**Title:** Can Social Media Be Addictive?

**Project Introduction:** In our upcoming intervention, we will address the pressing issue of social media addiction among our peers. Through engaging presentations and interactive discussions, we aim to shed light on how excessive social media use can impact mental health, academic performance, and personal relationships. We’ll explore the signs of social media addiction, including compulsive checking and neglecting offline activities, and provide practical strategies for managing and reducing screen time. Our goal is to empower everyone with the knowledge and tools needed to foster healthier online habits and maintain a balanced digital life. By sharing real-life examples and evidence-based tips, we hope to encourage meaningful conversations and promote positive change within our school community.

**Project Overview:**

HSTA CRAs will provide a PowerPoint presentation for high school students to use for their intervention with high school or middle school students. This PowerPoint presentation will give HSTA students a guide for their intervention to run smoothly so they can perform a more sufficient statistical analysis of the data that will be collected from this project. HSTA CRA’s will also create a pre- and post-test for students to use for data analysis.

**Data will be collected with:** A pre/post-test provided by HSTA CRAs.

**Materials and Summary of Procedures:**

* **Materials**
	+ PowerPoint presentation for guided intervention as provided by HSTA CRA’s
	+ Pre- and post-test as provided by HSTA CRA’s
	+ Printed copies of the pre-test (one for each participant)
	+ Printed copies of the post-test (one for each participant)
	+ Manilla folder/envelope labelled “Pre-Test”
	+ Manilla folder/envelope labelled “Post-Test”
* **Populations**
	+ Middle school students (10-14 years old)
	+ High school students (14-18 years old)
* **Data comparisons**
	+ Differences among gender
	+ Differences among age group
	+ Differences among students at different schools
* **Possible controls**
	+ Gender
	+ Grade level
	+ Using students from a different school

**Recruitment/Cover Letter Script:**

Hello! My name is [insert name here]. I am a [insert school year here] at [insert high school here] who is working on a project for [insert HSTA region here] Health Sciences and Technology Academy (HSTA). The project I am conducting this year is an intervention exploring social media addiction knowledge of my peers. I will be providing an intervention to [middle school or high school students] at [insert school name here]. This intervention will include a pre- and post-test in order for me to collect data to see [make research questions you selected into a statement and insert here]. The intervention should take around 30 minutes, with each survey taking around 5-10 minutes each. No personal data will be collected and each participants’ identity will be protected. Any participant may opt out of participating in the intervention at any time. This research project will allow me to educate my peers about drug and alcohol prevention education. Thank you for your participation.

**Draft Procedures:**

1. Read through the project outline, pre/post-test, and supplemental PowerPoint provided by your CRA.
2. Recruit 30 participants for the intervention. Use the recruitment/cover letter script when recruiting folks to participate in your intervention. Be sure to record how you recruited these participants (social media, word of mouth, online survey sent via text, etc.)
3. Practice presenting the supplemental intervention PowerPoint with your HSTA teacher before attending the intervention session.
4. Print a copy of the pre-test for each individual participant and place them in the appropriately labelled “Pre-Test” manilla folder/envelope.
5. Print a copy of the post-test for each individual participant and place them in the appropriately labelled “Post-Test” manilla folder/envelope.
6. At the intervention session, present the supplemental PowerPoint slides to your participants.
	1. **(Slides 1-4)**: When all of your participants are gathered, introduce yourself and begin presenting the supplemental PowerPoint until you get to the “Pre-Test” slide (slide 4).
		1. Remove the printed pre-tests from the manilla folder/envelope labelled “Pre-test”.
		2. Provide each participant with one copy of the pre-test.
		3. Give your participants 5-10 minutes to complete the pre-test.
		4. Collect the completed pre-tests and place them in the manilla folder/envelope labelled “Pre-Test”.
	2. **(Slides 5-9)**:The educational content to be included in this intervention are provided on slides 5-9. Avoid reading the slides word for word - expand on the content provided in the slides. Slide 8 contains an educational video that must be played for participants.
	3. **(Slide 10)**: When you reach slide 10, participants will complete the post-test.
		1. Remove the printed post-tests from the manilla folder/envelope labelled “Post-test”.
		2. Provide each participant with one copy of the post-test.
		3. Give your participants 5-10 minutes to complete the post-test.
		4. Collect the completed post-tests and place them in the manilla folder/envelope labelled “Post-Test”.
	4. **(Slide 11)**: After collecting the post-tests, allow your participants to ask questions, make comments, and clarify any confusion they had during your presentation. Notify participants that they can visit the two sources noted on the reference slide for more information on the topic of social media addiction. Be sure to thank the participants for participating in your study and the teacher(s)/school administrators for allowing you to conduct your study in their classroom(s).
7. Following the completion of the intervention, use the answer key (provided as the last page of the pre-test/post-test template) to score participants’ pre-tests and post-tests. Enter your results in your data collection table.

**Possible Research Questions and Data Analysis:**

* After an educational intervention on social media addiction, will there be a statistically significant difference in knowledge among females in fifth grade who attend ABC Elementary School?
	+ Independent Variable
		- Educational intervention
	+ Dependent Variable
		- Change in test scores
	+ Control
		- No control group
	+ Inclusion Criteria
		- Gender (female)
		- Grade level (fifth grade)
		- School (ABC elementary school)
	+ Data Analysis
		- T-test to compare post-test scores with pre-test scores for those who participated in the intervention
* After an educational intervention on social media addiction, will there be a statistically significant difference in knowledge between male and female students attending ABC Junior High School?
	+ Independent Variable
		- Gender
	+ Dependent Variable
		- Change in test scores
	+ Control
		- No control group
	+ Inclusion Criteria
		- Gender (male/female)
		- Grade level (7th-8th grade students)
		- School (ABC Junior High School)
	+ Data Analysis
		- T-test to compare the change in pre-test and post-test scores between male and female students attending ABC Junior High School who participated in the intervention
* After an educational intervention on social media addiction, will there be a statistically significant difference in knowledge between 6th, 7th, and 8th grade students attending ABC Middle School?
	+ Independent variable
		- Grade level (6th, 7th, and 8th grade)
	+ Dependent variable
		- Change in scores
	+ Control
		- No control group
	+ Inclusion Criteria
		- Grade level (6th, 7th, and 8th grade students)
		- School (ABC Middle School)
	+ Data analysis
		- ANOVA to compare change in scores across 6th, 7th, and 8th grade students who participated in the intervention

**References:**

Atske, S. (2022, December 15). Teens, Social Media and Technology 2022 | Pew Research Center. Pew Research Center: Internet, Science & Tech. https://www.pewresearch.org/internet/2022/08/10/teens-social-media-and-technology-2022/

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