

## Case Study 1 and Case Study 1.1: Teen suicide

### How can I use this case study?

The case study materials have been provided in a number of formats to allow for flexibility in use, in a variety of subjects and topic areas. Some ways in which you can use the materials and ideas for student tasks are provided below.

#### Lecturer notes and student notes

Both the lecturer notes and student notes include a series of questions as a guide to working through the scenario from a journalistic perspective. You may choose to have students work through each of these questions, or focus on specific questions relevant to a particular task or topic. For each of the tasks, it will be helpful to provide students with a copy of the resource *Fact or Fiction? Reporting mental illness and suicide*. This can be downloaded from the lecturer or student CDs or from the *Mindframe* for Universities website ([www.mindframe-media.info](http://www.mindframe-media.info)).

#### Assessment of student tasks

The lecturer notes are more comprehensive than the student notes and contain an overview of the key issues raised by each question. Information in the lecturer notes can be used to facilitate class discussion or to assess students' work. Alternatively, copies of the information contained in the lecturer notes can be provided to students if this better suits your teaching style.

#### Video material and transcripts

Video footage of the scenario is provided on the website as a stream or a download. It is also available on the lecturer CD-Rom, the students CD-Rom and on VHS or DVD on request. The VHS/DVD version contains additional footage (cut-aways) for students to use when developing their own broadcast reports. A transcript of interviews is provided in the lecturer notes and the student notes. The lecturer version of the transcript includes a guide to the main issues demonstrated in the scenario and can be used as a "quick study" of the scenario.

#### Updates to Case Study 1:

Lecturers will note that there are two versions of this case study. The original, Case Study 1, was developed as part of the hard copy multimedia kit and features interviews with police, witnesses and the mother of the deceased boy. It can be used as the basis for a writing exercise as well as for class exercises. The new adaptation, Case Study 1.1 includes content about new media platforms such as social media. The Case Study 1.1: Lecturer's Notes are best used with **Video 2: Interview with two young witnesses**, which is only available from the *Mindframe* for Universities website ([www.mindframe-media.info](http://www.mindframe-media.info)) however it is still possible to use these new questions with the original multimedia resources and video files that accompany Case Study 1.



Case Study 1.1 questions are best used for class-based exercises, but can be incorporated into writing at other Case Study 1 tasks at the discretion of the educator.

### Using the source material for a print news story

Students could be provided with the scenario outline and interview transcripts from **Case Study 1** (included in the student notes) and asked to write a news story of about 300 words. Alternatively, students could watch the case study video and make their own notes from this material, for either **Case Study 1** or **Case Study 1.1**. The lecturer and student notes provide a process for working through the scenario and developing a news report. This task can be “fast-tracked” by focusing on Question 5 (“*How should this story be reported?*”).

### Using the source material for a TV news story

For either **Case Study 1** or **Case Study 1.1**, students could be provided with the video footage, from the website or on CD-Rom, and asked to use the footage and their own research to write a news story (approx. 90 seconds in length) with or without a piece to camera. The information provided in other questions, such as “*How should this story be reported?*” and “*What are the specific issues associated with reporting this as a TV news story?*” can be discussed in class or provided to students to use as reference material.

### Using the source material for a radio news story

You could provide students with the video material and the student notes and ask them to use the audio to write a 30 second news story. A discussion of the question: *How should this story be reported?* (Question 5 in **Case Study 1** and Question 2 in **Case Study 1.1**) could be undertaken in class or the information could be provided to students as reference material.

### As a starting point for a feature article

You could use the video footage and the resource *Fact or Fiction? Reporting mental illness and suicide* as the starting point for a discussion about potential angles for a feature article that explores issues relating to suicide. In **Case Study 1**, see Question 7 for considerations in developing a feature article on this topic. In **Case Study 1.1** this task is found at Question 9.

### Using the source material for an ethics seminar or assignment

Both scenarios raise questions about media effects and the way issues and events are reported. The video footage for the scenarios could be used to trigger discussion about the ethical decisions journalists face. In **Case Study 1**, Questions 1 and 2 provide a guide for working through the scenario from this perspective, while Question 8 contains some additional statements which can be used for ethics seminars or assignment topics.

In **Case Study 1.1**, Questions 3, 6 and 7 provide a guide for working through the scenario from this perspective, while Question 10 contains some additional statements which can be used for ethics seminars or assignment topics.