

Exploration and practice of the resistance training project for adolescents

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Abstract: Teenagers are the hope of the development of future society. Promoting the healthy growth of teenagers is also an important premise to ensure high-quality economic development. In the new economic period, many changes have taken place in the employment of teenagers, and study, life and work have put a great deal of pressure on teenagers. How to promote teenagers' mental and physical health, help them avoid extreme behaviors in crises and challenges, and face difficulties correctly, have become the focus of family, society and the government. Based on the recent practice of Huangpu Workstation of Shanghai Sunshine Community-Youth Affairs Centre, this paper analyzes the existing deficiencies on the basis of summary, and puts forward suggestions to help more teenagers deal with confusion and troubles in the process of growth.

1. The practical significance of resistance training for adolescent

Huangpu Workstation of Shanghai Sunshine Community-Youth Affairs Centre has been committed to the psychological development and personality quality of teenagers. In the process of carrying out joint school work, social workers find that with the development of the times, students are facing pressure from study, family, society and other aspects. If the relevant difficulties and setbacks are not handled well, it will cause a series of adolescent growth problems, and some students will even give themselves up as hopeless. Therefore, it is of great significance to strengthen and consolidate the resilience of teenagers to help them realize socialization smoothly.

The implementation project team of the resistance training project for adolescents believe that every teenager has resistance[1], and resistance can be improved through education and training. Therefore, the implementation project team designed a series of resistance courses by using Resistance, theory based on the resistance baseline survey to guide participants to get the opportunity to grow up in the crisis and challenges, establish a more resilient outlook on life, and avoid taking extreme behavior after impulsiveness. In addition, this project has also formed effective resistance courseware for junior high school students, as well as the replicable and promotable experiences.

2. The practice process of resistance in adolescents

2.1 Needs assessment

Practical needs assessment is the prerequisite for promoting the implementation of the project. The

implementation project team of the resistance training project for adolescents designed survey questionnaire by using the professional scale combined with the specific characteristics of Shanghai teenagers to conduct a questionnaire survey on the current situation of resilience of the project participants. The questionnaire contains 26 questions, including individual self-esteem, family, school solicitude, and expectations. 451 questionnaires were distributed to participants, and 446 valid questionnaires were collected. According to the survey data, only 16.82% of teenagers agreed with "no matter what happens in my life, I can handle it," and more teenagers held a general attitude. Only 37.44% of teenagers agreed with "I can adapt to changes," while 2.24% and 6.05% of teenagers said they were completely or less adaptable. Among the stress events of project participants, 84.75% of teenagers mainly faced stress of learning, followed by interpersonal relationship, family environment and punishment were tied for third. Project participants were more inclined to choose "prefer to rely on others to solve problems" and "self-adjustment" when they encountered difficulties.

In conclusion, project participants were weak in recovery when facing difficulties and insufficient to adapt to stress and adversity. Therefore, according to the questionnaire survey and interviews, the implementation project team designed and developed a series of activities in the resistance training project for adolescents.

2.2 Project objectives

The implementation project team aims to enhance participant potential and establish a comprehensive self-evaluation system by using the method of project operation, workshop and case management. Through learning, practicing, mastering communication and problem-solving skills, and guiding the participants to maintain a supportive relationship with family as well as other important roles, this project could help teenagers establish a more resilient outlook on life, grow up in the crisis and challenges, minimize the negative impact of adversity, and also maximize the adolescent adaptation and growth.

2.3 Project structure and completion

The theme of the project mainly consists of seven parts including "resilience questionnaire", "course design", "workshop", "case service", "project publicity", "project summary" and "evaluation".

2.3.1 Preparation Stage

In the preparatory stage of the project, the members of implementation project team consolidate theoretical accomplishment through self-study, collective discussion and exchange learning experience of relevant professional theoretical books under the recommendation of the supervisor. The project team also conducted training and communication in the form of regular project meetings, jointly discussed the characteristics of the service objects, clarified the original intention of the project, understood the values of the project members, and fully agreed with the social work concepts such as equality and respect. In the training process, the project team members gave full play to their enthusiasm and initiative, and put forward many valuable suggestions, so that the members of the project had a clear division of labor and cooperation, ensuring the effectiveness of the service and the smooth completion of the project objectives.

2.3.2 Questionnaire survey of resistance

On the basis of the Chinese version of *Measurement of children and adolescents (CYRM-28)*[2], the implementation project team of the resistance training project for adolescents conducted in-depth communication with school teachers, mastered the basic situation of the junior high school students

in Huangpu District, combined with the characteristics of local teenagers, and improved the resistance checklist from the three core dimensions of individual, family and society to develop the resistance questionnaire as a baseline questionnaire. Therefore, the social workers could have a certain understanding of the service objects before activities start, understand the psychological characteristics of the project participants and the status of the resistance through the conversation with the head teacher and the psychological teacher and analyze the population characteristics which could provide the basic data for the project evaluation and construct support for the future effective adjustment of project activities as well as improve the effectiveness of the project services[3].

2.3.3 Course design

According to the baseline survey results of the resistance questionnaire, the project team held four regular meetings. After discussion, practice, exchanging and sharing, the project team refined the high-quality courseware of the resistance course, and formed a complete process of "joint training—group preparation—-independent operation" based on the previous project operation experience. In order to verify the effectiveness and feasibility of the courseware, the project team also invited professors from Shanghai University, the project leader of the Shanghai Sunshine Community-Youth Affairs Center, psychology teachers from the Huangpu District Education Bureau, and school psychology teachers to participate in the project course seminar, providing valuable suggestions for improving the project courseware. According to the feedback of the experts, the project team modified part of the content, and finally formed the compilation and production of the resistance course after several telephone conversations. The courseware adopted the way of experiential learning, focusing on guiding students to participate, experience, think and practice, so that students could develop in a positive direction through these experiences and thoughts.

2.3.4 "Li" workshop and "Xing" workshop

As shown in Table 1, Project social workers guided participants to establish a comprehensive self-cognition, understand knowledge of emotional management, learn how to master interpersonal communication skills and problem solving abilities through experiential learning in six themes including "X — infinite possibilities", "Confident talent", "Emotional housekeeper", "Breakthrough fighter", "Communication master", "I — I am myself"[4]. These workshops could help participants grow up in the crisis and challenges and maximize their adolescent adaptation and growth.

Table 1: Activities of "Li Xing" workshop of resistance training group

Order number	Theme	Target
1	X—— infinite possibilities	Establish good group atmosphere, make a group contract, and enhance the sense of belonging of the team members;
2	Confident talent	Learn to appreciate own strengths and understand own strengths from others' feedback, enhance self-confidence;
3	Emotional housekeeper	Use ABC theory, make the team members understand the nature and origin of emotions, so as to improve their emotional management ability;
4	Breakthrough fighter	Stimulate the problem-solving abilities of teenagers, help them show themselves in the team and improve their confidence in the life;
5	Communication master	Guide team members to maintain a good supportive relationship with family members or other important roles;
6	I—— I am myself	Review and summarize the whole group activities, so that the team members can use their own advantages and external support to improve their abilities to deal with adversity.

The project participants were at the age of 12 or 13 years old, and had the physical and

psychological characteristics of adolescence. Their self-awareness was constantly enhanced and they liked to highlight their personality while lack of confidence and correct self-cognition. Through the theme activities, the project social workers guided the participants to correctly understand themselves and evaluate others, and assisted the service objects to find their own potential and get the recognition of their peers, so as to improve their self-confidence[5]. Participants expressed a lot of unexpected gains in the sharing, and found that they had many advantages and energy. It's of great significance to enhance its resistance.

In the project, the social workers asked the participants to review the tasks that they thought they could not finish in the past, but with the joint efforts of everyone, they learned to look at the difficulties from a different perspective and solve these problems in various ways. By carrying out activities such as "hand rope" and "number transmission", the project let the participants face difficulties directly, overcome setbacks, carry out scenario simulation combining with the real difficulties, and guided the participants to think and discuss different solutions as well as choose the suitable solution. After experiencing these activities, participants said that they would not solve interpersonal conflicts by evading or confrontation in the future, they would like to solve problems with the least cost in life in the future as they understood the importance of communication.

The social workers of the project also conducted "emotional decoding" through "oh cards", which selected real life scenarios for simulation, and guided the participants to understand the origin and reaction of emotions, so as to choose appropriate and effective processing methods in the conflict scenarios.

The "Li Xing" workshop also invited school teachers to join in as volunteers to promote the project, coordinate the time and place of the activities, and ensure the smooth development of the workshop. After the completion of the "Li" workshop, the project team members actively communicated with various problems encountered in the process of the activity, adjusted and redesigned the courseware, upgraded the resistance courseware to version 2.0, and then carried out the "Xing" workshop in the school, so that it could better meet the needs of teenagers. At present, the two workshops have been completed, and 72 activities have been carried out which served 408 teenagers and more than 2,000 beneficiaries.

2.3.5 Individual case service

In the process of "Li Xing" workshop, project social workers used methods including observation and interview, selected 24 service object to carry out the key individual cases based on the resistance baseline survey scores. These social workers developed personalized service plans at three levels including individual, family and society on the basis of students' individual problems, encouraged participants to express repressed problems and events, helped them analyze themselves and others about relevant thoughts and behavior, and provided the necessary information to solve problems to promote their positive thinking. Through the perspective of advantages, project social workers guided them to improve their self-awareness of important figures and events in their lives, and find the motivation for change in their life process. In the interview process, social workers paid attention to the input of hope, and how to change irrational emotions as well as improve the ability of service objects to solve problems. At present, 285 people were served. The individual cases last for more than 300 hours in total.

2.3.6 Project publicity

Publicity is crucial to the whole project. The project team made good use of the WeChat platform at municipal and district level, weibo and TikTok platform to promote project implementation process and results. The project team also produced publicity materials and animation videos to form the

course manual and standardized props of the course in order to enhance the influence of the project's effectiveness and the promotion and development of the course. Currently, the project team have completed the video shooting and editing of 1 project which was launched on TikTok platform of "Shanghai Sunshine Community-Youth Affairs Centre", and completed 2 projects on WeChat which were launched on the public account of "Huangpu Workstation of Shanghai Sunshine Community-Youth Affairs Centre" and "Shanghai Sunshine Community-Youth Affairs Centre". Besides, the project team has completed the design and production of publicity materials for 10 projects, and the compilation and production of 1 project summary book, 1 course brochure as well as 1 course book (teaching edition).

2.3.7 Project summary and evaluation

The project team regularly filled in the project progress promotion form to control the progress of the project, so that the project could be completed on time based on the established plan. The project team also understood and improved the quality of project through supervision and monitoring project activities to ensure the effectiveness of the project.

3. Project effectiveness evaluation

The project used the data analysis method, the observation method and the interview method to evaluate the effectiveness in three aspects including sorting project data, observing the participants' daily services and activities as well as interviewing with the project related personnel.

In terms of the degree of goal realization, all the activities in the project plan were completed on schedule. According to the statistics in Table 2, the completion degree of all indicators is above 85%. The project conducted a comprehensive survey of the participants and obtained rich data information, which laid a certain foundation for the follow-up project work.

Table 2: Summary table of the completion of various indicators

Success indicators	Data statistical indicators	Degree of goal completion
90% of service objects can learn how to comprehensively evaluate their strengths and weaknesses	100%	finish on time
90% of service object have mastered at least two communication skills	94.29%	finish on time
80% of service object can communicate with their parents or other important roles at least once a week	85.94%	finish on time
Project expected output	Actual performance	Goal achievement
Complete the survey of the resistance scale of no less than 420 people and form a report	A total of 446 questionnaires were completed, and a baseline survey report was formed;	Over-fulfill
Carry out no less than 72 activities in resistance curriculum	Six groups, 72 activities were held, and 408 teenagers participated;	finish on time
24 cases are selected as key individual cases	24 individual cases, 285 service times	finish on time
Complete the compilation and production of the resistance curriculum manual	Completed the compilation and production of 1 project summary book, 1 course brochure as well as 1 course book (teaching edition).	finish on time

According to the key points of data extraction and information, combined with the actual situation of participants, the project focused on the improvement of stress resistance, encouraging participants

to freely express the repressed problems and events, and helping them analyze their thoughts and behaviors related to themselves and others as well as comprehensively evaluate themselves. The project also provided the necessary information for interpersonal communication and problem solving to educate and promote their positive thinking as well as a relaxing way to experiment with new coping skills and new solutions. Project goal achieved.

From the analysis of the questionnaire and the satisfaction questionnaire, participants had a better understanding and mastery of the knowledge conveyed by the thematic activities. From the pre-test questionnaire before the activity, in the question of "Number of effective communication with parents or peers per week", 26.42% of the participants chose "never communicate" and "seldom communicate". In the post-test questionnaire, 85.93% of the participants said that they would communicate at least once or twice. From the pre-test questionnaire before the activity, 11.66% of participants said they didn't know any skill of communication and in the post-test questionnaire, 94.29% could point out two or three related skills in the communication process after the activity, such as active listening, win-win cooperation, asking questions, feedback, etc. The goal of the activity was achieved. In terms of satisfaction, the project team carried out a sample survey. In the survey, 97.7% of the participants were very satisfied with the activities of the project team, especially gave high satisfaction and support for the activity leadership and atmosphere creation of social workers. In the later interview of the activity, participants said that they were impressed by the highly interactive activities such as emotional decoding and video sharing, and felt that they were more rewarding than simply preaching.

In terms of the innovation of the project, the project provided an opportunity for participants in their psychological and living conditions. It explored the source of power for the survival and growth of teenagers through three levels of services, guided teenagers to further understand their own advantages, enhance confidence, and assisted participants to grow up in crises and challenges.

In terms of project sustainability, the project continuously summarized the group resilience of the teenagers in school, refined the suitable activity plan for them, developed courses that could be promoted and replicated, which increased the practice and exploration of resilience in Shanghai.

4. Problems existing in the resistance training project for adolescents

Since the project was implemented three years ago, it has provided some help for many teenagers in the healthy development of thought, but there are still some problems:

4.1 Project implementation.

Because the activities used the class as a unit, the number of students was large, and the human resources of social workers were limited. Therefore, social workers found that in the process of carrying out the workshop, those participants who were not good at showing themselves were often ignored, and there was no way to fully participate in the activities.

4.2 Supplements of volunteer strength.

During the development of the project, school teachers were invited to join the project as volunteers, but the teachers' tasks were busy and uncertain, and teachers' communication with the social workers was usually not sufficient. These teachers often only guided the social workers to the class and left because of other tasks.

4.3 Project sustainability.

The project has achieved the short-term goal in the project management, but a project should have clear benefits, and should be through long-term operation, so as to achieve the medium and long-term goal, and finally achieve the improvement of the situation.

5. The enlightenment of the project

5.1 Pay attention to key teenagers, explore peer leaders, and achieve the goal of “helping people to help themselves”.

It is important to explore the active participants in the activities, cultivate them into peer leaders, and let them take advantage of their potential and play their leading role in motivating others to participate and achieve the goal of “helping people to help themselves”. Social workers should pay more attention to the development of key teenagers, attach importance to observation from activities, select key objects of observation as individual cases and provide a series of services to improve their emotions and behaviors [5].

5.2 Pay attention to the management of volunteer teams.

This project provides opportunities for volunteers to participate in the training and communication. Through training, volunteers could achieve personal growth, and clearly understand the concept, process, participation methods, skills, mission and goals of the project service, so as to promote the service morale and motivation as well as improve the service effectiveness.

5.3 Form resource integration through multi-department collaboration.

It is significant to strengthen multi-department collaboration and strive to integrate more relevant resources to provide comprehensive assistance for participants. Establishing further contact with the Education Bureau, Communist Youth League District Committee, Youth Protection Office of streets and integrating resources become necessary to build a larger platform for students to develop resistance, and provide opportunities for students to show themselves.

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