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## Group Work Involved in the Practice of Life Education\*

### LE TRAVAIL DE GROUPE IMPLIQUE DANS LA PRATIQUE D'ENSEIGNEMENT DE VIE

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**Abstract:** With the continuous advancement of material civilization, the life values of college students appeared alienation. More and more students did not know how to face pressure and seek help; someone was to end their lives to solve the problem. Obviously, life education was the urgent and necessary need in China. Therefore, the author explored the feasibility of life education from the angle of social work practice (such as the “group work”).

**Key words:** Life education; Group work; College students

**Resumé:** Avec l'avancement continu de civilisation matérielle, les valeurs de vie d'étudiants universitaires ont apparu l'aliénation. De plus en plus les étudiants n'ont pas su comment faire face à la pression et chercher l'aide; quelqu'un devait finir leurs vies pour résoudre le problème. Apparemment, l'enseignement de vie était le besoin urgent et nécessaire en Chine. Donc, l'auteur a exploré la faisabilité d'enseignement de vie sous un angle de pratique (comme "le travail de groupe").

**Mots-clés:** Enseignement de vie; Travail de groupe; Etudiants universitaires

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\* **The Innovative Experimental Projects of College Students of Guangdong University of Technology—the research of College Students Life Education Model of Social Work Intervention.**

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## **1. THE URGENCY OF LIFE EDUCATION**

In recent years, the alienation was arising in the life values of college students. When facing with difficulties and setbacks, they did not know how to ask for help, even someone chose to end his/her own life. This research conducted a questionnaire survey to 107 students at Guangdong University of Technology of Dongfeng Road Campus in 2009. The data analysis showed that the most college students did not understand what life education was and 67.9% of the students considered it was necessary to give the life education course. What's more, this was still a blank area not only in the schools but also in the communities. All in all, it could be seen the urgency of popularizing life education and we should carry out the correlative activities in a hurry. Therefore, researchers designed a series of group themes, which helped the students to establish a healthful idea of life in order to pursuit the value and meaning of life, develop their potential of life, improve their quality of life professionally.

## **2. THE BRIEF INTRODUCTION OF THE LIFE EDUCATION ACTIVITIES**

At the beginning, the study recruited ten members. Then, researchers organized two group meetings and five group activities. The first group activity was "Who am I": through self-portraits, members learned to understand themselves; the second group activity was "man in the mirror": through role playing, members could express their values freely; the third group activity was "the film salon": through the movie, members felt that life is precious; the fourth group activity was "challenges", through creating the better environment and mind, members were more active; the final activity was "seasons", through showing short movies and games, members learned how to be grateful, and how to enhance their self-confidence.

In a word, through above activities, members could understand and analyze themselves accurately; secondly, they could go deep into the value and meaning of life; last but not least, they could look into the beautiful future.

After one year exploration and practice, the research helped members to establish a correct outlook on life values, discovered their own potential, and let their personality perfectly. Meanwhile, by means of some professional methods, it caused not only for themselves, but also for their classmates and friends to create the more active and healthy life value, reduce the bad effects of the suicide to the people, wake up college students awareness of life consciousness to a certain degree, develop a positive attitude towards the life. In short, it could be seen that it was more effective to use group work in life education.

## **3. THE EFFECTIVENESS OF EDUCATION GROUP WORK**

The group work provided an opportunity for members to evaluate themselves and know more about each other. For example, through "self-portrait" activity, members had a more in-depth understanding of others and themselves, which increased the group's cohesiveness and the initial formation of a supportive network, but at the same time, researchers also found this network was not very stable; through "role-playing" on the basis of the college students experience, (such as emotional problems, employment and other issues), members shared their experiences with each other. Additionally, researchers guided members to analyze problems with a positive way which helped members develop the better life value; to members, the influence of the movie "Cast Away" is great especially. Due to the plane crash, the man in the movie trapped in an island and he had a hard life there. However, he did not give up and complain. He still actively sought the chance of survival, despite the difficulties. Through the discussion and reconsideration after the movie, members were inspired by the spirit of the movie.

In the "one for all" activity, according to scenario simulation, members experienced the happiness and desire of helping others, and then took the initiative in thinking and practiced the more meaningful life; in the "the Blind Walk" activity, members realized that they were not only dispensers, but also recipients; in the "Ice Wreck" activity, members learned to help, support and encourage each other in difficult times, and did not give up. After above-mentioned activities, the group formed a more support and stability network than the first time.

#### **4. THE REFLECTION OF LIFE EDUCATION GROUP**

On generally consideration, the research also encountered some problems. First, researchers and team members were all college students, most of them had the similar experiences, and therefore, they couldn't have the more in-depth understanding about some topic such as life and others. Secondly, associated with professional speaking, the median value was necessary, but it was difficult to assurance because the man was in flesh, blood and humane, members who expressed their own opinions often encountered the ethical dilemmas in activities and were easily influenced by others ideas. In a word, studies still need more practice and exploration to carry out the better life education to college students in the future.

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