab on the wall] Say this! [cloud thought bubble caption] When you're done, click "next" to check for understanding...	[Sarah] You know, one thing I've really come to understand is that our words matter — especially when we're reaching out to a kid who's struggling. The way we talk to them can either build trust... or shut them down. [Brian] Click on each tab to learn more.	The "Research says..." tab is a trigger to the "research says..." layer. The "Say this!" tab is a trigger to the "say this!" layer. The cloud caption is hidden until both tabs have been visited. The next button is disabled until both tabs have been visited. Next button leads to slide 1.8.
Notes:			

Slide: 1.7a			LO: Implement protective factors on a daily basis
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
The base layer is visible. There is a blue rectangle that covers the brick wall on the base layer below the “research says” tab. There is a picture of people doing research at a computer below the other tab covering up the base layer.	[text boxes inside the blue rectangle] Research says... • Normalize asking for help • Talking <i>prevents</i> suicide • Christians are not exempt • Many factors influence mental health • There are signs	[<i>Laura</i>] That’s exactly right, Sarah. Words have power. They can encourage, guide, and even provide hope when someone feels overwhelmed. Research tells us some important truths about the role of language and understanding in suicide prevention: Normalize asking for help — kids and adults alike need to know it’s okay to reach out, instead of hiding their struggles. Talking about suicidal thoughts does not cause them — in fact, open and honest conversations are a proven way to help PREVENT suicide. Christians can struggle with mental health — experiencing anxiety, depression, or even suicidal thoughts does NOT necessarily mean a person’s faith or salvation is weak. MANY factors contribute to mental health — biological, psychological, environmental, social, and spiritual influences	The text flies in from the bottom timed with the reference in the VO.

		can all play a role. Most individuals considering suicide give signs — either verbally or through behavior. Learning to recognize these signs is a critical step in prevention. When we use our words to open doors — instead of closing them — we create safety, trust, and opportunities for hope.	
Notes:			

Slide: 1.7b			LO: Implement protective factors on a daily basis
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
The base layer is visible. There is a blue rectangle that covers the brick wall on the base layer below the “Say this!” tab. There is a picture of two people racing out to each other below the other tab covering up the base layer.	[text boxes inside the blue rectangle] Words to say: • No keeping secrets • Recognize safe people • Foster sense of belonging • Use respectful language • Open dialogue • Refer to a counselor • Seeking help is healthy	<i>[Laura]</i> When it comes to suicide prevention, our words should provide clarity, hope, and safety. Here are some ways to guide your conversations with young people: Remind them not to keep secrets if a friend expresses suicidal thoughts or behaviors. Keeping it quiet can be dangerous — getting help is the right choice. Teach kids how to recognize safe people — adults who are respectful, trustworthy, honor boundaries, and don't encourage secrecy.	The text flies in from the bottom timed with the reference in the VO.

		Foster belonging — help every young person to know they are valued, never alone, and never a burden. Use respectful language — say ‘died by suicide’ or ‘took their own life’ instead of ‘committed suicide.’ Words can either reduce or reinforce stigma. Normalize open dialogues — talking about suicide from a supportive perspective does not increase the risk. In fact, it can open the door to lifesaving support. Encourage at-risk individuals to seek help from a counselor — professional support is available at AHM. It is valuable and effective. Reassure them that seeking help is healthy, not a sign of spiritual weakness. Everyone struggles at times —In the Bible, even Job, David, and Elijah wrestled deeply with their mental health. The way we speak about suicide can shape how young people see themselves, their struggles, and their options for hope and healing.	
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Slide: 1.8 / Menu Title: Knowledge Check			LO: Implement protective factors on a daily basis
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
There is a blue rectangle centered across the top of the slide. A check icon is on the right side of the rectangle. Sarah's avatar is enlarged and cropped so that it looks like she is closer. She looks like she is asking a question.	[Blue rectangle] Knowledge Check [Below the title shape] What is the purpose of protective factors? • To eliminate all risks and challenges in life. • To ensure success in every aspect of life. • To provide immediate solutions to problems. • To reduce or buffer against the risk of negative outcomes. <i>Click the correct answer and select "submit."</i>	[Laura] Alright, let's pause for a quick knowledge check. Here's the question: What is the primary purpose of protective factors? Sarah could use a little help with this one — so I'd like you to answer along with her. Let's look at the options together: A. To eliminate all risks and challenges in life. B. To ensure success in every aspect of life. C. To provide immediate solutions to problems. D. To reduce or buffer against the risk of negative outcomes. What do you think? Go ahead and choose the best answer — and click submit when you have made your choice.	After the answer is submitted, the answer choice will trigger the response. Next button leads to slide 1.9.
Notes:			

Slide: 1.8a			LO: Implement protective factors on a daily basis
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:

The base layer is visible. The incorrect feedback window is visible. There is a red X centered at the top of the window. There is a green button centered at the bottom of the feedback window.	[feedback window] Incorrect Protective factors do not eliminate risks entirely but help individuals cope with them effectively.	[Laura] Sorry, that's incorrect. Protective factors do not eliminate risks entirely but help individuals cope with them effectively.	This is the feedback layer for “to eliminate all risks and challenges...” selection. “Try again” button is visible for the first attempt. This is a trigger to answer again. “Continue” button is visible for the second attempt. This is a trigger to move on to the next slide.
Notes:			

Slide: 1.8b			LO: Implement protective factors on a daily basis
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
The base layer is visible. The incorrect feedback window is visible. There is a red X centered at the top of the window. There is a green button centered at the bottom of the feedback window.	[feedback window] Incorrect Protective factors support resilience and coping but do not guarantee success in all areas.	[Laura] Sorry, that's incorrect. Protective factors support resilience and coping but do not guarantee success in all areas.	This is the feedback layer for “to ensure success in every aspect of...” selection. “Try again” button is visible for the first attempt. This is a trigger to answer again. “Continue” button is visible for the second attempt. This is a trigger to move to the next slide.
Notes:			

Slide: 1.8c	LO: Implement protective factors on a daily basis
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Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
The base layer is visible. The incorrect feedback window is visible. There is a red X centered at the top of the window. There is a green button centered at the bottom of the feedback window.	[feedback window] Incorrect Protective factors promote long-term resilience and coping rather than offering instant solutions.	[Laura] Sorry, that's incorrect. Protective factors promote long-term resilience and coping rather than offering instant solutions.	This is the feedback layer for “to promote immediate solutions to...” selection. “Try again” button is visible for the first attempt. This is a trigger to answer again. “Continue” button is visible for the second attempt. This is a trigger to move on to the next slide.
Notes:			

Slide: 1.8d			LO: Implement protective factors on a daily basis
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
The base layer is visible. The correct feedback window is visible. There is a green check centered at the top of the window. There is a green button centered at the bottom of the feedback window.	[feedback window] Correct Protective factors are specifically defined as conditions or influences that mitigate risks and promote resilience.	[Laura] That's correct! Protective factors are specifically defined as conditions or influences that mitigate risks and promote resilience.	This is the feedback layer for “to reduce or buffer against the risk..” selection. “Continue” button is visible. This is a trigger to move on to the next slide.
Notes:			

Slide: 1.9 / Menu Title: Risk Factors	LO: Recognize suicide risks in a person
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Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
There is a blue rectangle for the title, centered across the top of the screen. Most of the rest of the slide is taken up by an accordion interaction. The 3 tabs for the accordion interaction are vertically aligned on the left side. They are yellow, green, and blue. From left to right, in the minimal color palette. Each of the tabs are 378px wide x 76 px high. The rest of the visible part of the accordion interaction is a lighter shade of blue rectangle. Within the light blue background of the accordion interaction, Laura and Sarah's avatars are visible. Laura will have 3 poses: 1. Smiling and looking toward Sarah 2. Talking and looking forward 3. Smiling and looking forward Sarah will have 2 poses: 1. Talking and looking forward 2. Smiling and looking toward Laura A caption cloud thought bubble at the bottom right corner, where the bubbles are pointing toward the next button.	[Title] Risk Factors [Tabs, from left to right] Health History Environment [Cloud caption] Ready for another knowledge check?	[Sarah] I feel like I have a much better understanding of protective factors now — things like safe environments, supportive relationships, and healthy habits that help kids build resilience. [Laura] That's great, Sarah. Protective factors are powerful, but it's also important to recognize the challenges young people may be facing. Risk factors are the conditions or experiences that can make a young person more vulnerable to mental health struggles or even suicidal thoughts and behaviors. By learning to identify these risk factors, you'll be able to recognize when a child may need extra care and support — and know how to respond in ways that promote safety and hope. [Brian] Click on each tab to learn more about risk factors.	The next button is disabled until all layers have been visited. The cloud caption is hidden until all layers have been visited. When the user clicks each tab of the accordion, it will open a layer. The tabs are set on a motion path to move toward the right so that it looks like an accordion is being opened. Next button leads to slide 1.10.
Notes:			

Slide: 1.9a			LO: Recognize suicide risks in a person
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
The health tab is on the left side while the history and environment are on the right side. Between the tabs, a lighter yellow rectangle fills the space. There is an area to the left of the lighter yellow rectangle open for text. On the right side of the lighter yellow rectangle, there is an image of a hand with an IV. The title rectangle is still visible.	[Title] Risk Factors [Text boxes inside the lighter yellow rectangle] Health issues can increase a person's risk for suicidal thoughts and attempts. Examples include: • Mental health conditions • Chronic pain • Chronic health conditions • Traumatic brain injury (TBI) • Untreated health conditions	[Laura] One important category of risk factors involves a young person's health condition. This can affect both the body and the mind, and when left untreated, it may increase vulnerability to distress or suicidal thoughts. Some examples include: Mental health conditions such as depression, anxiety, or other disorders. Chronic pain that wears down resilience over time. Chronic health conditions like asthma, diabetes, or other long-term illnesses that impact daily life. Traumatic brain injury (TBI), which can affect mood, behavior, and cognitive function. Untreated health conditions, whether physical or mental, that can make challenges feel overwhelming.	The history and environment tab are on a motion path to move from their original location to the opposite side of the slide. The text flies in from the bottom timed with the reference in the VO.

		Recognizing these health-related risk factors helps us understand when a young person may need additional support, care, and referral to professionals who can help.	
Notes:			

Slide: 1.9b			LO: Recognize suicide risks in a person
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
The health and history tabs are on the left side while the environment is on the right side. Between the tabs, a lighter green rectangle fills the space. There is an area to the left of the lighter green rectangle open for text. On the right side of the lighter green rectangle, there is an image of a family looking at a photo album. The title rectangle is still visible.	[Title] Risk Factors [Text boxes inside the lighter green rectangle] A person's history, or life experiences, can increase their risk factors. • Social rejection, discrimination, or stigma • Mental health conditions • Early life trauma • Family history • Substance abuse	[Laura] A person's history can also influence his or her risk for suicide. Past experiences can shape how someone copes with stress and whether they feel especially vulnerable. Here are some important examples: Social rejection, discrimination, or stigma—whether due to identity, beliefs, or circumstances—can make someone feel isolated and intensify risk. Mental health conditions such as depression, anxiety, PTSD, or bipolar disorder increase risk—especially when there have been prior suicide attempts or psychiatric care. Early life trauma, including abuse	The environment tab is on a motion path to move from its original location to the opposite side of the slide. The text flies in from the bottom timed with the reference in the VO.

		or neglect, can raise vulnerability well into adulthood. A family history of suicide, mental illness, or substance abuse can heighten risk. Substance abuse itself impairs judgment and increases impulsivity, which can lead to dangerous decisions. By understanding someone's history, we can better recognize when extra care, compassion, and professional support may be needed.	
Notes:			

Slide: 1.9c			LO: Recognize suicide risks in a person
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
The health, history, and environment tabs are on the left side. To the right of the tabs, a lighter blue rectangle fills the space. There is an area to the left of the lighter blue rectangle open for text. On the right side of the lighter blue rectangle, there is an image of a person sitting in the middle of many trees..	[Title] Risk Factors [Text boxes inside the lighter blue rectangle] A young person's environment can increase a young person's risk for suicide. • Bullying, substance abuse, or lack of support • Easy access to lethal means	[Laura] Let's look at how someone's environment can affect their mental health and suicide risk. The world around us—their home, school, workplace, or community—can either provide support or create added pressure. Here are some important environmental risk factors: Bullying, substance use, or lack of support raise risk significantly.	The lighter blue rectangle flies in from the left so that it looks like it is a part of the accordion interaction. The text flies in from the bottom timed with the reference in the VO.

The title rectangle is still visible.	• Increased exposure • High stress situations • Conflict, instability, and mental health stigma	Easy access to lethal means, like firearms, makes dangerous situations even more urgent. Exposure to suicide—through family, friends, or even media—can increase risk, especially for those already struggling. High-stress situations, like divorce, financial crisis, or rejection, can deepen feelings of hopelessness. Conflict, instability, or stigma around mental health can make it harder for someone to reach out and cope. Recognizing these environmental factors helps us see the bigger picture of what a person may be carrying.	
Notes:			

Slide: 1.10 / Menu Title: Knowledge Check			LO: Recognize suicide risks in a person
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:

The same blue rectangle with a check mark as the previous knowledge check is centered across the top of the slide. There is a picture of a teenage girl beside the first answer choice, and a picture of a teenage boy beside the second answer choice.	[Title] Knowledge check [Question] Help Sarah identify who is exhibiting the most risk for suicide ideation or attempt. [Answer choices] - Emily is a 13 year old quiet girl who is regularly seeing a therapist. She makes average grades in school. She has two very close friends, and she loves to competitively ride horses in her free time. She has a single mother, and her grandparents are very involved and supportive in her life. Charlie is a 13 year old outgoing boy who loves to play baseball. He puts a lot of pressure on himself to do well in school and for his team. His parents recently broke up because his dad has had some trouble with the law. Charlie said his dad has an addiction, but he refuses to talk about it with anyone.	[Laura] Alright, let's pause for a quick knowledge check. Sarah has two short case studies in front of her. She needs your help figuring out which person may be at greater risk. Listen carefully, then choose the best answer. [Sarah] Here are the two situations: Answer A: Emily is a 13-year-old quiet girl who is regularly seeing a therapist. She makes average grades in school. She has two very close friends, and she loves to competitively ride horses in her free time. She has a single mother, and her grandparents are very involved and supportive in her life. Answer B: Charlie is a 13-year-old outgoing boy who loves to play baseball. He puts a lot of pressure on himself to do well in school and for his team. His parents recently broke up because his dad has had some trouble with the law. Charlie said his dad has an addiction, but he refuses to talk about it with anyone.	When the learner clicks "submit," it will lead to one of three layers: correct, incorrect, or try again. There will be two tries, and if the first try is incorrect, it will lead to the try again layer.
Notes:			

Slide: 1.10a			LO: Recognize suicide risks in a person
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
The base layer is visible. The correct feedback window is visible. There is a green check centered at the top of the window. There is a green button centered at the bottom of the feedback window.	[Feedback window] Correct Charlie has a family history of addiction, and he is experiencing instability at home. “Continue” is on the green button.	[Laura] Correct! Charlie has a family history of addiction, and he is experiencing instability and higher stress.	“Continue” button is visible. This is a trigger to move on to slide 1.11.
Notes:			

Slide: 1.10b			LO: Recognize suicide risks in a person
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
The base layer is visible. The incorrect feedback window is visible. There is a red X centered at the top of the window. There is a green button centered at the bottom of the feedback window.	[Feedback window] Incorrect Emily has strong support from her mom, therapist, grandparents, and friends. “Continue” is on the green button.	[Laura] Sorry, that’s incorrect. Even though Emily has a single mom, she has strong support from her mom, therapist, grandparents, and friends.	“Continue” button is visible. This is a trigger to move on to slide 1.11.
Notes:			

Slide: 1.10c	LO: Recognize suicide risks
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			in a person
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
The base layer is visible. The incorrect feedback window is visible. There is a red X centered at the top of the window. There is a green button centered at the bottom of the feedback window.	[Feedback window] Incorrect Emily has strong support from her mom, therapist, grandparents, and friends. “Try again” is on the green button.	[Laura] Sorry, that’s incorrect. Even though Emily has a single mom, she has strong support from her mom, therapist, grandparents, and friends.	“Try again” button is visible. This is a trigger to reset and retake the knowledge check again.
Notes:			

Slide: 1.11 / Menu Title: Suicide Ideation: What is it?			LO: Recognize people who are demonstrating suicide ideation and/or making suicidal attempts
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
There is a blue rectangle centered across the top of the slide. Sarah and Laura are standing off center toward the left, side by side, cropped so that their lower legs are not visible. Their avatars are large enough to fill most of the remaining area of the slide. Sarah has 2 poses: 1. Talking and facing Laura 2. Listening, looking forward, and looking	[Title] Suicide Ideation: What is it and how can you recognize it in someone? [Buttons] • Active Ideation • Passive Ideation • Signs of Ideation	[Sarah] Laura, I have a question. I’ve heard the term suicidal ideation a lot lately, but I’m not sure I completely understand what it means. Is it the same as a suicide attempt? [Laura] That’s a great question, Sarah — and it’s an important distinction. Suicidal ideation means that someone is thinking about suicide or considering ending their life, but hasn’t necessarily	The buttons fly in from the bottom timed with the reference in the VO. Laura moves closer to Sarah as the buttons fly in. The Active Ideation button has a trigger leading to the Active layer. The Passive Ideation button has a trigger leading to the Passive layer. The Signs of Ideation button has

thoughtful Laura has 3 poses: 1. Listening and facing Sarah 2. Talking and looking forward 3. Looking forward thoughtfully To the right of them, there are 3 blue buttons grouped together.		taken action. It can range from fleeting thoughts like 'I wish I could just disappear,' to specific plans about how and when someone might attempt suicide. Recognizing these thoughts early — even if no action has been taken — gives us a chance to step in with help and hope. [Brian] Click each box to learn more about: Active Ideation... Passive Ideation... and Signs of Ideation	a trigger leading to the Signs layer. The next button is disabled until all buttons have been visited. Next button leads to slide 1.12.
Notes:			

Slide: 1.11a			LO: Recognize people who are demonstrating suicide ideation and/or making suicidal attempts
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
The base layer is visible. A purple rectangle covers the buttons on the right side to reveal the text.	[Text boxes in the purple rectangle] Active suicidal Ideation • Thoughts of ending one's life • Has a plan • High risk	[Laura] Let's start with active suicidal ideation. This type of ideation involves having thoughts about ending one's life, along with a plan or intent to do so. It reflects a much	The purple rectangle grows when the layer is opened. The text boxes fly in from the bottom timed with the reference in the VO.

	• Immediate intervention required • Example: thinking “I want to end my life, and I’m planning to take an overdose tonight.” Click here to close	higher level of risk and should always be taken seriously. When someone expresses active suicidal ideation, they’re not just struggling — they’re thinking about specific actions they might take. This situation requires immediate support and professional intervention. For example, someone might say, ‘I want to end my life, and I’m planning to take an overdose tonight.’ If you ever hear something like this from a young person, it’s vital to stay calm, take it seriously, and seek help right away — contact emergency services or a mental health professional immediately.	Hide the layer when the user clicks the rectangle.
Notes:			

Slide: 1.11b			LO: Recognize people who are demonstrating suicide ideation and/or making suicidal attempts
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
The base layer is visible. A purple rectangle covers the buttons on the right side to reveal the text.	[Text boxes in the purple rectangle] Passive Suicide Ideation • Thoughts about death • No plan • Reflects deep emotional pain or hopelessness • Example: someone thinking, “I wouldn’t mind	[Laura] Now, let’s talk about passive suicidal ideation. This refers to having thoughts about death or wishing to die, but without any plan or intent to act on those thoughts. It often reflects deep emotional pain, sadness, or hopelessness, but not	The purple rectangle grows when the layer is opened. The text boxes fly in from the bottom timed with the reference in the VO. Hide the layer when the user clicks the rectangle.

	if I didn't wake up tomorrow." Needs professional help Click here to close	an active desire to end one's life. For example, someone might think, 'I wouldn't mind if I didn't wake up tomorrow,' but they have no plan or intention to harm themselves. Even though passive ideation may seem less urgent than active ideation, it's still a serious warning sign that someone is struggling internally. These thoughts show that a person is hurting and needs support, understanding, and professional help before those feelings deepen or shift toward action.	
Notes:			

Slide: 1.11c			LO: Recognize people who are demonstrating suicide ideation and/or making suicidal attempts
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
The base layer is visible. A purple rectangle covers the buttons on the right side to reveal the text.	[Text boxes in the purple rectangle] Signs of Suicidal Ideation - Words that express hopelessness, worthlessness, or unbearable emotional pain - Withdrawal - Talk about death or disappearing	[Laura] Let's talk about how to recognize signs of suicidal ideation — the clues that someone may be thinking about ending their life. These signs can show up in both what a person says and how they behave. You might hear them express feelings of hopelessness, worthlessness, or unbearable	The purple rectangle grows when the layer is opened. The text boxes fly in from the bottom timed with the reference in the VO. Hide the layer when the user clicks the rectangle.

	• Give away possessions • Saying goodbye • Sudden calm or improvement Click here to close	emotional pain — phrases like ‘What’s the point anymore?’ or ‘Everyone would be better off without me.’ Behaviorally, you might notice: Withdrawal from friends, activities, or things they once enjoyed. Talking about death or saying they wish they could disappear. Giving away possessions or making final arrangements. Visiting people to say goodbye or expressing gratitude in unusual ways. A sudden sense of calm or improvement after a period of deep distress — which can actually signal that the person has made a decision to end their life. When you see or hear any of these signs, take them seriously. Ask directly, listen with compassion, and connect the person with professional help right away. Your care and quick response could save a life.	
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Notes:

Slide: 1.12 / Menu Title: Suicide Ideation: Types of Suicide Attempts			LO: Recognize people who are demonstrating suicide ideation and/or making suicidal attempts
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
There is no title shape on this slide. There are 4 shapes evenly spaced across the middle of this screen. They are different colors: black and grey, purple, green, and blue from left to right. They all have icons on them as follows: 	[Title] Types of suicide attempts: [below the shapes] Click on each button for more information [Cloud caption] Last knowledge check coming up...	[Laura] Before we look at specific examples, it's important to understand that not all suicide attempts look the same. When we recognize the different types of attempts, we're better prepared to notice signs and respond appropriately — especially when we're working with young people. There are several types of suicide attempts we'll discuss in this training: An active attempt A passive attempt A cry for help or gestural attempt And chronic or repeated attempts Each of these types requires sensitivity, understanding, and timely response. Recognizing them early can truly make a difference. [Brian] Click on each button to learn	Each shape is a trigger to go to a new slide for a branching scenario. • Active Suicide Attempt to slide 1.13 • Passive Suicide Attempt to slide 1.14 • Gestural Suicide Attempt to slide 1.15 • Chronic Suicide Attempt to slide 1.16 The shapes will glow timed with the reference in the VO. The cloud caption will be hidden until all of the shapes have been visited. The next button will be disabled until all shapes have been visited. The next button will lead to slide 1.17. The next button leads back to slide 1.12.

Passive Suicide Attempt



Cry for help



Chronic/Repeated
Suicide Attempt



There is a cloud thought bubble
caption at the bottom right

more.

corner with the bubbles pointing toward the next button.			
Notes:			

Slide: 1.13 / Menu Title: hidden from menu			LO: Recognize people who are demonstrating suicide ideation and/or making suicidal attempts
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
The Active Suicide Attempt shape is centered on the left side of the slide. A semi-transparent picture of the emergency entrance to a hospital is in the background.	[Text boxes to the right of the shape] An active suicide attempt is a self-injurious act intended to cause death with a life-threatening method. • Clear, conscious intent to die • Potentially fatal • Evidence of intent • Intended to cause death • This is an emergency, act quickly! • Call professionals	[Laura] Let's begin with active suicide attempts. An active, or direct, suicide attempt is a self-injurious act intended to cause death using a life-threatening method. This is not about making a statement or drawing attention — it's a conscious, deliberate effort to end one's life. Here are the key features of an active attempt: Clear, conscious intent to die; the lethality is not ambiguous. The method is potentially fatal. There is often evidence of suicidal intent — such as planning or leaving a note. The act is intended to cause death, not just self-harm or	The text boxes fly in from the bottom timed with the reference in the VO. The next button leads back to slide 1.12.

		attention-seeking. If you ever encounter or suspect an active attempt, treat it as a life-threatening emergency. Call emergency services immediately and involve trained professionals. Acting quickly can truly save a life.	
Notes:			

Slide: 1.14 / Menu Title: hidden from menu			LO: Recognize people who are demonstrating suicide ideation and/or making suicidal attempts
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
The Passive Suicide Attempt shape is centered on the left side of the slide. A semi-transparent picture of a person talking to a doctor or nurse is in the background.	[Text boxes to the right of the shape] A passive suicide attempt involves risky behavior with disregard for one's life. • Not intended to cause immediate death • Reflects emotional pain, depression, or hopelessness • Faces potentially fatal outcomes • Indifference toward life or consequences • Self-destruction • Professional help is needed	[Laura] Now let's look at passive suicide attempts. A passive suicide attempt isn't as obvious as an active one, but it can be just as dangerous over time. This involves risky or self-destructive behavior — for example, substance abuse, unsafe sex, or reckless driving — where the person shows little concern for their own safety or well-being. Here's what sets passive attempts apart: These actions may not be intended to cause immediate	The text boxes fly in from the bottom timed with the reference in the VO. The next button leads back to slide 1.12.

		death, but they reflect deep emotional pain, depression, or hopelessness. The person isn't directly trying to die but may still face potentially fatal outcomes. Their emotional state often shows indifference toward life or consequences. There's an implicit desire for self-destruction, sometimes unconscious or unspoken. Even though passive attempts are not usually immediate emergencies, they are still serious warning signs. Professional help is very much needed to address the underlying pain and prevent the risk from escalating.	
Notes:			

Slide: 1.15 / Menu Title: hidden from menu			LO: Recognize people who are demonstrating suicide ideation and/or making suicidal attempts
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
The Gestural Suicide Attempt	[Text boxes to the right of the	[Laura]	The text boxes fly in from the

shape is centered on the left side of the slide. A semi-transparent picture of a person holding up a sign that says “help” is in the background.	shape] A gestural (“cry for help”) suicide attempt includes actions that appear suicidal but aren’t intended to be fatal. • signals distress, gains attention, or seeks support • unlikely to be fatal • signals emotional pain, not a wish to die • not manipulative • serious underlying mental health issues • they need help	Let’s look at what’s called a gestural or ‘cry for help’ suicide attempt. A gestural attempt includes actions that appear suicidal, but aren’t intended to be fatal. These attempts often occur during an emotional crisis when someone feels desperate, overwhelmed, or unseen — and they’re trying to signal distress, gain attention, or seek support. Here are some key points to remember: The method is unlikely to be fatal, but it reflects serious emotional pain. The person is expressing a need for help, not a clear wish to die. These actions should never be dismissed as manipulative — they’re a call for help and a sign of underlying mental health struggles. Even though the intent may not be to die, gestural attempts must always be taken seriously. They are a person’s way of saying, ‘I can’t handle this alone.’ Responding with compassion, listening without judgment, and connecting them to professional help can make a life-changing difference.	bottom timed with the reference in the VO. The next button leads back to slide 1.12.
Notes:			

Slide: 1.16 / Menu Title: hidden from menu			LO: Recognize people who are demonstrating suicide ideation and/or making suicidal attempts
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
The Chronic Suicide Attempt shape is centered on the left side of the slide. A semi-transparent picture of a person standing in the desert looking very sad is in the background.	[Text boxes to the right of the shape] Chronic (repeated) suicide attempts are suicide attempts that show a pattern of multiple attempts over time. - linked to major depression, borderline personality disorder, or unresolved trauma - long-term and ongoing - increased risk of future, potentially fatal attempts - seek professional help	[Laura] Finally, let's talk about chronic or repeated suicide attempts. These are suicide attempts that follow a pattern of multiple episodes over time. Each attempt is a sign that the person is still struggling deeply, even if they've received support or intervention in the past. Chronic suicide attempts are often linked to major depression, borderline personality disorder, or unresolved trauma. They reveal long-term psychological pain, feelings of hopelessness, and difficulty coping with life's challenges. It's important to remember that each prior attempt raises the risk of a future, potentially lethal one. Repeated crises don't mean someone is seeking attention — they mean the person is still in distress and needs consistent, compassionate, and ongoing support. When working with someone who has a history of attempts, approach every new warning sign or expression of hopelessness	The text boxes fly in from the bottom timed with the reference in the VO. The next button leads back to slide 1.12.

		with care and urgency. Stay connected, stay observant, and involve professional help right away.	
Notes:			

Slide: 1.17 / Menu Title: Knowledge Check			LO: Recognize people who are demonstrating suicide ideation and/or making suicidal attempts
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Drag and drop activity: Sarah's avatar is on the left side of the slide. Her legs are cropped below the knee, and she fills most of the height. She looks like she is thinking about something serious. There are 4 purple squares evenly spaced across the bottom of the slide and in front of Sarah's avatar. They fill the lower half of the slide. There is a grey square that is the same size as the purple squares at the top right corner of the slide.	There is not a title on this slide. [purple squares: drop targets] • Active attempt • Passive attempt • Gestural attempt • Repeated attempts [grey squares: drag items] • Meagan went into the girls' bathroom to cut her wrists with a sharp edge after she had an argument with her mother. {gestural} • Casey has made multiple suicide attempts over the past year, each time requiring emergency intervention, and has expressed ongoing thoughts of self-harm. {repeated} • Taylor took a full bottle of	[Laura] Alright, let's put what you've learned into practice. You'll read a few short case examples and help Sarah identify what type of suicide attempt each one represents. [Brian] Click and drag each example into the correct category: Active..., Passive..., Gestural..., or Repeated attempt. Pay attention to the level of intent, planning, and emotional distress in each case.	This is a drag and drop interaction. The results will be shown when the learner clicks submit. The grey squares will fly in from the right one at a time. The results will not be shown until the learner clicks submit.

	pills while alone, leaving a note behind. {active} Jack drinks too much and drives home, but he denies having any plan to hurt himself or anyone else. {passive}		
Notes:			

Slide: 1.17a			LO: Recognize people who are demonstrating suicide ideation and/or making suicidal attempts
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
A screenshot of the correct answers are on the screen. Each category is labeled with a purple rectangle, and green check icons are beside each correct answer. The feedback window is the same color as the background so that it looks like a part of the base layer. There is a green button near the bottom of the feedback window.	[Feedback window] Correct! Nice work! [Button] Continue	[Laura] That's right. You're learning how to recognize warning signs in young people.	The continue button leads to slide 1.18.
Notes:			

Slide: 1.17b			LO: Recognize people who are demonstrating suicide ideation and/or making suicidal attempts
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
A screenshot of the correct answers are on the screen. Each category is labeled with a purple rectangle. The feedback window is the same color as the background so that it looks like a part of the base layer. There are two green buttons near the bottom of the feedback window.	[Feedback window] Incorrect Take a look at the correct answers. You can go back to review the information if you would like. [Buttons] Continue Review	[Laura] Sorry that was incorrect. Please go back and review the information again. You can do it!	The continue button leads to slide 1.18. The review button goes back to slide 1.12.
Notes:			

Slide: 1.17c			LO: Recognize people who are demonstrating suicide ideation and/or making suicidal attempts
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
A screenshot of the correct answers are on the screen. Each category is labeled with a purple rectangle. The feedback window is the same color as the background so that it looks like a part of the base layer.	[Feedback window] Incorrect Take a look at the correct answers and please try again. [Button] Try again	[Laura] Sorry, that's incorrect. You didn't identify the correct types of suicide attempts. Please try again.	The try again button closes the layer so the learner can correct their mistakes.

There is a green button near the bottom of the feedback window.			
Notes:			

Slide: 1.18 / Menu Title: Course Summary			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
There is a blue rectangle centered across the top of the slide. There is a picture of a group of people in a circle putting their hands inside. There is another picture of a person at the bottom of a ladder reaching upward to a hand at the top. There is one more picture of a person sitting on the floor curled up, looking sad. Each picture is evenly spaced from top to bottom on the left side of the slide.	[Title] Course Summary [Text boxes beside the top picture] Protective factors help people cope with stress and build resilience. They include healthy habits, supportive relationships, coping skills, faith, and caring environments. [Text boxes beside the middle picture] Suicide risk factors fall into three categories: health, history, and environment. These factors can heighten hopelessness and increase vulnerability if not addressed. [Text boxes beside the bottom picture] Suicidal ideation can be passive or active. Suicide attempts may be gestural, chronic, or active, while passive attempts involve risky behaviors that show	[Laura] You've covered a lot of important information today, Sarah. Let's take a moment to review before moving on. [Sarah] Sounds good — I want to make sure I'm ready for the next part. [Laura] Great. Let's start with the basics. Protective factors help people manage stress and build resilience. These include healthy habits, supportive relationships, strong coping skills, hope, faith, and caring environments at school or in the community. [Sarah] And the risk factors are the things that increase	The text boxes fly in from the bottom timed with the reference in the VO. The next button leads to slide 1.19.

	disregard for life.	vulnerability, right? [Laura] Exactly. Suicide risk factors fall into three main categories — Health factors, like chronic pain or brain injury; History factors, such as past suicide attempts or a family history of mental illness; and Environmental factors, including bullying or access to lethal means. When these risks go unaddressed, they can increase feelings of hopelessness and despair. [Sarah] I also remember learning about suicidal ideation — both passive and active. [Laura] That's right. Passive ideation means someone wishes to die but has no plan or intent, while active ideation includes both the desire and a plan to end their life. We also explored the different types of suicide attempts — Gestural, a cry for help without lethal intent, chronic, involving	
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		repeated suicidal behaviors, active, direct and life-threatening, and passive attempts, where risky actions show disregard for one's own safety. [Sarah] It's a lot of information, but I feel like I'm starting to connect the pieces. [Laura] Good — that understanding is essential. Now, you'll take a short assessment to review what you've learned and check your understanding. Let's see how well you can apply what you've learned.	
Notes:			

Slide: 1.19 / Menu Title: Assessment			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
There is a blue rectangle centered across the top of the slide for the title.. Sarah and Laura are cropped from the waist up, and they are enlarged as if the image is zoomed in. Sarah has 2 poses:	[Title] Time for an assessment! [smaller font] Earn at least 75% to pass.	[Sarah] Alright, Laura — I think I'm ready, but a little nervous about this next part. [Laura] You'll do great, Sarah. This assessment reviews what we've learned about protective and risk	The avatars fade into the next poses timed with the reference in the VO. The next button leads to slide 1.20.

1. Talking and gesturing, looking forward 2. Looking toward Laura, thoughtfully Laura has 3 poses: 1. Smiling, looking forward, and holding a folder 2. Talking and looking forward 3. Smiling and looking forward		factors, suicidal ideation, and types of suicide attempts. You'll apply what you've learned to some case studies. You'll need a 75% to pass, but more importantly, it's about feeling confident supporting young people. [Brian] Click the next button to begin your assessment.	
Notes:			

Slide: 1.20 / Menu Title: hidden from menu			LO: Implement protective factors on a daily basis
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
There is a blue rectangle centered across the top of the slide for the question. Sarah's avatar is standing to the left side of the slide. She has her hand on her chin, and she looks like she is thinking. She is cropped at the knee, taking up most of the space below the blue rectangle.	[question] Jordan, a 15-year-old boy, has just joined an after-school basketball league. He stands near the edge of the court, watching the game but not engaging. His shoulders are tense, and he avoids eye contact with the other players. Coach Johnson notices Jordan's hesitation and decides to take action. What would be Coach Johnson's best choice to help Jordan become more at ease? [answer choices] • Noticing that Jordan is having a tough time jumping in, walking over	[Sarah] So here is my first case study: Jordan, a 15-year-old boy, has just joined an after-school basketball league. He stands near the edge of the court, watching the game but not engaging. His shoulders are tense, and he avoids eye contact with the other players. Coach Johnson notices Jordan's hesitation and decides to take action. What would be Coach Johnson's best choice to help Jordan become more at ease? Which answer should I choose?	Add a review layer The next button leads to slide 1.21.

	with a smile, Coach Johnson introduces himself and says, “I’m glad you’re here! Why don’t you warm up with me for a bit?” He passes the ball to Jordan, giving him a simple drill to build his confidence before easing him into the group. He wants to build a trusting relationship with Jordan. • Noticing that Jordan is having a tough time jumping in, Coach Johnson calls the team together with a smile. “Ok guys, let’s start out with our ball-handling drills. Hi Jordan, I’m glad you’re here! Line up and get started.” It’s better to get him to jump right in. • Noticing that Jordan is having a tough time jumping in, Coach Johnson calls out with a smile: “Hi Jordan, you’re new aren’t you? Don’t worry. These guys will go easy on you.” Making some jokes with him will ease the tension. • Noticing that Jordan is having a tough time jumping in, Coach Johnson privately says to Jordan with a smile, “Hi Jordan, I’m glad you’re here! If you don’t feel comfortable with playing yet, that’s cool. You can		
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	just watch.” It’s better for him to observe for a while so he can get more comfortable.		
Notes:			

Slide: 1.20a			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
The base layer is visible. A purple rectangle is between title shape and the answer choices.	[inside the purple rectangle] What are Protective Factors? Social and Professional	[Laura] To review this question, go back to the "what are protective factors?" slide. The social and professional categories will be helpful.	Review layer .
Notes:			

Slide: 1.21 / Menu Title: hidden from menu			LO: Recognize suicide risks in a person
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
There is a blue rectangle centered across the top of the slide for the question. Sarah’s avatar is standing to the right side of the slide. She is pointing at the question, and she looks like she is thinking. She is cropped at the knee, taking up	[question] Devin, a 12-year-old student, is being tutored by Malik. Devin’s therapist contacted Malik and asked that he would text him about any risk factors that may come up during a tutoring session. He has been missing more sessions than usual, and he	[Sarah] Here is another case study. Devin, a 12-year-old student, is being tutored by Malik. Devin’s therapist contacted Malik and asked that he would text him about any risk factors that may come up during a tutoring session. He has been missing	Add a review layer. The next button leads to slide 1.22.

most of the space below the blue rectangle.	shows up today looking tired and distracted. He says he is excited about a video game tournament that he will be doing with his friends this weekend. However, during a break, he casually says, "Sometimes it feels like nothing I do even matters." What should Malik communicate with Devin's therapist? [answer choices] • Malik should text the therapist that there were no concerns from this day's tutoring session. • Malik should text the therapist that he is calling 911 because Devin has tried to hurt himself. • Malik should text the therapist about Devin's words: "Sometimes it feels like nothing I do even matters," adding that his attendance to tutoring has become less consistent recently. • Malik should text the therapist that he is concerned about Devin's video game addiction.	more sessions than usual, and he shows up today looking tired and distracted. He says he is excited about a video game tournament that he will be doing with his friends this weekend. However, during a break, he casually says, "Sometimes it feels like nothing I do even matters." What should Malik communicate with Devin's therapist?	
Notes:			

Slide: 1.21a			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:

The base layer is visible. A purple rectangle is between title shape and the answer choices.	[purple rectangle] Risk Factors and Suicidal Ideation: what is it?	[Laura] If you would like to review for this question, go back to the "Risk Factors" slide. The "Suicidal Ideation" slide will also be very helpful.	Review layer
Notes:			

Slide: 1.22 / Menu Title: hidden from menu			LO: Implement protective factors on a daily basis
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
There is a blue rectangle centered across the top of the slide for the question. Sarah's avatar is standing to the right side of the slide. She is standing with her arms folded, and she looks like she is thinking. She is cropped at the knee, taking up most of the space below the blue rectangle.	[question] You are a camp counselor at a summer program for kids ages 8–12. One afternoon, you notice a group of kids—Jada, Marcus, and Theo—huddled together by the edge of the soccer field. Jada keeps saying she wants to go home. Marcus is teasing Theo for not wanting to join in the ball game. Theo looks withdrawn and hasn't said much all day. Based on what you've observed, which of the following activities would be the best choice to build a protective factor for this group? [answer choices] Plan activities that keep the kids active and busy all day so they do not have time to be upset or to be unkind to each other.	[Sarah] You are a camp counselor at a summer program for kids ages 8 to 12. One afternoon, you notice a group of kids—Jada, Marcus, and Theo—huddled together by the edge of the soccer field. Jada keeps saying she wants to go home. Marcus is teasing Theo for not wanting to join in the ball game. Theo looks withdrawn and hasn't said much all day. Based on what you've observed, which of the following activities would be the best choice to build a protective factor for this group?	Add a review layer The next button leads to slide 1.23.

	• Assign at least an hour of alone time for each camper so that they can have some peace and time away from each other. • Have a gaga ball tournament so the campers can work out their aggression and overcome their anxiety. • Lead a group gratitude circle where each child shares something kind about another camper. Be sure to pre-screen the kindness facts to ensure they really are kind, and privately coach the students as needed.		
Notes:			

Slide: 1.22a			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
The base layer is visible. A purple rectangle is between title shape and the answer choices.	[purple rectangle] Forms of Protective Factors	[Laura] If you need to review for this question, take a look at the "forms of protective factors" slide.	Review layer
Notes:			

Slide: 1.23 / Menu Title: hidden from menu			LO: Recognize people who are demonstrating suicide ideation and/or making suicidal attempts
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
There is a blue rectangle centered across the top of the slide for the question. There are 6 pictures of adolescents distributed throughout the rest of the space on the slide. There are 3 boys and 3 girls, and the pictures have frames around them and are clearly labeled with their names.	[Blue Rectangle] Choose the people that are showing risk factors or suicide ideation for referral to a counselor. Hover your mouse over each person to learn more. [Names on the frames] • Emily • Tyler • John • Brianna • Jaden • Zoe	[Laura] Ok. This is your final question. Read each case study, and select each young person who is showing signs of suicidal risk or ideation. They will need a referral to the counselor. Hover your mouse above each person to learn more about them. If he or she is all good, you will just need to continue using good protective factors with them. You've got this!	Each framed picture is a trigger to a corresponding layer. The layer will be visible when the learner's mouse hovers over the picture. Add a review layer. The next button leads to slide 1.24.
Notes:			

Slide: 1.23a			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
The base layer is not visible. The framed picture of Emily is on this layer, in exactly the same location as the base layer. The title rectangle is on this layer, exactly the same as the base layer. There is also an image of a notebook with more information	[Title] Choose the people that are showing risk factors or suicide ideation for referral to a counselor. Hover your mouse over each person to learn more. [Notebook] Emily is a high-achieving student with straight A's and a packed extracurricular schedule. She has	[Sarah] Emily is a high-achieving student with straight A's and a packed extracurricular schedule. She has expressed that she feels like she expects a lot from herself, and it is hard to keep up with all of her work.	The layer will hide when the mouse moves away from Emily's image.

about Emily.	expressed that she feels like she expects a lot from herself, and it is hard to keep up with all of her work.		
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Slide: 1.23b			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
The base layer is not visible. The framed picture of Tyler is on this layer, in exactly the same location as the base layer. The title rectangle is on this layer, exactly the same as the base layer. There is also an image of a notebook with more information about Tyler.	[Title] Choose the people that are showing risk factors or suicide ideation for referral to a counselor. Hover your mouse over each person to learn more. [Notebook] Tyler is known for being the class clown and always making people laugh, but he's been making self-deprecating jokes more frequently and brushing off concerns with humor. He recently got in trouble for binge drinking at a school football game and attempting to drive home.	[Sarah] Tyler is known for being the class clown and always making people laugh, but he's been making self-deprecating jokes more frequently and brushing off concerns with humor. He recently got in trouble for binge drinking at a school football game and attempting to drive home.	The layer will hide when the mouse moves away from Tyler's image.

Slide: 1.23c			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
The base layer is not visible. The framed picture of Tyler is on this layer, in exactly the same location as the base layer. The title rectangle is on this layer, exactly the same as the base	[Title] Choose the people that are showing risk factors or suicide ideation for referral to a counselor. Hover your mouse over each person to learn more.	[Sarah] Tyler is known for being the class clown and always making people laugh, but he's been making self-deprecating jokes more frequently and brushing off concerns with humor. He recently	The layer will hide when the mouse moves away from Tyler's image.

layer. There is also an image of a notebook with more information about Tyler.	[Notebook] Tyler is known for being the class clown and always making people laugh, but he's been making self-deprecating jokes more frequently and brushing off concerns with humor. He recently got in trouble for binge drinking at a school football game and attempting to drive home.	got in trouble for binge drinking at a school football game and attempting to drive home.	
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Slide: 1.23d			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
The base layer is not visible. The framed picture of John is on this layer, in exactly the same location as the base layer. The title rectangle is on this layer, exactly the same as the base layer. There is also an image of a notebook with more information about John.	[Title] Choose the people that are showing risk factors or suicide ideation for referral to a counselor. Hover your mouse over each person to learn more. [Notebook] John is quiet and introverted, spending most of his time playing video games. Though he appears withdrawn, he maintains good relationships. He has an involved mother and spends time with a small group of friends.	[Sarah] John is quiet and introverted, spending most of his time playing video games. Though he appears withdrawn, he maintains good relationships. He has an involved mother and spends time with a small group of friends.	The layer will hide when the mouse moves away from John's image.

Slide: 1.23e			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
The base layer is not visible. The framed picture of Brianna is on this layer, in exactly the same	[Title] Choose the people that are showing risk factors or suicide	[Sarah] Brianna recently experienced the loss of a close friend to an	The layer will hide when the mouse moves away from Brianna's image.

location as the base layer. The title rectangle is on this layer, exactly the same as the base layer. There is also an image of a notebook with more information about Brianna.	ideation for referral to a counselor. Hover your mouse over each person to learn more. [Notebook] Brianna recently experienced the loss of a close friend to an alcohol-related car accident. She has been struggling academically since then. She's stopped hanging out with her usual friend group and often appears tired and unmotivated.	alcohol-related car accident. She has been struggling academically since then. She's stopped hanging out with her usual friend group and often appears tired and unmotivated.	
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Slide: 1.23f			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
The base layer is not visible. The framed picture of Jaden is on this layer, in exactly the same location as the base layer. The title rectangle is on this layer, exactly the same as the base layer. There is also an image of a notebook with more information about Jaden.	[Title] Choose the people that are showing risk factors or suicide ideation for referral to a counselor. Hover your mouse over each person to learn more. [Notebook] Jaden had a recent concussion, which he got at a soccer game. Lately he's been withdrawing from friends and skipping practice without explanation. He's been posting vague, sad messages online.	[Sarah] Jaden had a recent concussion, which he got at a soccer game. Lately he's been withdrawing from friends and skipping practice without explanation. He's been posting vague, sad messages online.	The layer will hide when the mouse moves away from Jaden's image.

Slide: 1.23g			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:

The base layer is not visible. The framed picture of Zoe is on this layer, in exactly the same location as the base layer. The title rectangle is on this layer, exactly the same as the base layer. There is also an image of a notebook with more information about Zoe.	[Title] Choose the people that are showing risk factors or suicide ideation for referral to a counselor. Hover your mouse over each person to learn more. [Notebook] Zoe is an energetic theater student who seems upbeat and engaged in all her classes. She comes from a home with a lot of siblings, and her parents struggle to make ends meet. She wants to make a positive difference to other kids like her.	[Sarah] Zoe is an energetic theater student who seems upbeat and engaged in all her classes. She comes from a home with a lot of siblings, and her parents struggle to make ends meet. She wants to make a positive difference to other kids like her.	The layer will hide when the mouse moves away from Zoe's image.
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Slide: 1.23h			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
This is a review layer. Insert a screenshot of the correct answer. Add in a red, caution icon to Tyler, Brianna, and Jaden. There is a purple rectangle between the title rectangle and the pictures of the adolescents.	[purple rectangle] Risk Factors, Suicide Ideation, and Types of Suicide Attempts	[Laura] The correct choices are Tyler, Brianna, and Jaden. Tyler has been showing passive suicidal ideation because of his risky behavior and substance abuse—indicators that he needs additional support. Brianna has experienced a traumatic loss, has been exposed to substance abuse, and has withdrawn from others—all of which increase her level of risk. Jaden has a history of traumatic brain injury and has recently shown withdrawal and mood changes without explanation, which also warrant concern and referral.	Review layer

		Even though the other individuals' lives are not perfect, they are not currently showing risk factors or suicide ideation. Maintaining their protective supports—like positive relationships, involvement, and consistent encouragement—should be sufficient at this time.	
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Slide: 1.24 / Menu Title: Results			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
There is a blue rectangle centered across the top of the slide. There is a semi-transparent image of a notebook below the blue rectangle, centered, and taking up most of the space below the blue rectangle. There is a score window centered on top of the notebook image.	[Title] Quiz Results [Score window] Your Score Passing score	<i>No VO on this layer</i>	Either the success or failure layer will be visible, depending on results. Results of the quiz are displayed here.
Notes:			

Slide: 1.24a			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Base layer is visible	[Text box above the score	[Laura]	The review quiz button leads to

There is a green check icon above the score window. There are two blue rectangle buttons below the score window. Laura's avatar is on the right side of the slide, cropped near the knees. She is giving the thumbs up sign, and her image takes up most of the height below the blue rectangle on the base layer.	window] Nice job, you passed! [buttons] Review Quiz Continue	Nice job... you passed! You have shown that you know how to recognize suicide risks and ideation in young people, and you know how to implement protective factors. Good work!	the review layer. The continue button leads to slide 1.25.
Notes:			

Slide: 1.24b			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Base layer is visible There is a red X icon above the score window. There are two blue rectangle buttons below the score window. Laura's avatar is on the right side of the slide, cropped near the knees. She looks disappointed, and her image takes up most of the height below the blue rectangle on the base layer.	[Text box above the score window] Sorry, you didn't pass. [buttons] Review Quiz Retry Quiz	[Laura] Sorry, you didn't pass. Review the quiz and look for your mistakes. When you're ready, you can try again.	The review quiz button leads to the review layer. The retry quiz button leads to slide 1.24. The next button is hidden.
Notes:			

Slide: 1.20 / Menu Title: Congratulations!			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
There is a blue rectangle, centered, across the top of the slide. Laura's avatar is on the right side, cropped at the knee. Her height takes up most of the space below the rectangle. She is smiling and writing something on a clipboard. There is a blue button beside Laura at the bottom of the slide.	[Text boxes] You have demonstrated that now know how to: implement protective factors on a daily basis recognize suicide risks in a person recognize people who are demonstrating suicide ideation and/or making suicidal attempts Click here for your certificate of completion Thank you for serving in our ministry! "And don't forget to do good and to share with those in need. These are the sacrifices that please God." Hebrews 13:16 Click the "Complete" button to end the course. [blue button] Complete	[Laura] Congratulations! You've successfully completed the Recognizing Suicide Risks course. You've demonstrated that you now know how to implement protective factors in daily interactions, recognize suicide risks in a person, and identify when someone may be showing signs of suicidal ideation or making an attempt. Your commitment to learning and serving makes a real difference in helping Anchor Haven Ministries create a safer, more caring community. Click the button to download your Certificate of Completion — you've earned it! And remember, 'Don't forget to do good and to share with those in need. These are the sacrifices that please God.' — Hebrews 13:16. Thank you for your heart to serve and for all you do to support those in need.	There is a link to download a certificate of completion. Link: https://drive.google.com/file/d/1_gNa2roJxAW4koZHstiSyrSBHIC9sT9F/view?usp=sharing The complete button appears at the bottom of the screen timed with the reference in the VO.
Notes:			

