

Appendix

SPECIFIC INSTRUCTIONS AND ITEMS USED IN THE STUDY

For every measurement on the following pages, English instructions follows the original Dutch text. English translations serve the goal to increase comprehensibility for international readers of the research article, not for the target group. Any researcher who aims to replicate this procedure in English is encouraged to thoroughly investigate whether changes should be made to the English text provided in these supplemental materials.

PREVENTING RISKS BY EXPERIENCING THEM: EFFECTS ON KNOWLEDGE AND BEHAVIOUR

18. Driving a car
19. Lighting fireworks
20. Stealing a road sign
21. Walking across ice to grab a glove

KNOWLEDGE-APPLICATION: POSITIVE HEALTH

Target items are items 1 – 7, physical health related filler items are 8 – 14 and non-health related filler items are 15 – 21. The order of the items was randomised per participant.

Original Dutch instructions and items

Opdracht 4. Gezondheid

Stel je wilt van iemand weten of die gezond is. Wat zijn dan belangrijke vragen over gezondheid die je hem of haar kunt stellen?

In de volgende opdracht krijg je 21 vragen te zien. Je gaat voor elke vraag aangeven hoeveel het volgens jou met gezondheid te maken heeft.

Klik op volgende om te beginnen.<volgende pagina>

Hoeveel hebben de volgende vragen te maken met gezondheid?

1 betekent 'Past helemaal niet bij gezondheid' en 10 betekent 'Past heel erg bij gezondheid'. Je mag ook een antwoord tussen de 1 en 10 geven.

Dit...

Past helemaal niet bij gezondheid	1	2	3	4	5	6	7	8	9	Past heel erg bij gezondheid	10
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1. Of je goed kunt samenwerken met anderen
2. Of je wel eens nadenkt over je toekomst
3. Of je wel eens boos bent
4. Of je wel eens verdrietig bent
5. Of je anderen wel eens over jouw gedachten vertelt
6. Hoeveel vrienden je hebt
7. Of je vaak jezelf kunt zijn
8. Of je vaak sport
9. Of je goed slaapt
10. Wat je vaak eet
11. Of je vaak pijn hebt
12. Of je lichamelijke klachten hebt
13. Of je veel beweegt
14. Of je veel suiker eet
15. Welke kleur schoenen je hebt
16. Of je wel eens een lepel gebruikt
17. Of je wel eens nat bent geregend

17. Whether you have ever been rained

on

18. What your favourite holiday

country is

19. What your favourite t-shirt is

20. Whether you have a backpack

21. What your neighbour's name is

TOPIC-SPECIFIC BEHAVIOUR: PERSONAL DETAILS

Target items are the text fields with headers that contain a *-sign (text fields 4 – 11).

Original Dutch instructions and items

Welkom! Je gaat nu 3 korte opdrachten doen. Elke opdracht duurt zo'n 5 tot 10 minuten. De opdrachten gaan over:

1. Je eigen tijdlijn maken
2. Anderen helpen
3. Gezondheid

Lees bij elke opdracht eerst telkens goed wat je moet doen. Als je toch een vraag hebt, steek dan je hand op, dan komt er iemand bij je om je te helpen.

Je kunt de opdrachten niet goed of fout doen. Het is wel belangrijk dat je eerlijke antwoorden geeft.

Op de volgende pagina moet je je eerst nog even aanmelden. Daarna beginnen de opdrachten.
<volgende pagina>

Meld je aan zodat je aan de opdrachten kunt beginnen.

Velden met een * zijn verplicht.

Lesnummer*

School*

Groep*

Voornaam

Achternaam

Leeftijd

Woonplaats

Straatnaam

Huisnummer

Postcode

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Translated English instructions and items

Welcome! You are now going to do 3 short assignments. Each assignment will take about 5 to 10 minutes. The assignments are about:

1. Making your own timeline
2. Helping others
3. Health

For each assignment, first read carefully what you have to do. If you do have a question, raise your hand and someone will come to help you.

You cannot do the assignments right or wrong. However, it is important that you give honest answers.

On the next page, you have to sign up first. Then the assignments will begin. <next page>

Sign up so you can start the assignments.

Fields marked * are mandatory.

Number*

School*

Class*

First name

Surname

Age

Place of residence

Street name

House number

Postal code

TOPIC-SPECIFIC BEHAVIOUR: SHARING PICTURES

Target items are pictures 1 – 7, interesting filler items are pictures 8 – 14 and non-interesting filler items are pictures 15 – 21. The order of the items was randomised per participant.

Original Dutch instructions

Je gaat voor deze opdracht je eigen tijdlijn maken.

Een tijdlijn is waar je foto's online aan andere mensen kunt laten zien, net zoals op social media.

Je krijgt straks verschillende foto's te zien. Bij iedere foto kun je kiezen of je deze wilt delen op je tijdlijn. Er is geen goed of fout en het maakt niet uit hoeveel foto's je deelt. Het doel is om een tijdlijn te maken met *interessante* foto's.

De foto's die je deelt worden bij elkaar gezet om er een tijdlijn van te maken.

In het tweede deel van de les laten we één van de tijdlijnen zien aan de hele klas. Dit kan die van jou zijn, maar ook die van iemand anders. Iedereen in de klas mag dan zeggen of ze de foto's die er op staan interessant vinden.

Probeer dus een tijdlijn te maken met foto's waarvan jij denkt dat andere leerlingen ze interessant vinden!

Klik op volgende om te beginnen. <volgende pagina>

Translated English instructions

You are going to create your own feed for this assignment.

A feed is where you can show pictures online to other people, just like on social media.

You will soon be shown several pictures. For each picture, you can choose whether you want to share it on your timeline. There is no right or wrong and it doesn't matter how many pictures you share. The goal is to create a timeline with interesting pictures.

The pictures you share are put together to make a timeline.

In the second part of the lesson, we show one of the timelines to the whole class. This can be yours or someone else's. Everyone in the class then gets to say whether they find the pictures on it interesting.

So try to create a timeline with pictures you think other students will find interesting!

Click next to start. <next page>

Items

After the above instructions, participants saw 24 pictures, accompanied by the sentence “Wil je deze foto delen op je tijdlijn?” (“Do you want to share this picture on your feed?”) and a binary choice with options “Ja” (“Yes”) and “Nee” (“No”). There were 8 target pictures, 8 interesting filler pictures and 8

non-interesting filler pictures. Due to permissions, we do not share the pictures in this document, so below are descriptions of the pictures. For a look at the pictures, please contact the researcher via rob.bulterman@ru.nl. All pictures were accompanied by two hashtags, which are included in the descriptions in Dutch, with English translations between brackets when applicable.

Descriptions target items

Picture 1	A picture that shows a building on fire in the distance, with firefighters and an ambulance. In the front of the picture, there are people watching the scene, including someone who appears to be fine, but wears a rescue blanket. The pictures includes the following hashtags: #checkdit (#lookatthis) #brand (#fire).
Picture 2	A picture of a group of adolescents in the street looking in the direction of the camera. Before them, a row of police officers wearing crowd-control helmets keeps them at bay. The adolescents seem calm, but faces of some of the adolescents are visible. The picture includes the following hashtags: #chaos #politie (#police).
Picture 3	A picture of a car on fire on the side on the road. There are no victims in the picture, only the car with a visible licence plate. The picture includes the following hashtags: #wow #autobrand (#car fire).
Picture 4	A picture of a car that ended up on a barrier pole with a visible licence plate. The picture includes the following hashtags: #oeeps (#oops) #lol.
Picture 5	A picture of two firefighters carrying a teenage girl out of a building. The building is not actually on fire and the girl is not harmed (picture was taken during a drill), but her face is visible. The picture includes the following hashtags: #brandweer (#firedepartment) #helden (#heroes).
Picture 6	Another picture of car that ended up on a barrier pole with a visible licence plate, including the following hashtags: #heroes #ambulance. These hashtags were meant to indicate that the emergency services were on site before and possibly took care of the car's occupants.
Picture 7	A picture of a man, arguing with three police officers who are standing a couple meters in front of him. The man is spreading his arms and two of the three police officers are signalling the man needs to back up. It appears to be night

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	time. The picture includes the following hashtags: #laatmeslapen (#letmesleep) #ruzie (#fight).
Picture 8	A picture of ambulance personnel and firefighters around a car, including a mostly visible licence plate. There are no signs of possible victims. The picture includes the following hashtags: #kijkdit (#lookatthis) #ongeluk (#accident).

Descriptions interesting filler items

Picture 1	A picture of an orange Lamborghini in a street, including the following hashtags: #gespot (#spotted) #Lamborghini.
Picture 2	A picture of a fairground ride, including the following hashtags: #kermis (#fairground) #attractie (#ride).
Picture 3	A picture of two characters from a popular amusement park in the Netherlands called <i>Efteling</i> , including the following hashtags: #Efteling #leuk (#fun).
Picture 4	A picture of Max Verstappen, racing in his formula 1 car, including the following hashtags: #max #formule1 (#formula1).
Picture 5	A picture of a rollercoaster, including the following hashtags: #achtbaan (#rollercoaster) #pretpark (#amusementpark).
Picture 6	A picture of two adolescents wearing a Minecraft costume, including the following hashtags: #minecraft #carnaval. The second hashtag tries to relate the picture to the world of the target group, as <i>carnaval</i> is a very popular yearly event in the region where the students are from.
Picture 7	A picture of a Ferris wheel on the pier of Scheveningen, a famous holiday destination in the Netherlands, including the following hashtags: #reuzenrad (#ferriswheel) #vakantie (#holiday).
Picture 8	A picture of an outdoor swimming pool in sunny weather with lots of slides, including the following hashtags: #zwembad (#swimming pool) #glijbaan (#slide).

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Descriptions uninteresting filler items

Picture 1	A picture of an empty school canteen, including the following hashtags: #leeg (#empty) #aula (#school canteen).
Picture 2	A picture of a pile of bricks, including the following hashtags: #bakstenen (#bricks) #verbouwing (#renovation).
Picture 3	A picture of a lawn, including the following hashtags: #gras (#grass) #groen (#green).
Picture 4	A picture of a stapler, including the following hashtags: #nietmachine (#stapler) #kantoor (#office).
Picture 5	A picture of a wooden pallet, including the following hashtags: #pallet #hout (#wood).
Picture 6	A picture of a public garbage bin, including the following hashtags: #prullenbak (#garbagebin) #afval (#garbage).
Picture 7	A picture of a sewer lid, including the following hashtags: #put (#lid) #stoep (#sidewalk).
Picture 8	A picture of a nearly empty train station, including the following hashtags: #station #trein (#train).

BRIEF DESCRIPTIONS OF EXPERIENTIAL EDUCATIONAL SCENARIOS PROVIDED AT
SAFETY VILLAGE RISK FACTORY

The table on the following pages contains brief descriptions of the Risk Factory scenarios the measurements in this study are based on. Please note that these are not all encompassing explanations of what happens, but mainly contains the relevant information to make sense of the developed measurements for this study.

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Goal in current study	Measuring specific risk-taking behaviour		Measuring application of knowledge	
Scenario topic	Online safety	Emergency situations	Risky requests	Positive Health
Specific outcome measured in current study	Sharing of personal details (yes/no)	Sharing of picture with personal identifiers (yes/no)	Risk assessment of a request (scale 1-10)	How much a question is seen as related to health (scale 1-10)
Scenario description	Students receive instructions to take place behind a computer, put on headphones and start the tasks presented to them individually. They enter a social media environment,	Students enter a living room in which they watch a short video about several levels of emergency situations (from traffic accidents to natural disasters) . They learn that you	Students are addressed by a peer via video. The peer offers them the possibility to gain a gaming gift card, which is when the video pauses. Students close their eyes and raise their hand if they would like	Students watch a short introduction video on the concept of Positive Health, explaining that according to Positive Health there are 6 dimensions of health. The goal of the scenario is that students realise that health is more than physical, as ‘your

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where they start creating an account with which they can do the rest of the assignments. For the creation of the account, they see multiple text fields in which they can fill in personal details. Mandatory details are followed up by a '*'. Non-mandatory details do not have such a mark. After this, students engage in a

will be notified via an alarm when there is an emergency that threatens a large group of people in your current environment. They also learn about do's and don'ts, one of them revolves around taking pictures of emergency situations and when it is better not to do this: when taking the picture puts you or others in

to receive the gift card and the adult supervisor takes note who raises their hand. After this, the video continues, in which the peer explains that to receive the gift card, they only have to deliver a small package somewhere in the village. Students again close their eyes and can respond by raising their hand or not. If a student raised their hand, they are instructed to deliver

body' is only one of the dimensions. The means to achieve this goal are based around facilitating a conversation about all the dimensions of Positive Health. The group is split in two, where one group is going to do exercises about 3 dimensions and the other group about the other 3 dimensions. The 6 dimensions and what is discussed are:

Now and later

Students pick from a deck of

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variety of tasks like accepting/rejecting friend requests and sharing comments on pictures. After students are done with all the assignments, reflection is done plenary with an adult supervisor. Topics that are discussed during the reflection are when to share personal details, when to accept requests and when comments are seen as danger, when taking the picture hinders the work of emergency services or when the picture contains information that could lead to recognising people involved. After this, they walk outside of the house, which is when the alarm goes off and they have to behave accordingly. The scenario ends with some plenary

the package to the address that is on the package. If a student did not want to deliver the package, the adult supervisor asked them for their reasons. When all packages are delivered, there is a plenary reflection on why you either did or did not deliver the package. After this, students who delivered a package will pick up that package and open them,

cards. These cards contain questions related to the dimension, such as “What do I want to be when I am older?”. Students read these questions out loud and discuss with each other how the answers to these questions could relate to how healthy you feel.

Sense of belonging

Students have to work together to solve a maze. This experience is then used to reflect on how beneficial it can be that you are able to

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cyberbullying and thus should not be shared.	reflection on the experiences.	revealing that it contained (possibly) illegal goods like someone's credit card or drugs (the items used are fake). After this, information from the Dutch police on where to go when something like this happens is presented and there is room for some final plenary reflection on the experiences.	depend on others. Students discuss situations where they feel like belonging in a group is beneficial and this is related to their feelings of being healthy. Living your life Students work together to solve a rebus puzzle, with the following question as the outcome: "How do you make sure you can be yourself?". It is discussed plenary what it means to feel like you can be yourself and how that relates
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to your feeling of being

healthy.

Your body

Students are presented with a

wall of painted pictures

(fruits, sports, playing

outside, vegetables, ...). They

have to indicate which of the

pictures are things that give

them energy. Students talk

with each other about why

something gives them energy

and why not.

Thoughts and feelings

Students are invited to write

down thoughts and feelings

the sometimes have. When they are comfortable, they can then share these thoughts and feelings with the group and the group is invited to listen without judgement.

There is then a guided reflection on the experience of sharing thoughts and feelings, both from the sharer's perspective as from the listeners.

Emotions

Students take a card from a deck that contains an emotion (happy, sad, angry, etc.). A

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student discuss if they have felt the emotion on the card (often) and what they think of it. Others chime in on whether they recognise what is being said. There is a reflection on the experience of talking about emotions with others.