# 青年小組工作

TO SIU MING

An Existential Narrative Approach to Youth Groups

- 透過敘事與自我對話—重整過往的經驗，建構自我

- 整合過往經驗—串連零碎事件，整合成連貫又飽含意義的人生單元

- 透過敘事建立和維繫社群—利用團體去創造一個接納和包容真實經驗的環境，重視敘事真實，而非客觀真實

- 工作員與青年共同書寫故事—工作員帶着自己有血有肉的個人故事，親近投入參加者，取代專家教導抽象的知識和技巧

Service-Learning Groups with Youth

Service-learning as a form of experiential education in which students engage in activities that *address human and community needs*, together with *structured opportunities for reflection designed to achieve desired learning outcomes* (Jacoby, 2015).
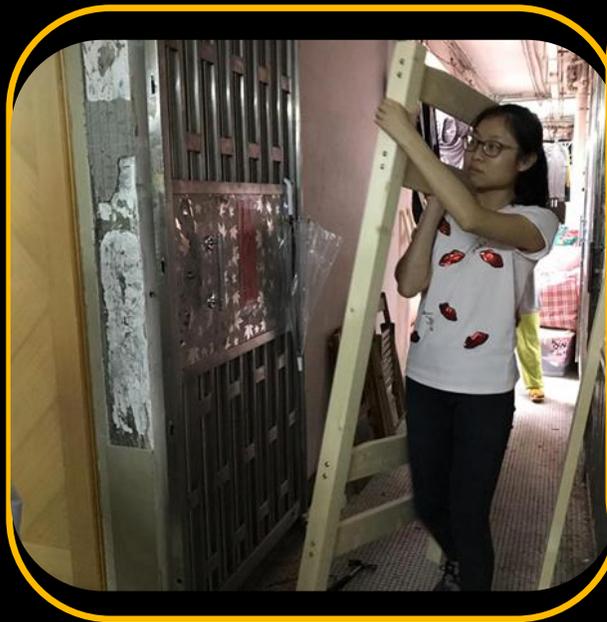
Reconnection between an Individual Youth and Community/Society

Pedagogy of the Oppressed (Freire, 1970)

This individual is not afraid to confront, to listen, to see the world unveiled. This person is not afraid to meet the people or to enter into dialogue with them. This person does not consider himself or herself the proprietor of history or of all people, or the liberator of the oppressed; but he or she does not commit himself or herself, within history, to fight at their side (Freire, 1970, p.13).
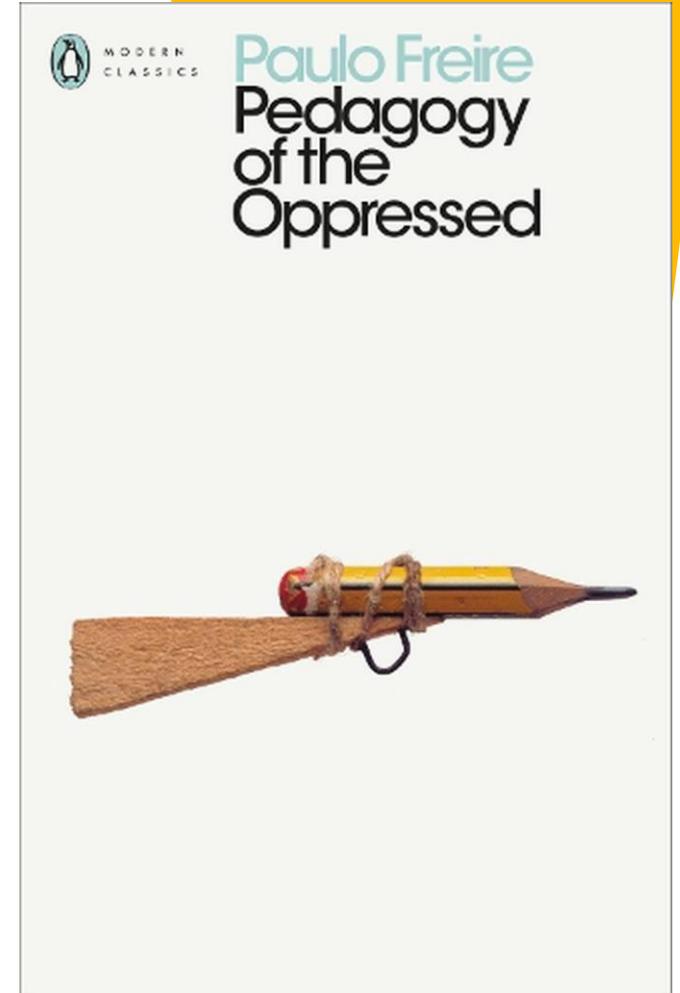
Critical Service-Learning

Tania Mitchell (2008) defines Critical Service-Learning as a transformative pedagogy that moves participants "to see themselves as agents of social change, and use the experience of service to address and respond to injustice in communities" (p. 51).

Critical service-learning as an approach to service-learning with the ultimate goal of being able to _deconstruct systems of power so the need for service and the inequalities that create and sustain them are dismantled_ (Mitchell, 2008; Wasner, 2016).

What is Critical Service-Learning?

Distinctions among Service Programs (Furco, 1996)

Critical Service-Learning

Field Education

Internship

Community Service

Volunteerism

Service Provider? Service User?
What is their relationship?

Service-Learning

Global Citizenship

- Personal and Interpersonal Development
- Understanding and applying knowledge
- Engagement, curiosity, and reflective practice

+

- Critical thinking
- Perspective transformation
- Citizenship (Santulli, 2018)

What is Global Citizenship?

Global citizenship as awareness, caring, and embracing cultural diversity while promoting social justice and sustainability, coupled with a sense of responsibility to act (Curtis, 2019; Snider et al., 2013)

Students can show awareness of issues of global importance and take concrete and appropriate actions in response to them either locally, nationally or internationally (Wasner, 2016)
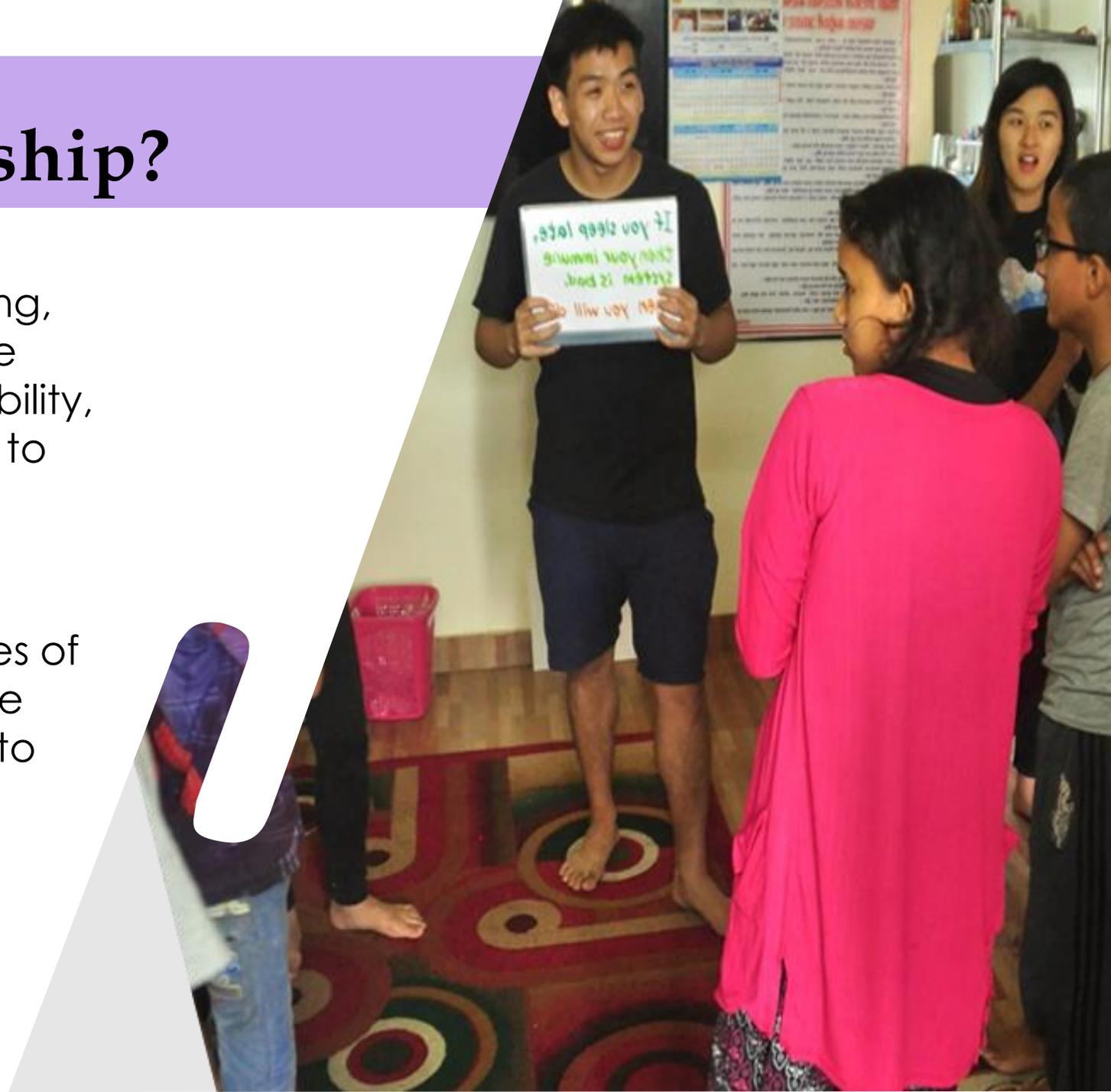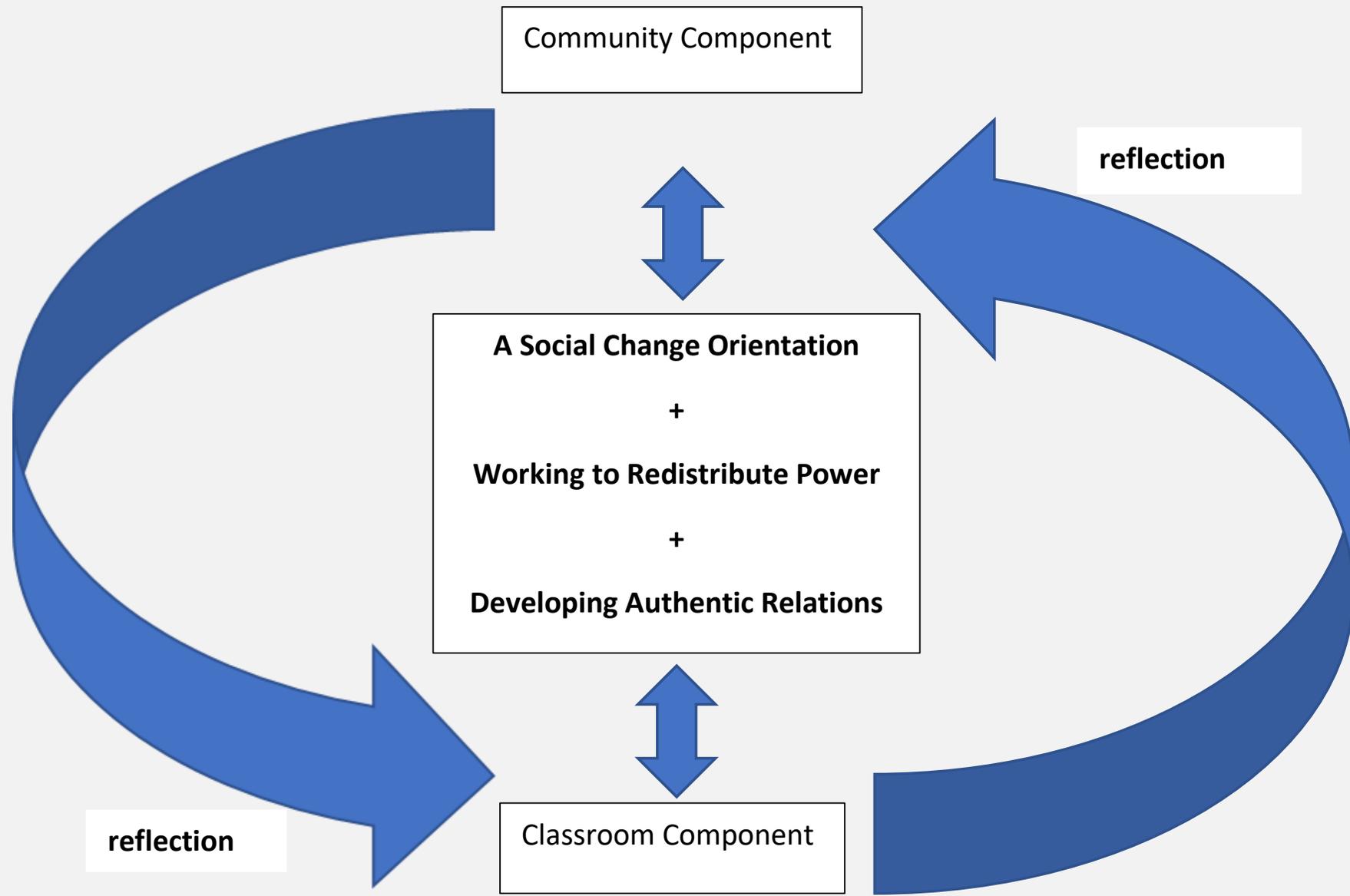
From Course Enrolment to Student Initiation

Intrinsic motivation vs. Extrinsic motivation

People who are more self-initiating and self-enhancing will experience greater intrinsic motivation and need satisfaction (To & Tam, 2016)
Student participation in the design, implementation, and evaluation of the
service-learning project

From Service Provision to Critical Civic Empathy

Mirra (2018) challenges us to (a) analyze the social position, power, and privilege of all people involved in the conversation; (b) focus on how personal experiences matter to each person and provide context for perspective; and (c) engage in "democratic dialogue and civic action committed to equity and justice (p. 7)."

Community Component

A Social Change Orientation

+

Working to Redistribute Power

+

Developing Authentic Relations

reflection

reflection

Classroom Component

Mitchell (2008)

Service-Learning Centre of Chung Chi College (2013-2020)

Local projects: 41

- Example:
  - Service theme: Service for substance abusers and their families in Hong Kong
  - Duration: 120 hours in summer of 2015-2019
  - Objectives:
    - 1. To assist substance abusers to step out of their comfort zone in terms of enlarging their social circle in support of the professional treatment they received.
    - 2. To assist parents of substance abusers to step out of their comfort zone in terms of knowing the social sphere of their substance-using children, to the mutual benefit of both these families as a whole.

Service-Learning Centre of Chung Chi College (2013-2020)

Learning and reflection

◦ Is incarceration and punishment the best policy to deal with drug abusers? Normally, this question only arises in my legal studies (for example, in criminal procedure law, in relation to sentencing), but it is at the same time a real-life dilemma to our service users…These blurred lines perhaps explained why there should be a normative shift – _pardon me for being academic here – in the sentencing philosophy of Hong Kong as respect drug abusers (not die-hard drug traffickers) might need revision_.

◦ Again, I have been warned that some drug abusers _do_ lie and take advantage of the judicial system (that it would be a fairy tale if one insists that they are no different from ordinary people and we should trust every word they said, for in that case there will be no drug trafficker in Hong Kong and every drug one possesses is just for self-consumption). But with that caveat, is the maxim 'spare the rod and spoil the child' really working? The SLP casts some doubt in my mind and I think that is sufficient for the time being --- I will probably never have an answer, but it is always nice to doubt everything.

Co-construction of Reflexive Identities with Users: The Deconstructive Process

Co-construction of Reflexive Identities with Users: The Reconstructive Process

📢 「夜青」不是個「問題」

📢 去標籤化 (Delabelling)

📢 投放資源讓夜青們有選擇的機會

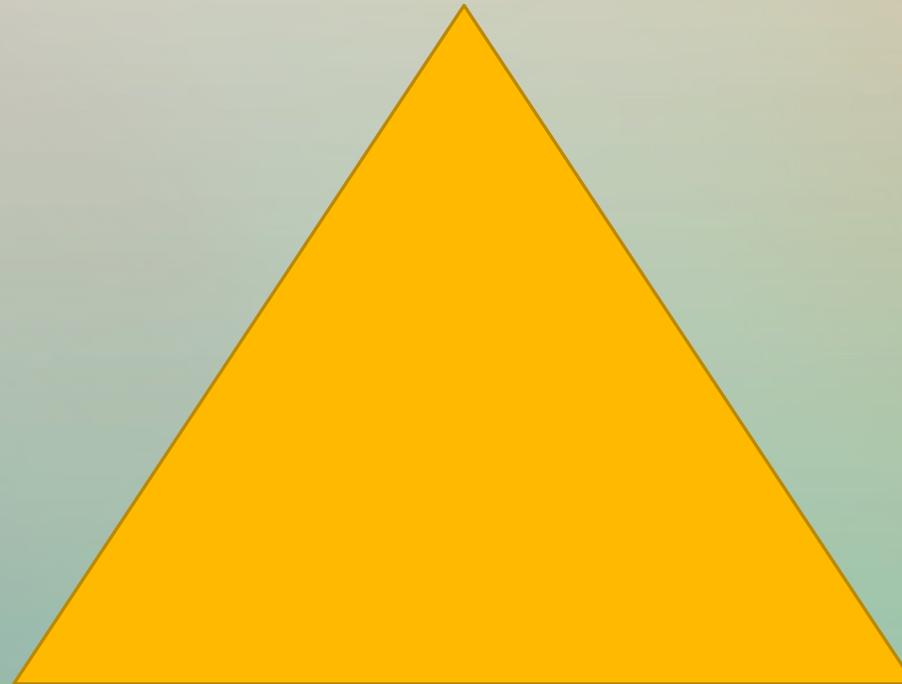# Empowerment-oriented Youth Groups in Critical Service-Learning

TO SIU MING

圖一：「生命教育」的多重面向

陶兆銘、譚巧蓮、陳智豪. (2013). 香港青少年的生命教育: 現況與前瞻. 青年研究學報, 16(1), 111-121.
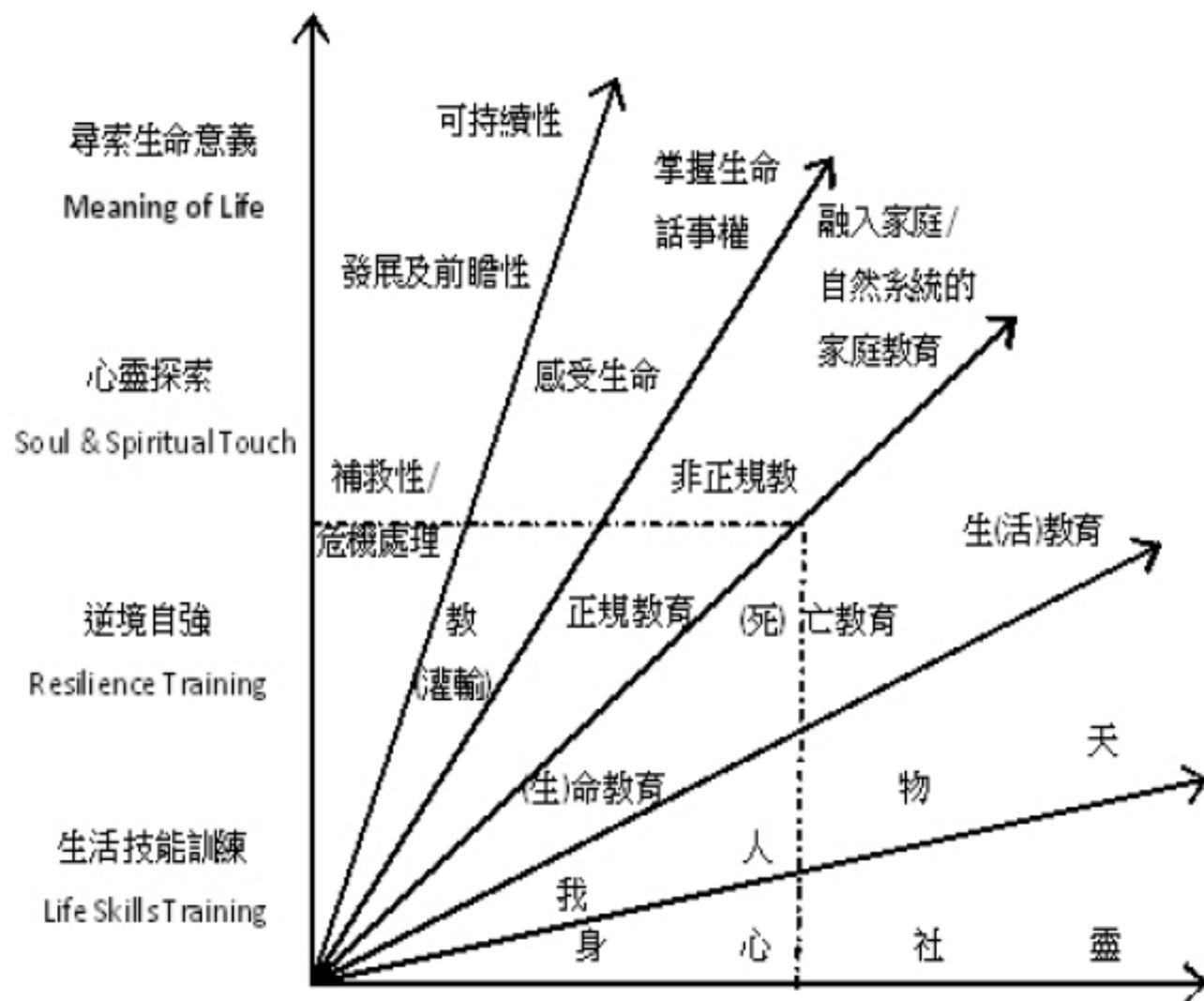
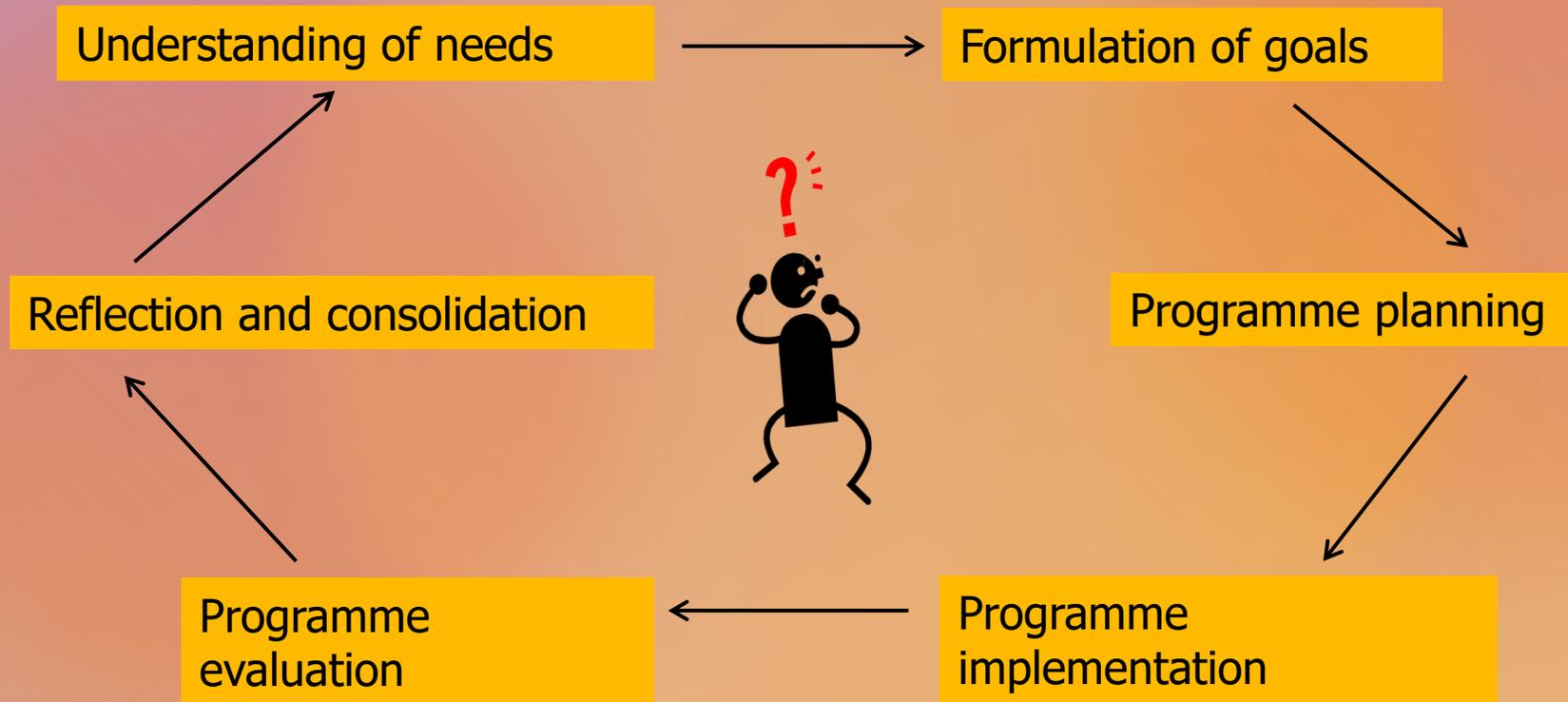# Meaning-making Process in Critical Service-Learning

Sources of Meaning (from individual to social to global)

Sense of Meaningfulness (in actions and human encounters)

Search for Meaning (what is social justice?)

Meaning-making Process in Critical Service-Learning

Transformation Process in Critical Service-Learning

Service-learning as Involving Reviewing Processes

- Knowledge given by advisors cannot replace knowledge generated by experiencing young people who engage in service-learning. Therefore, how to facilitate learners to review and reflect on their lived experiences is a central part of transformation process in DIY service-learning journey.

- Incorporating learners' lived experiences will offer opportunities for engaging in critical reflections of values, perspectives, and purposes that potentially leads to a transformative experience (Taylor, 2009).

Transformation Process in Critical Service-Learning

Service-learning as Generating Reflexive Practices

◦ The use of dialogue is one means through which critical reflections can further one's transformation in service-learning.

◦ Dialogues used in transformative service-learning comprises of highly personal, self-disclosing conversations that demonstrate a trust between participants of the conversations who are trying to reach an agreement, embrace differences, explore other points of views, and consider reframes in one's own thinking (Taylor, 2007; Mezirow, 2000).

Transformation Process in Critical Service-Learning

Service-learning as Initiating Critical Thinking

◦ In response to the obvious inequities in the social structure reflecting asymmetrical power relationships and perpetuating inequalities, a transformative approach to service-learning sees this as a major task to empower students to become critically reflective of how such inequalities have affected their life and shaped the ways they think (Mezirow, 2000).

Transformation Process in Critical Service-Learning

Service-learning as Facilitating Community Building

◦ Apart from collaborative learning, advisors of service-learners and students should join together to build learning communities and supportive networks so that students can empower each other.

◦ Collaborations among different parties of service-learning increases existing strengths to build new resources and meet new needs in service-learning.
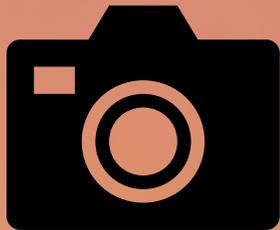
Have a chat

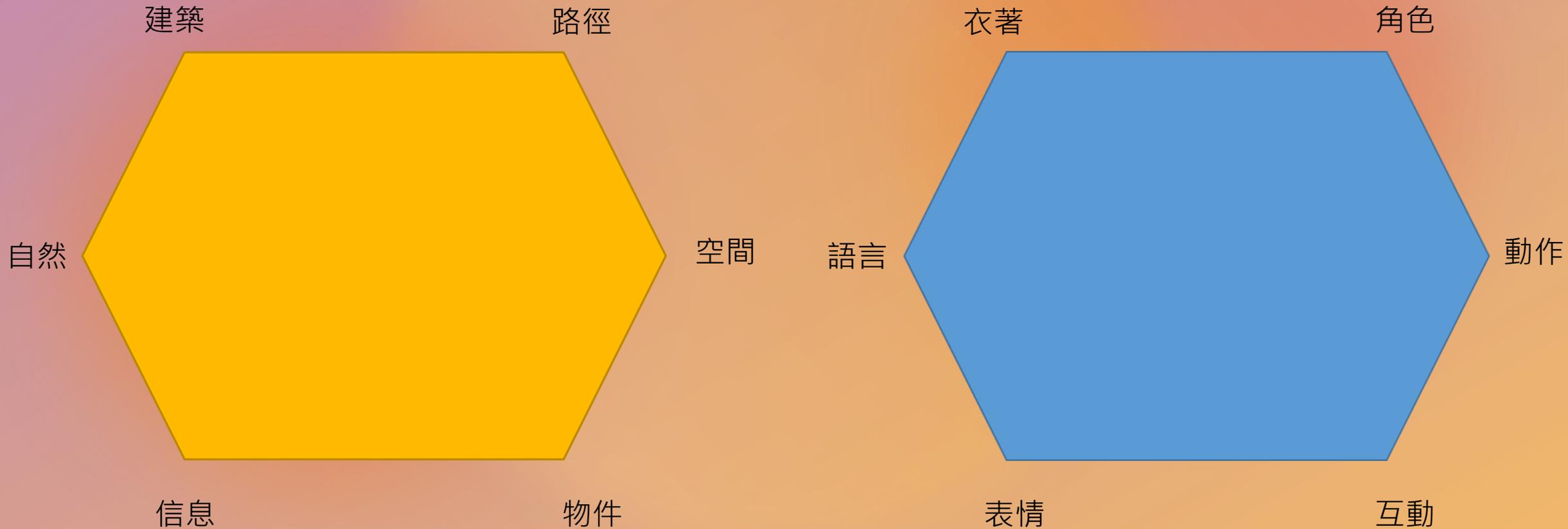Questionnaire
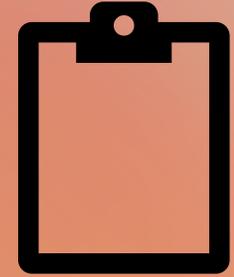
Methods of Understanding

Photovoice

Storyboard

Understanding of Needs: Observations & Conversations

建築　　　　　　　　路徑　　　　　　　　衣著　　　　　　　　角色

自然　　　　　　　　空間　　語言　　　　　　　　　　　　動作

信息　　　　　　　　物件　　　　　　　表情　　　　　　　　互動

油蔴地社區地圖

陸 炳記銅器

廣華醫院

廣東道
新填地街
砵蘭街
碧街
彌敦道
城景國際

A1
A2

窩打老道

B2 B1

油蔴地果欄
油蔴地戲院
紅磚屋
石龍街

號秤和利
電話 27716671 手提 98151547

中南廣場
鴉打街
永星里

C

眾坊街

油蔴地警署
香港玉器市場及
油蔴地公共圖書館
油蔴地停車場大廈

泗祥號

泗祥號
木牌對對碰＆相片故事

駿發花園

基道小學
跳飛機遊戲

差點被拆由何生救回
的故事
紅磚屋

我問你答Q&A
陸炳記

油麻地戲院

泗祥號
紙感想＆摺星星

From Debriefing to Critical Reflections

Debriefing: Stages

- Here and now
  - What did you do when…?
  - What happened when…?
  - How did you feel when…?
  - What did your group do when…?
- Generalization
  - Does this experience remind you anything?
  - Have you face a similar challenge in daily life?
  - Have you learn anything here that you could do in the future?

Reflective Moves in Critical Service-Learning (Coffey & Arnold, 2022)

Inquiry: What questions do you hope to answer through your work?

Background and prior experience: What are the stories that inform your experience? Who are you and how does your background impact your position?

Reactions: What's happening with the project? How are you feeling about what's happening? What do you want or hope for next?

Connections to readings: How do readings connect with what's happening?

Connections to stakeholders: How have all the components of this experience furthered your understanding? What have you been taught? What skills have you developed as a result of your interactions with stakeholders?

Reflective Moves in Critical Service-Learning (Coffey & Arnold, 2022)

油麻地的確是一個舊區，部分後巷、小街的衛生，大量沒開的店鋪、故舊的建築等都是需要為這區注入新能量的原因。但在翻新的同時是否應該留下一些有價值的東西？又應如何留下呢？油麻地裡有不少老店，在翻新計劃下，他們可能無法繼續在油麻地留下。在服務中，我覺得油麻地的Kubrick和油麻地電影中心可以是其中一個參考的對象。一間文青書店和一間帶有賣懷舊CD且上映非主流電影的電影中心，展現了其實傳統的事物可以和潮流共處，並吸引旅客到來，因此我認為加大推廣舊區的元素，突出「復古」這個主題，也可以是一個好的方法去發展舊區。當然我也想過是不是一定要翻新這個問題。因為每個地方在不同人的眼裡都有不同的價值，對它有不同的想法，但這個地方既然存在，便有它的意義、在社區的作用。***因此我認為如果真的要翻新，也希望可以多聽油麻地街坊的意見，讓他們參與其中。***

Understanding Systems

Area of Learning	Contextualizing Service-Learning	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Reflection	Reflection activities prompt students to examine whether/how their service work addresses root causes of social problems.	○	○	○	○	○
Pedagogy	You help students recognize how service may perpetuate and exacerbate social challenges, rather than cure them.	○	○	○	○	○
Pedagogy	The course contextualizes the impact of service activities within the magnitude and scope of the social issue being investigated.	○	○	○	○	○

Area of Learning	Historical Grounding	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Academic Content	The course analyzes the historical roots of social issues.	○	○	○	○	○
Academic Content	The course connects the historical roots of social issues to the present.	○	○	○	○	○

Area of Learning	Understanding Social Systems	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Pedagogy	The course discusses how knowledge, service, and our framing of social problems are inherently political.	○	○	○	○	○
Reflection	Reflection activities ask students to understand the connection between their service experiences and civic life, public policy, and social systems.	○	○	○	○	○
Reflection	Reflection activities encourage students to examine their preconceptions about social problems, community, or citizenship with which they entered the course.	○	○	○	○	○

Further Resources
Tania D. Mitchell (2008). Traditional vs. Critical Service-Learning: Engaging the Literature to Differentiate Two Models. *Michigan Journal of Community Service Learning*, 14, 50-65.
Lucia Buttaro (2009). Social Justice and Democracy in Marginalized Urban Settings. *Scholarlypartnershipsedu*, 4(1), 48-76.
Joseph Kahne and Joel Westheimer (1994). In the Service of What? The Politics of Service Learning. *Phi Delta Kappan,* 77(9), 1-14.

Stith, M., Emmerling, D., Malone, D., & Meyers, B. (2018). Critical service-learning conversations tool. Duke Service-Learning

Authentic Relationships

Area of Learning	Students' Holistic Understanding of the Community	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Academic Content	The course provides a thorough orientation of the community, including its historical and political relationships with your university.	○	○	○	○	○
Community Praxis	You offer students opportunities to engage with the partner community outside of the service experience.	○	○	○	○	○
Pedagogy	You help students recognize evidence of socially unjust systems in the host community without erasing the individuality of community members.	○	○	○	○	○

Area of Learning	Commitment to partner	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Community Praxis	The service-learning experience has sufficient duration and intensity to address community needs and meet expectations.	○	○	○	○	○
Community Praxis	The service compromises between the partner's schedule and academic calendar.	○	○	○	○	○

Area of Learning	Maintaining Relationships	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Community Praxis	You regularly visit the service site to serve or learn about the site.	○	○	○	○	○
Community Praxis	You utilize formal structures (e.g. memorandum of understanding) to outline shared expectations and responsibilities with the partner.	○	○	○	○	○
Community Praxis	You regularly communicate with community partners about the quality and impact of students' ongoing work.	○	○	○	○	○
Community Praxis	You attempt to match students' skills and interests with those of their community partner.	○	○	○	○	○
Reflection	Reflection activities allow students to report their experiences with the community partner.	○	○	○	○	○

Further Resources
Smith, G. & Sobel, D. (2010). *Place-and Community-Based Education in Schools*. New York: Routledge.
Marie Sandy and Barbara A. Holland (2006). Different Worlds and Common Ground: Community Partner Perspectives on Campus-Community Partnerships. *Michigan Journal of Community Service-Learning*, 13, 30-44.
Tania D. Mitchell (2008). Traditional vs. Critical Service-Learning: Engaging the Literature to Differentiate Two Models. *Michigan Journal of Community Service Learning*, 14, 50-65.

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Redistribution of Power

Area of Learning	Contextualizing Power Dynamics	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Reflection	Reflection activities ask students to understand the ethical challenges that arise during the service experience.	○	○	○	○	○
Academic Content	Assigned readings problematize power dynamics in service-learning.	○	○	○	○	○

Area of Learning	Reorienting "Need"	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Pedagogy	The community partner (more so than you or the students) defines the needs of the organization and community.	○	○	○	○	○
Pedagogy	You frame community disparities in terms of structural injustices rather than individual deficits.	○	○	○	○	○

Area of Learning	Recognizing Community Strengths	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Academic Content	You train students in approaches that recognize community resources and knowledge (e.g. community asset mapping, motivational interviewing, or appreciative inquiry).	○	○	○	○	○
Reflection	Reflection activities encourage students to recognize the strengths of the community in which they work.	○	○	○	○	○
Community Praxis	Service builds on existing community strengths and social capital.	○	○	○	○	○

Area of Learning	Sharing the Classroom	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Community Praxis	You work with community partners to establish a shared vision and mutually agreed-upon student learning objectives for the course.	○	○	○	○	○
Community Praxis	Community partners have input on students' participation grades.	○	○	○	○	○

Further Resources
Arnstein, Sherry R. (1969). A Ladder Of Citizen Participation. *Journal of the American Planning Association*, 35(4), 216-224.
Eby, John W (1998). "Why Service Learning is Bad." *Service Learning, General*, 3, 1-10.
John L. McKnight and John P. Kretzmann (1993). *Building Communities from the Inside Out: A Path Toward Finding and Mobilizing A Community's Assets*. Evanston, Illinois: Center for Urban Affairs and Policy Research, Northwestern University.

Stith, M., Emmerling, D., Malone, D., & Meyers, B. (2018). Critical service-learning conversations tool. Duke Service-Learning

Social Change Skills

Area of Learning	Teaching Social Change Skills	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Pedagogy	The course differentiates service-learning from other social change strategies (participatory research, activism, advocacy, direct service, etc.) and explains these alternative methods.	○	○	○	○	○
Reflection	Reflection activities prompt students to consider current interventions to the social problem and explore alternative solutions.	○	○	○	○	○

Area of Learning	Assessing Impact	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Community Praxis	Students address the social issues they study in class in their service.	○	○	○	○	○
Community Praxis	Service activities prioritize broader, intensive behavior change strategies (i.e., policy changes) over less intensive strategies.	○	○	○	○	○

Area of Learning	Capacity-building for Change	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Academic Content	You provide resources (i.e. suggestions of other courses, community and national organizations) so students can pursue a deeper commitment to the social issues being investigated after course completion.	○	○	○	○	○
Academic Content	The course couples academic content and service-learning with intentional skill building to improve student self-efficacy for further action.	○	○	○	○	○

Further Resources
Kim Bobo, Jackie Kendall and Steve Max (2001). *Organizing for Social Change: Midwest Academy Manual for Activists*. Santa Ana, California: Seven Locks Press.
Tania Mitchell and Kathleen Coll (2017). Ethnic Studies as a Site for Political Education: Critical Service Learning and the California Domestic Worker Bill of Rights. *American Political Science Association*, 187-192.
KU Work Group for Community Health and Development (2015). *Community Tool Box*. Lawrence, KS: University of Kansas. Retrieved from http://ctb.ku.edu/en

Stith, M., Emmerling, D., Malone, D., & Meyers, B. (2018). Critical service-learning conversations tool. Duke Service-Learning

温馨提示：

若使用本PPT任何內容,請加上以下引文出處：

陶兆銘 (2024年1月1日)。 青年小組工作。社工培力平台。
https://swkempowerlab.com/2024/03/25/youth-empowerment-group-work/