**Title:** Self Esteem

**Project Introduction:** There is no secret that stress has become part of our daily life through its different stages. However, it is worth mentioning that teenagers can deeply suffer from stress because they are already experiencing many physical changes that accentuate the effect that critics, bullying, school and other demands might have on them. Therefore, although stress is hard to eliminate completely, there are different ways that can help to reduce and manage it.

**Project Overview:** For these reasons, the purpose of this project is to make the students aware of the effects that stress can have on their bodies and mind, in addition to strategies to cope with this stress to make it more bearable by delivering an educational intervention where pre and post knowledge will be compared and the results will be analyzed accordingly. This project will be carried out in the form of an intervention. HSTA GA’s will create a PPT presentation for high school students to use for their intervention when facilitating this presentation to high schoolers or middle schoolers. This PPT 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 GA’s will also create a pre- and post-test for students to use for data analysis.

**Data will be collected with:** A [survey](https://docs.google.com/document/d/1w4Hw1YQJs4VWyVoMxSZC8oodqxm-k7YgtAIWgOLvPTE/edit) created by HSTA GRA’s to be distributed before and after the intervention.

**Materials and Summary of Procedures:**

* **Materials**
  + STRESSED OUT? Learn how the body responds to stress—and healthy ways to cope.
  + PPT for guided intervention as provided by HSTA GA’s
  + Pre- and post-test as provided by HSTA GA’s
* **Populations**
  + Middle school aged students (10-14)
  + High school aged students (14-18)
* **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

**Draft Procedures:**

1. Read through the project outline, pre- and post-test, and supplemental PPT provided by GRA’s.
2. Recruit 30 participants for 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. Before the intervention, go over the supplemental PPT provided with a HSTA teacher and/or GA/CRA so you are prepared.
4. **(Slides 1-6)**: When all of your participants are gathered, introduce yourself to them and go through the supplemental PPT until you get to the “Pre-Test” slide (slide 6). Once you arrive at this slide, give your participants the pre-test.
   1. Give your participants 5-10 minutes to complete the pre-test.
5. **(Slides 7-10):** This is why it is important to read the full article before your intervention. Starting on slide 7, you will be presenting the discussion portion of the intervention. This is where the questions from your pre-and post-test will come from. Do not read directly off of the PPT - either make mental notes or notes on an index card to go more into depth about the newspaper article in which this intervention is based on.
6. **(Slide 11):** After you have completed the video discussion with the participants, click onto the next slide, which should be entitled “03: Post-Test” (slide 11). This is when you administer the post-survey.
   1. Give students another 5-10 minutes to complete the survey. Once the survey is completed, collect it from them and complete the intervention.
7. **(Slide 12):** Slide 12 will have your wrap-up slide. Allow your participants to ask questions, make comments, and clarify any confusion they had during your presentation.

**Possible Research Questions and Data Analysis:**

* **Research Question #1:** Will there be a difference among pre and post scores for (students in grade level A) and (students in grade level B) on stress management knowledge after the Stressed Out intervention?
  + Independent variable: Different grade levels
  + Dependent variable: Post-test scores
  + Control: The intervention provided by HSTA students
  + Constants: The amount of students in the intervention, the content of the intervention, the pre- and post-test scores
  + Data analysis: T-test to analyze the differences
* **Research Question #2:** Is there a difference among males and females and their pre-post scores on stress management knowledge after the Stressed Out intervention?
  + Independent variable: Gender
  + Dependent variable: Post-test scores
  + Control: The intervention provided by HSTA students
  + Constants: The amount of students in the intervention, the content of the intervention, the pre- and post-test scores
  + Data analysis: T-test to analyze the differences

**Variables**

Independent variable: Gender

Dependent variable: Post-test scores

Control: The intervention provided by HSTA students

Constants: The amount of students in the intervention, the content of the intervention, the pre- and post-test scores

Data analysis: T-test to analyze the differences

**Procedures:**

1. Read through the project outline, pre- and post-test, and supplemental PPT provided by GRA’s.
2. Recruit 30 participants for 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. Before the intervention, go over the supplemental PPT provided with a HSTA teacher and/or GA/CRA so you are prepared.
4. **(Slides 1-7)**: When all of your participants are gathered, introduce yourself to them and go through the supplemental PPT until you get to the “Pre-Test/Post-Test” slide (slide 7). Once you arrive at this slide, give your participants the pre-test.
   1. Give your participants 5-10 minutes to complete the pre-test.
5. **(Slides 8-11):** This is why it is important to read the full article before your intervention. Starting on slide 8, you will be presenting the discussion portion of the intervention. This is where the questions from your pre-and post-test will come from. Do not read directly off of the PPT - either make mental notes or notes on an index card to go more into depth about the newspaper article in which this intervention is based on. A helpful tip during your intervention is anecdotal evidence - do you have experience with polluted water? Do you have a hard time accessing clean water from your house? If you are comfortable doing so, feel free to share these experiences as you present.
6. **(Slides 12-13):** After the supplementary material has been introduced, click on the video in the PPT (it should play directly from the slide). Once the video is done, ask your participants about the similarities and differences they see within their own WV communities.
7. **(Slides 14-15):** After you have completed the video discussion with the participants, click onto the next slide, which should be entitled “04: Post-Test” (slide 14). Slide 15 will say “Post-Test Time”, and this is when you administer the test.
   1. Give students another 5-10 minutes to complete the survey. Once the survey is completed, collect it from them and complete the intervention.
8. **(Slides 16-17):** Slide 16 will have your wrap-up slide. Allow your participants to ask questions, make comments, and clarify any confusion they had during your presentation. If none of your participants have any questions, or after you have finished fielding your questions, click next to slide 17. You are now finished with your intervention.

**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 self esteem. 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 question 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 back out of the intervention at any time. Thank you for your participation - this research project will allow me to educate my peers about self esteem.

**References:**

Scholastic and the Scientists of the National Institute on Drug Abuse, National Institutes of Health, US Department of Health and Human Services. Stressed Out?

<https://nida.nih.gov/research-topics/parents-educators/lesson-plans/stressed-out>

[National Center for Chronic Disease Prevention and Health Promotion](https://www.cdc.gov/chronicdisease), [Division of Population Health](https://www.cdc.gov/nccdphp/dph)Centers of Disease Control and Prevention. Coping with Stress. April 25, 2023.

<https://www.cdc.gov/mentalhealth/cope-with-stress/index.html>