

Schools for Hope Randomized Control Study Conducted in Suriname, South America

International Foundation for Research and Education on Depression, Inc.

Kathryn Goetzke, Penny Tate, Kristin Lewis, & Harsh Patel

### Abstract

Suicide is a tremendous and growing concern in today's society, with as many as 800,000 deaths being attributed to self-inflicted harm (Sher, 2004). Increasing research has found that an important risk factor for suicide and depression is hopelessness. The International Foundation for Research and Education on Depression created a randomized-control study called the Schools for Hope Curriculum aimed at improving hope among ten year old children. Total number of participants recruited was 74. Data was sourced from pre and post hope curriculum questionnaires that evaluated the participant's overall understanding of the concept of hope. The hypothesis was that groups receiving the hope curriculum would show a higher average in their answers supporting a greater level of student understanding and comprehension on hope. In the comparison, there were several responses in both the fall and spring data supporting the hypothesis with a significance of  $p < 0.05$ , shown in Tables 1, 2, 3 & 4. Initial findings support the program's effectiveness, but further research and evaluation is recommended and could be beneficial in determining how hope impacts this population.

## **Introduction**

Suicide is a growing public health issue. According to the World Health Organization, the global rate for suicides in 2012 was 11.4 per 100,000 persons. Specifically in children, research suggests that approximately one in nine children have attempted suicide prior to their high school graduation, with 40% of those attempts being in grade school (Journal of Adolescent Health via Family Matters, 2011). Suicide is an alarming concern in many of today's populations. In 2001, the World Health Organization reported that self-inflicting injuries such as suicide accounted for greater than 800,000 deaths (Sher, 2004). Specifically, in adolescents the point prevalence of suicide ideation is approximately 15-25% (Bridge, Goldstein, & Brent, 2006). Relevant research studies that have been performed to determine the risk factors of suicide indicate that hopelessness is a primary predictor of suicide. Hopelessness is associated with suicide attempts, although the factor may be confounded by the presence of depression (Wilkinson et al, 2010).

Fortunately, research suggests that hope is a teachable skill (Rand & Cheavens, 2008). It has also been found that a greater level of hope results in greater well-being, and the fact that hope is vital to success (Scioli, 2009). Through development of a new hope curriculum, iFred, the International Foundation for Research and Education on Depression aims to lower rates of suicide by teaching hope and equipping adolescents with the social and emotional learning tools necessary to have and maintain hope throughout life, as well as providing a resource for suicide

prevention. Thus, the aim of this study is to determine whether the curriculum is effective in teaching hope to children.

This is a two part within subjects study, with a randomized control group. Each sample group is being compared for both their fall and spring scores on the surveys. The hypothesis was that after teaching the hope curriculum, comprehension levels of the concept of hope would increase. Specifically, it is hypothesized that the hope curriculum would provide adolescents with a better understanding of the concept of hope and allow them to stay hopeful throughout the most difficult times.

## **Methods**

### **Participants**

Participants for this study were recruited from several schools in Suriname, South America including the Maria Boarding for Girls, Berkenveld Secondary School, and the Christoforus Boarding School for Boys. Both male and female children were randomly mixed and recruited from several different classes, ranging in age from 12 to 18 years old. For the Fall there were n=41 students, and for the Spring there were n=33 students. Participants were all treated in accordance with the ethical guidelines published by the American Psychological Association (2002).

### **Materials**

Each classroom used a curriculum set of five lessons each for fall and spring implementation. iFred provided a kit that included a curriculum booklet (contains ten core lesson plans, resources, and student worksheets), a sunflower seed packet for each class, one Schools for Hope yard sign, Pre/Post Surveys with instructions and a manila envelope for collection, consent forms, "I Planted Hope" stickers, and note cards for hope messages. The surveys were

translated to Dutch, the native language of Suriname by the founder and educational leader of the Cured Foundation; the organization responsible for the implementation of the program. Data from surveys were input into Microsoft Excel 2010. A t-test with equal samples was performed in Microsoft Excel 2010 to analyze data.

### **Procedure**

All participants were given consent forms to be signed by both participant and parent/guardian. Participants included 41 students in the fall treatment group and 33 students in the spring treatment group. Control group consisted of 33 students who completed both pre and post tests, but did not receive the hope curriculum. The curriculum consisted of ten thirty minute lesson plans implemented over a three week period. Both the Fall and Spring curriculum were taught for five consecutive days, with a one week break between where students did not receive any lessons on hope. Spring lessons were taught the first week (Lessons 6-10), and following the break the students received instruction on the Fall lessons (Lessons 1-5). Instruction was provided by ten interns trained by the Cured Foundation. The interns received a two day mini training where they were instructed on how to teach the program and support the students in the process.

Data was sourced from hope curriculum surveys that were administered prior to the start of each set of the curriculum and immediately following completion of each week. The Cured Foundation administered all pre and post tests to the students directly. Data was input into Microsoft Excel 2010 and responses were placed accordingly to pre and post hope curriculum sections and matched on student ID numbers. Administration of the hope curriculum and surveys contained no information about drugs or therapeutic methods related to depression treatment, nor did it ask participants whether they are currently depressed or have had thoughts of suicide.

## Results

Statistical analysis was performed in Microsoft Excel 2010. A t-test: Paired sample of two means was utilized on each individual question in order to compare the average answer choice value between pre-test and post-test for all students. Surveys that contained missing/incomplete data were discarded from data analysis. Tests of significance were two-tailed and utilized an alpha threshold of 0.05.

Table 1 below shows the results obtained for the experimental group, including a breakdown of mean pre-test score, mean post-test score, difference between mean pre and post test scores, degrees of freedom, t-stat, and p values. A two-tailed test was utilized because our hypothesis states that the second mean score would be higher than the initial mean score.

Overall, the hope curriculum proved to be an effective means of teaching the concept of hope for only a few questions. For the Fall group there is statistical evidence showing a significant difference between the mean scores of pre-test and post-test data ( $p < 0.05$ ) for 1 out of 10 questions. Question 2 has a p value of greater than 0.05, thus supporting the null hypothesis that there is no significant difference between the pre-and post-test scores for this question.

The spring experimental group had 3 out of 10 questions with  $p < 0.05$ . Questions 3, 6, and 10 did support the hypothesis. These results can be seen in Table 2.

## Discussion

Findings from this study suggest that the hope curriculum administered to students is mostly effective, and shows comprehension and better understanding of the concept of hope. Statistical data outlined in Table 1 provides evidence of significant difference in the means

between pre-test and post-test scores for 1 out of the 10 survey questions for the Fall, and Table 3 displays the 3 questions with a significant difference for the Spring. Existing limitations may be a factor and further studies are recommended in determining why a statistical significance was absent in the comparison of some of the answer responses. Results do indicate the hope curriculum is mostly effective and increases student understanding of hope concepts. Various activities and questions during each lesson plan may attribute to this increase in comprehension. Additionally, student and teacher feedback has been positive and has indicated reports of overall satisfaction, support, and a desire to continue forward with the program.

This current study investigated the effectiveness of a new curriculum created by iFred, the International Foundation for Research and Education on Depression, in order to teach and equip adolescents with the necessary tools to maintain hope throughout life. Although initial results provided positive feedback and success of the program, further research studies should focus on studying a larger cohort. Preliminary information obtained from this research study can be used to expand and further develop the hope curriculum. It is important to continue exploring the impact of hope on all age groups, and to use this curriculum as a suicide prevention tool.

### **Limitations**

A limitation of this study pertains to the sample size and age of the participant population. With the small sample size recruited, data obtained may not be statistically significant. Thus, future studies should employ larger sample sizes allowing this data to generalize to larger populations. This Hope Curriculum was also presented to an age group older than the original target group. The current curriculum is written to target ten year olds and therefore the variation in age could be a factor in how information was absorbed with this population. In the future, curriculum specifically designed to meet the developmental needs of

the population served may be needed. This study was conducted within a shorter timeframe due to calendar year time constraints. The hope curriculum is designed to implement the Fall lessons over a one week period during the Fall semester, and the Spring lessons conducted over a one week period in the Spring semester. Recruited schools in Suriname implemented both Fall and Spring curriculums during the Spring semester. This resulted in an increased pace for the curriculum to be taught, and therefore could be a factor in students comprehension of hope concepts. It may be that students need more time to fully absorb the lessons to change their perspectives on hope.



## References

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**HOOP VRAGEN PRE-TEST DEEL 1 (F.)****Instructie:**

SCHRIJF JE NAAM NIET OP DIT BLAD. Op het antwoord formulier vul je in: de naam van je school of instelling, je leeftijd, en afkomst (stad e/o district) Als je vragen hebt, steek dan alsjeblieft je vinger op. Al je antwoorden zijn geheim! Lees de vraag en kleur op het antwoordformulier bij het nummer van de vraag de cirkel in naast het antwoord dat voor jou goed is of dat bij jou past. Je mag bij elke vraag maar 1 cirkel (antwoord) inkleuren.

-----

**VRAAG 1:**

Ik kan uitleggen wat hoop voor mij betekent.

**VRAAG 2:**

De hoeveelheid geld die iemand heeft bepaalt of die persoon hoopvol is.

**VRAAG 3:**

Gevoelens zoals angst, verdriet en boosheid beïnvloeden ons vermogen om hoopvol te kunnen zijn.

**VRAAG 4:**

Een doel hebben en je belangrijk en gewaardeerd voelen maakt dat je hoopvol bent.

**VRAAG 5:**

Weten waar we dankbaar voor moeten zijn en elke dag de positieve dingen van die dag opschrijven geeft ons hoop.

**VRAAG 6:**

Activiteiten zoals meditatie, een diepe ademhaling en een dagboek bijhouden helpen ons hoop te ontwikkelen.

**VRAAG 7:**

Iemand die kalm is, kan helder nadenken.

**VRAAG 8:**

Gedachten en of gevoelens kunnen de manier waarop ons lichaam zich voelt, veranderen.

**VRAAG 9:**

Wanneer iemand activiteiten doet die hij/zij leuk vindt, helpt dat om hoopvol te zijn.

**VRAAG 10:**

Hoopvolle mensen hebben iets waarvan zij houden of iets dat zij leuk vinden om te doen.

**HOOP ANTWOORD FORMULIER PRE-TEST DEEL 1 (F.)**

Leeftijd:            m/v                    naam school/internaat:  
afkomst:

**VRAAG 1:**

|   |         |   |                  |
|---|---------|---|------------------|
| 0 | NOOIT   | / | NONE OF THE TIME |
| 0 | SOMS    | / | SOME OF THE TIME |
| 0 | MEESTAL | / | MOST OF THE TIME |
| 0 | ALTIJD  | / | ALL OF THE TIME  |

**VRAAG 2:**

|   |         |   |                  |
|---|---------|---|------------------|
| 0 | NOOIT   | / | NONE OF THE TIME |
| 0 | SOMS    | / | SOME OF THE TIME |
| 0 | MEESTAL | / | MOST OF THE TIME |
| 0 | ALTIJD  | / | ALL OF THE TIME  |

**VRAAG 3:**

|   |         |   |                  |
|---|---------|---|------------------|
| 0 | NOOIT   | / | NONE OF THE TIME |
| 0 | SOMS    | / | SOME OF THE TIME |
| 0 | MEESTAL | / | MOST OF THE TIME |
| 0 | ALTIJD  | / | ALL OF THE TIME  |

**VRAAG 4:**

|   |         |   |                  |
|---|---------|---|------------------|
| 0 | NOOIT   | / | NONE OF THE TIME |
| 0 | SOMS    | / | SOME OF THE TIME |
| 0 | MEESTAL | / | MOST OF THE TIME |
| 0 | ALTIJD  | / | ALL OF THE TIME  |

**VRAAG 5:**

|   |         |   |                  |
|---|---------|---|------------------|
| 0 | NOOIT   | / | NONE OF THE TIME |
| 0 | SOMS    | / | SOME OF THE TIME |
| 0 | MEESTAL | / | MOST OF THE TIME |
| 0 | ALTIJD  | / | ALL OF THE TIME  |

**VRAAG 6:**

|   |         |   |                  |
|---|---------|---|------------------|
| 0 | NOOIT   | / | NONE OF THE TIME |
| 0 | SOMS    | / | SOME OF THE TIME |
| 0 | MEESTAL | / | MOST OF THE TIME |
| 0 | ALTIJD  | / | ALL OF THE TIME  |

**VRAAG 7:**

|   |         |   |                  |
|---|---------|---|------------------|
| 0 | NOOIT   | / | NONE OF THE TIME |
| 0 | SOMS    | / | SOME OF THE TIME |
| 0 | MEESTAL | / | MOST OF THE TIME |
| 0 | ALTIJD  | / | ALL OF THE TIME  |

**VRAAG 8:**

|   |         |   |                  |
|---|---------|---|------------------|
| 0 | NOOIT   | / | NONE OF THE TIME |
| 0 | SOMS    | / | SOME OF THE TIME |
| 0 | MEESTAL | / | MOST OF THE TIME |
| 0 | ALTIJD  | / | ALL OF THE TIME  |

**VRAAG 9:**

|   |         |   |                  |
|---|---------|---|------------------|
| 0 | NOOIT   | / | NONE OF THE TIME |
| 0 | SOMS    | / | SOME OF THE TIME |
| 0 | MEESTAL | / | MOST OF THE TIME |
| 0 | ALTIJD  | / | ALL OF THE TIME  |

**VRAAG 10:**

|   |         |   |                  |
|---|---------|---|------------------|
| 0 | NOOIT   | / | NONE OF THE TIME |
| 0 | SOMS    | / | SOME OF THE TIME |
| 0 | MEESTAL | / | MOST OF THE TIME |
| 0 | ALTIJD  | / | ALL OF THE TIME  |

**HOOP VRAGEN POST-TEST DEEL 1 (F.)****Instructie:**

SCHRIJF JE NAAM NIET OP DIT BLAD. Op het antwoord formulier vul je in: de naam van je school of instelling, je leeftijd, en afkomst (stad e/o district) Als je vragen hebt, steek dan alsjeblieft je vinger op. Al je antwoorden zijn geheim! Lees de vraag en kleur op het antwoordformulier bij het nummer van de vraag de cirkel in naast het antwoord dat voor jou goed is of dat bij jou past. Je mag bij elke vraag maar 1 cirkel (antwoord) inkleuren.

-----

**VRAAG 1:**

Ik kan uitleggen wat hoop voor mij betekent.

**VRAAG 2:**

De hoeveelheid geld die iemand heeft bepaalt of die persoon hoopvol is.

**VRAAG 3:**

Gevoelens zoals angst, verdriet en boosheid beïnvloeden ons vermogen om hoopvol te kunnen zijn.

**VRAAG 4:**

Een doel hebben en je belangrijk en gewaardeerd voelen maakt dat je hoopvol bent.

**VRAAG 5:**

Weten waar we dankbaar voor moeten zijn en elke dag de positieve dingen van die dag opschrijven geeft ons hoop.

**VRAAG 6:**

Activiteiten zoals meditatie, een diepe ademhaling en een dagboek bijhouden helpen ons hoop te ontwikkelen.

**VRAAG 7:**

Iemand die kalm is, kan helder nadenken.

**VRAAG 8:**

Gedachten en of gevoelens kunnen de manier waarop ons lichaam zich voelt, veranderen.

**VRAAG 9:**

Wanneer iemand activiteiten doet die hij/zij leuk vindt, helpt dat om hoopvol te zijn.

**VRAAG 10:**

Hoopvolle mensen hebben iets waarvan zij houden of iets dat zij leuk vinden om te doen.

**HOOP ANTWOORD FORMULIER POST-TEST DEEL 1 (F.)**

Leeftijd:            m/v                    naam school/internaat:  
afkomst:

**VRAAG 1:**

|   |         |   |                  |
|---|---------|---|------------------|
| 0 | NOOIT   | / | NONE OF THE TIME |
| 0 | SOMS    | / | SOME OF THE TIME |
| 0 | MEESTAL | / | MOST OF THE TIME |
| 0 | ALTIJD  | / | ALL OF THE TIME  |

**VRAAG 2:**

|   |         |   |                  |
|---|---------|---|------------------|
| 0 | NOOIT   | / | NONE OF THE TIME |
| 0 | SOMS    | / | SOME OF THE TIME |
| 0 | MEESTAL | / | MOST OF THE TIME |
| 0 | ALTIJD  | / | ALL OF THE TIME  |

**VRAAG 3:**

|   |         |   |                  |
|---|---------|---|------------------|
| 0 | NOOIT   | / | NONE OF THE TIME |
| 0 | SOMS    | / | SOME OF THE TIME |
| 0 | MEESTAL | / | MOST OF THE TIME |
| 0 | ALTIJD  | / | ALL OF THE TIME  |

**VRAAG 4:**

|   |         |   |                  |
|---|---------|---|------------------|
| 0 | NOOIT   | / | NONE OF THE TIME |
| 0 | SOMS    | / | SOME OF THE TIME |
| 0 | MEESTAL | / | MOST OF THE TIME |
| 0 | ALTIJD  | / | ALL OF THE TIME  |

**VRAAG 5:**

|   |         |   |                  |
|---|---------|---|------------------|
| 0 | NOOIT   | / | NONE OF THE TIME |
| 0 | SOMS    | / | SOME OF THE TIME |
| 0 | MEESTAL | / | MOST OF THE TIME |
| 0 | ALTIJD  | / | ALL OF THE TIME  |

**VRAAG 6:**

|   |         |   |                  |
|---|---------|---|------------------|
| 0 | NOOIT   | / | NONE OF THE TIME |
| 0 | SOMS    | / | SOME OF THE TIME |
| 0 | MEESTAL | / | MOST OF THE TIME |
| 0 | ALTIJD  | / | ALL OF THE TIME  |

**VRAAG 7:**

|   |         |   |                  |
|---|---------|---|------------------|
| 0 | NOOIT   | / | NONE OF THE TIME |
| 0 | SOMS    | / | SOME OF THE TIME |
| 0 | MEESTAL | / | MOST OF THE TIME |
| 0 | ALTIJD  | / | ALL OF THE TIME  |

**VRAAG 8:**

|   |         |   |                  |
|---|---------|---|------------------|
| 0 | NOOIT   | / | NONE OF THE TIME |
| 0 | SOMS    | / | SOME OF THE TIME |
| 0 | MEESTAL | / | MOST OF THE TIME |
| 0 | ALTIJD  | / | ALL OF THE TIME  |

**VRAAG 9:**

|   |         |   |                  |
|---|---------|---|------------------|
| 0 | NOOIT   | / | NONE OF THE TIME |
| 0 | SOMS    | / | SOME OF THE TIME |
| 0 | MEESTAL | / | MOST OF THE TIME |
| 0 | ALTIJD  | / | ALL OF THE TIME  |

**VRAAG 10:**

|   |         |   |                  |
|---|---------|---|------------------|
| 0 | NOOIT   | / | NONE OF THE TIME |
| 0 | SOMS    | / | SOME OF THE TIME |
| 0 | MEESTAL | / | MOST OF THE TIME |
| 0 | ALTIJD  | / | ALL OF THE TIME  |

**HOOP VRAGEN PRE-TEST DEEL 2 (S.)****Instructie:**

**SCHRIJF JE NAAM NIET OP DIT BLAD.** Op het antwoord formulier vul je in: de naam van je school of instelling, je leeftijd, en afkomst (stad e/o district) Als je vragen hebt, steek dan alsjeblieft je vinger op. Al je antwoorden zijn geheim! Lees de vraag en kleur op het antwoordformulier bij het nummer van de vraag de cirkel in naast het antwoord dat voor jou goed is of dat bij jou past. Je mag bij elke vraag maar 1 cirkel (antwoord) inkleuren.

----- **Vraag 1:** Iemand kan hoop hebben ongeacht wat er in het leven gebeurt

**Vraag 2:** Het is belangrijk om een actieplan te hebben wanneer je een doel voor ogen hebt

**Vraag 3:**

Iedereen zou iemand moeten hebben die hij/zij om hulp kan vragen en die hem/haar ondersteunt bij hoopvol te blijven.

**Vraag 4:**

Het is belangrijk om na te denken over problemen die we kunnen tegenkomen als we doelen stellen en daar vooraf oplossingen voor te bedenken.

**Vraag 5:** We kunnen hoopvol blijven wanneer we hoop delen met anderen

**Vraag 6:** Dingen waar we in geloven en die voor ons belangrijk zijn helpen ons om hoopvol te zijn en maar ook om hoopvol te blijven.

**Vraag 7:** Andere mensen helpen geeft hoop.

**Vraag 8:** Niets kan iemand stoppen om hoop te koesteren / hebben.

**Vraag 9:** Als doelen veranderen, kan iemand toch hoopvol blijven.

**Vraag 10:** Iemand kan onverwachte problemen overwinnen door hoop technieken te gebruiken.



**HOOP ANTWOORD FORMULIER PRE-TEST DEEL 2 (S.)** Leeftijd: m/v naam school/internaat:

afkomst:

**VRAAG 1:**

- 0 NOOIT / NONE OF THE TIME
- 0 SOMS / SOME OF THE TIME
- 0 MEESTAL / MOST OF THE TIME
- 0 ALTIJD / ALL OF THE TIME

**VRAAG 2:**

- 0 NOOIT / NONE OF THE TIME
- 0 SOMS / SOME OF THE TIME
- 0 MEESTAL / MOST OF THE TIME
- 0 ALTIJD / ALL OF THE TIME

**VRAAG 3:**

- 0 NOOIT / NONE OF THE TIME
- 0 SOMS / SOME OF THE TIME
- 0 MEESTAL / MOST OF THE TIME
- 0 ALTIJD / ALL OF THE TIME

**VRAAG 4:**

- 0 NOOIT / NONE OF THE TIME
- 0 SOMS / SOME OF THE TIME
- 0 MEESTAL / MOST OF THE TIME
- 0 ALTIJD / ALL OF THE TIME

**VRAAG 5:**

- 0 NOOIT / NONE OF THE TIME
- 0 SOMS / SOME OF THE TIME
- 0 MEESTAL / MOST OF THE TIME
- 0 ALTIJD / ALL OF THE TIME

**VRAAG 6:**

- 0 NOOIT / NONE OF THE TIME
- 0 SOMS / SOME OF THE TIME
- 0 MEESTAL / MOST OF THE TIME
- 0 ALTIJD / ALL OF THE TIME

**VRAAG 7:**

- 0 NOOIT / NONE OF THE TIME
- 0 SOMS / SOME OF THE TIME
- 0 MEESTAL / MOST OF THE TIME
- 0 ALTIJD / ALL OF THE TIME

**VRAAG 8:**

- 0 NOOIT / NONE OF THE TIME
- 0 SOMS / SOME OF THE TIME
- 0 MEESTAL / MOST OF THE TIME
- 0 ALTIJD / ALL OF THE TIME

**VRAAG 9:**

- 0 NOOIT / NONE OF THE TIME
- 0 SOMS / SOME OF THE TIME
- 0 MEESTAL / MOST OF THE TIME
- 0 ALTIJD / ALL OF THE TIME

**VRAAG 10:**

- 0 NOOIT / NONE OF THE TIME
- 0 SOMS / SOME OF THE TIME
- 0 MEESTAL / MOST OF THE TIME
- 0 ALTIJD / ALL OF THE TIME

## HOOP VRAGEN POST-TEST DEEL 2 (S.)

Instructie:

SCHRIJF JE NAAM NIET OP DIT BLAD. Op het antwoord formulier zul je een vakje zien op die plek vul je in: de naam van je school of instelling, je leeftijd, en afkomst (stad e/o district) Als je vragen hebt, steek dan alsjeblieft je vinger op. Al je antwoorden zijn geheim! Lees de vraag en kleur op het antwoordformulier bij het nummer van de vraag de cirkel in naast het antwoord dat voor jou goed is of dat bij jou past. Je mag bij elke vraag maar 1 cirkel (antwoord) inkleuren.

----- Vraag 1: Iemand kan hoop hebben ongeacht wat er in het leven gebeurt

Vraag 2: Het is belangrijk om een actieplan te hebben wanneer je een doel voor ogen hebt

Vraag 3:

Iedereen zou iemand moeten hebben die hij/zij om hulp kan vragen en die hem/haar ondersteunt bij hoopvol te blijven.

Vraag 4:

Het is belangrijk om na te denken over problemen die we kunnen tegenkomen als we doelen stellen en daar vooraf oplossingen voor te bedenken.

Vraag 5: We kunnen hoopvol blijven wanneer we hoop delen met anderen

Vraag 6: Dingen waar we in geloven en die voor ons belangrijk zijn helpen ons om hoopvol te zijn en maar ook om hoopvol te blijven.

Vraag 7: Andere mensen helpen geeft hoop.

Vraag 8: Niets kan iemand stoppen om hoop te koesteren / hebben.

Vraag 9: Als doelen veranderen, kan iemand toch hoopvol blijven.

Vraag 10: Iemand kan onverwachte problemen overwinnen door hoop technieken te gebruiken.

Vraag 11:

Wat vond je leukst tijdens de lessen over hoop?

Vraag 12:

Is er een techniek waarvan jij vindt dat die jou het beste helpt hoopvol te blijven?

Vraag 13:

Heb jij zelf ook ideeën over hoop, ja? Wij zouden het erg fijn vinden als jij dat voor ons op het antwoordformulier opschrijft!

**HOOP ANTWOORD FORMULIER POST-TEST DEEL 2 (S.)** Leeftijd: m/v naam school/internaat:

afkomst:

**VRAAG 1:**

- 0 NOOIT / NONE OF THE TIME
- 0 SOMS / SOME OF THE TIME
- 0 MEESTAL / MOST OF THE TIME
- 0 ALTIJD / ALL OF THE TIME

**VRAAG 2:**

- 0 NOOIT / NONE OF THE TIME
- 0 SOMS / SOME OF THE TIME
- 0 MEESTAL / MOST OF THE TIME
- 0 ALTIJD / ALL OF THE TIME

**VRAAG 3:**

- 0 NOOIT / NONE OF THE TIME
- 0 SOMS / SOME OF THE TIME
- 0 MEESTAL / MOST OF THE TIME
- 0 ALTIJD / ALL OF THE TIME

**VRAAG 4:**

- 0 NOOIT / NONE OF THE TIME
- 0 SOMS / SOME OF THE TIME
- 0 MEESTAL / MOST OF THE TIME
- 0 ALTIJD / ALL OF THE TIME

**VRAAG 5:**

- 0 NOOIT / NONE OF THE TIME
- 0 SOMS / SOME OF THE TIME
- 0 MEESTAL / MOST OF THE TIME
- 0 ALTIJD / ALL OF THE TIME

**VRAAG 6:**

- 0 NOOIT / NONE OF THE TIME
- 0 SOMS / SOME OF THE TIME
- 0 MEESTAL / MOST OF THE TIME
- 0 ALTIJD / ALL OF THE TIME

**VRAAG 7:**

- 0 NOOIT / NONE OF THE TIME
- 0 SOMS / SOME OF THE TIME
- 0 MEESTAL / MOST OF THE TIME
- 0 ALTIJD / ALL OF THE TIME

**VRAAG 8:**

- 0 NOOIT / NONE OF THE TIME
- 0 SOMS / SOME OF THE TIME
- 0 MEESTAL / MOST OF THE TIME
- 0 ALTIJD / ALL OF THE TIME

**VRAAG 9:**

- 0 NOOIT / NONE OF THE TIME
- 0 SOMS / SOME OF THE TIME
- 0 MEESTAL / MOST OF THE TIME
- 0 ALTIJD / ALL OF THE TIME

**VRAAG 10:**

- 0 NOOIT / NONE OF THE TIME
- 0 SOMS / SOME OF THE TIME
- 0 MEESTAL / MOST OF THE TIME
- 0 ALTIJD / ALL OF THE TIME

**VRAAG 11 :**

**VRAAG 12 :**

**VRAAG 13 :**

Table 1: Fall Experimental Group Table for Suriname Students

| Question           | 1      | 2       | 3      | 4      | 5    | 6      | 7      | 8    | 9      | 10     |
|--------------------|--------|---------|--------|--------|------|--------|--------|------|--------|--------|
| Pre-Test Mean      | 2.60   | 1.83    | 2.69   | 3.45   | 3.00 | 2.95   | 3.48   | 3.12 | 2.56   | 3.17   |
| Post-Test Mean     | 2.88   | 1.37    | 2.74   | 3.29   | 3.10 | 3.29   | 3.56   | 3.12 | 2.90   | 3.38   |
| Difference         | 0.28   | -0.46   | 0.05   | -0.16  | 0.10 | 0.34   | 0.08   | 0.00 | 0.34   | 0.21   |
| T-Statistic        | -1.60  | 3.12    | -0.22  | 1.02   | 0    | -1.55  | -0.43  | 0    | -1.62  | -1.35  |
| Degrees of Freedom | 41     | 40      | 41     | 41     | 40   | 41     | 41     | 41   | 41     | 41     |
| p-value            | 0.0580 | 0.0016* | 0.4130 | 0.1565 | 0.5  | 0.0641 | 0.3335 | 0.5  | 0.0564 | 0.0914 |

\* p<0.05

Table 2: Fall Control Group Table for Suriname Students

| Question           | 1      | 2       | 3      | 4      | 5      | 6      | 7      | 8      | 9      | 10     |
|--------------------|--------|---------|--------|--------|--------|--------|--------|--------|--------|--------|
| Pre-Test Mean      | 2.68   | 1.83    | 2.60   | 3.44   | 2.96   | 2.63   | 3.07   | 2.89   | 3.02   | 3.35   |
| Post-Test Mean     | 2.73   | 2.41    | 2.58   | 3.27   | 2.83   | 2.70   | 3.10   | 2.89   | 2.76   | 3.23   |
| Difference         | 0.05   | 0.58    | -0.02  | -0.17  | -0.13  | 0.07   | 0.03   | 0      | -0.36  | -0.12  |
| Degrees of Freedom | 40     | 40      | 39     | 40     | 39     | 39     | 40     | 40     | 40     | 39     |
| p-value            | 0.4131 | 0.0035* | 0.4161 | 0.1103 | 0.4142 | 0.2374 | 0.4418 | 0.3238 | 0.1214 | 0.3266 |

\*p<0.05

Table 1: Spring Experimental Group Table for Suriname Students

| Question           | 1      | 2      | 3       | 4      | 5      | 6       | 7      | 8      | 9      | 10      |
|--------------------|--------|--------|---------|--------|--------|---------|--------|--------|--------|---------|
| Pre-Test Mean      | 2.79   | 3.21   | 3.15    | 3.30   | 2.62   | 3.09    | 2.84   | 2.88   | 3.12   | 2.88    |
| Post-Test Mean     | 3.06   | 3.53   | 3.47    | 3.48   | 2.91   | 3.45    | 3.00   | 3.09   | 3.27   | 3.21    |
| Difference         | 0.27   | 0.32   | 0.32    | 0.18   | 0.29   | 0.36    | 0.16   | 0.31   | 0.15   | 0.43    |
| T-Statistic        | -1.16  | -1.54  | -1.93   | -0.28  | -1.54  | -2.46   | -0.30  | -0.63  | -1.07  | -1.87   |
| Degrees of Freedom | 33     | 33     | 33      | 32     | 33     | 32      | 32     | 32     | 32     | 33      |
| p-value            | 0.1276 | 0.0663 | 0.0309* | 0.3911 | 0.0668 | 0.0098* | 0.3814 | 0.2652 | 0.1460 | 0.0349* |

\* p<0.05

Table 2: Spring Control Group Table for Suriname Students

| Question           | 1      | 2      | 3      | 4      | 5      | 6      | 7      | 8      | 9      | 10     |
|--------------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| Pre-Test Mean      | 2.64   | 3.26   | 3.31   | 3.09   | 3.00   | 3.15   | 3.05   | 2.65   | 2.71   | 2.91   |
| Post-Test Mean     | 2.85   | 3.24   | 3.12   | 3.07   | 3.06   | 2.94   | 3.12   | 2.41   | 2.59   | 3.14   |
| Difference         | 0.21   | -0.02  | -0.19  | -0.02  | 0.06   | -0.21  | 0.07   | -0.24  | -0.12  | 0.23   |
| Degrees of Freedom | 33     | 33     | 31     | 33     | 33     | 32     | 33     | 33     | 33     | 33     |
| p-value            | 0.1623 | 0.4393 | 0.0522 | 0.4476 | 0.4046 | 0.2898 | 0.3986 | 0.1661 | 0.2969 | 0.1544 |

\*p<0.05