

Group Work Intervenes in the Practical Path of Improving Teenagers' Awareness of Charity

Song Xinxing*

School of Political Science and Law, University of Jinan, Jinan, China

**Corresponding author*

Abstract: In an era where philanthropy development is gaining increasing attention, enhancing teenagers' charitable awareness holds significant importance for building a harmonious society and nurturing new generations of the times. However, Chinese adolescents still exhibit notable deficiencies in understanding charity, emotional identification, and behavioral participation, urgently requiring feasible intervention strategies. This study adopts a social work professional perspective to address practical issues in "group work intervention for improving youth's charitable consciousness." By integrating Strength-Based Perspective Theory and Social Learning Theory, we construct a systematic intervention framework aimed at effectively stimulating teenagers' charitable awareness through professional group work methods, thereby strengthening their sense of social responsibility and dedication. Utilizing a mixed research methodology combining questionnaire surveys and participant observation, this study conducts empirical investigations on the current status of youth charitable awareness at a middle school in Jinan City, systematically analyzing specific manifestations and challenges across three dimensions: cognition, emotion, and behavioral intentions. Building on this foundation, diverse activities such as role-playing, case analysis, and public welfare practices are employed to deepen teenagers' understanding and identification with charitable causes through interactive experiences. Innovatively applying group work methods systematically in youth charity education expands the scope of social work practice research, providing new theoretical perspectives and practical pathways for cultivating charitable awareness among adolescents. This study

holds significant theoretical value and practical implications for promoting comprehensive adolescent development and sustainable progress in philanthropy.

Keywords: Team Work, Charity Awareness, Awareness Raising

1. Foreword

With the advancement of society, the importance of philanthropy has become increasingly prominent in contemporary China. It not only reflects individual moral integrity but also serves as a benchmark for social civilization and ethical standards. The enactment of the Charity Law of the People's Republic of China in 2016 marked a new phase of legal standardization in China's charity sector. Meanwhile, the establishment of "China Charity Day" has further ignited public enthusiasm for charitable participation. The Party and government's strong emphasis on philanthropy, particularly their proactive promotion in poverty alleviation, healthcare, and education, has provided solid policy support and social foundations for the thriving development of charitable initiatives. However, in this rapidly evolving social landscape, teenagers—future pillars of the nation—are facing multiple challenges in enhancing their philanthropic awareness. On one hand, complex external environments have influenced the formation of youth values, with some developing weak moral principles and excessive utilitarian tendencies. On the other hand, despite gradual improvements in charity education within the educational system, practical issues such as insufficient attention to practice and monotonous teaching methods still hinder the expected enhancement of teenagers' charitable donation consciousness. Therefore, how to effectively improve teenagers' philanthropic awareness under these new social conditions has become an urgent practical issue

requiring resolution.

As a vital method in social work, group work enhances youth philanthropic awareness through structured activities that foster interactive learning. This approach creates a supportive network where teenagers receive encouragement from peers, teachers, parents, and society during charitable engagements, thereby strengthening their commitment to social causes. Theoretically, group work intervention not only proves effective in cultivating youth philanthropy but also carries profound significance. It provides crucial support for promoting holistic development among adolescents and maintaining social harmony and stability.

2. Research Status of Charity Awareness

Scholars in China have proposed integrating philanthropic awareness with socialist core values. Yin Bin suggested incorporating socialist core values into the cultivation of youth philanthropic consciousness to promote its comprehensive development ^[1]. This integration not only enhances young people's charitable awareness but also facilitates the dissemination and practice of socialist core values. Some researchers have focused on college students' philanthropic consciousness, conducting targeted studies through surveys of their current status and proposing corresponding strategies. These studies theoretically demonstrate the importance and feasibility of improving college students' philanthropic awareness. Zhang Mengyun and Wu Feng, through a survey at Yangzhou University, analyzed the current state of college students' philanthropic consciousness and proposed improvement measures. Their discussion on enhancing this awareness highlights its necessity ^[2].

In the study of enhancing philanthropic awareness, scholars have primarily proposed the roles of education and social environment. First, regarding the impact of education on philanthropic awareness, Zhao Bao 'ai emphasized that philanthropic consciousness is a crucial component of adolescents' healthy personality and social responsibility. He advocated enhancing teenagers' charitable awareness through cultivating compassion, parental role modeling, and school-organized social practice activities ^[3]. His research highlighted that improving adolescents'

philanthropic consciousness requires educational efforts, underscoring the pivotal role of education in shaping their charitable values. Additionally, Zheng Lin and Ye Xianyou discussed existing issues and countermeasures regarding citizens' philanthropic awareness in China, where education was identified as a key pathway to enhance civic philanthropy ^[4]. Deng Yun and Chen Minghao explored the improvement of college students' philanthropic awareness from the perspective of ideological and political education, noting that such education serves as an effective approach to boost students' charitable consciousness and underscores its importance in this regard ^[5].

3. Operationalization of Philanthropy Awareness

Charitable awareness is defined as the comprehensive embodiment of an individual's values in charitable activities. The study on cultivating adolescent charitable awareness aims to help teenagers independently comprehend charitable cognition, actively recognize the emotional value of charity, and consciously form charitable habits. This enhances their depth and breadth of participation in charitable endeavors, fulfilling their needs for self-improvement and personal development. To achieve this goal, the research decomposes charitable awareness into three measurable dimensions: charitable cognition, charitable emotion, and intentions toward charitable behavior. The first aspect focuses on cultivating charitable awareness, encompassing adolescents' understanding of charity-related content, core values, essential characteristics, operational mechanisms, and social functions. This is assessed through questionnaires evaluating their knowledge of charitable activities, including identifying types of philanthropic initiatives and comprehending value concepts and operational frameworks. The second aspect involves nurturing charitable sentiment, measuring attitudes, convictions, motivations, and commitment to charity – the crucial bridge between awareness and action. Assessments utilize questionnaires and observational records to evaluate positive attitudes toward charitable activities, emotional resonance with philanthropic deeds, and participation motives. The third aspect addresses developing behavioral intentions,

tracking intended actions, implementation methods, and activity frequency – the pivotal stage transforming awareness into concrete actions. Behavioral tracking systems monitor intention formation, measure implementation frequency, and assess operational approaches.

4. Group Work Practice Path

4.1 Preparation Phase

Needs Assessment and Member Recruitment In early March 2025, the research team distributed 320 copies of the "Youth Charity Awareness Questionnaire" to two junior high schools in a city, collecting 307 valid responses. The 24-item scale was divided into three dimensions: cognition ($\alpha=0.88$), emotion (3.15/5), and behavioral intention (2.84/5). Results showed: The average cognition score was 2.98/5, with only 11% correctly stating the implementation year of the Charity Law; the average emotion score was 3.15/5, with 55% reporting "feeling exhausted by compassion but unsure how to help"; the average behavioral intention score was 2.84/5, with only 9% having made actual donations within the past six months. Subsequently, researchers conducted semi-structured interviews with the bottom 30% of students ($n=18$), identifying main barriers as lack of credible information channels, concerns about fund diversion, and insufficient peer support. Member Recruitment and Screening Through homeroom teacher recommendations, voluntary applications, and parental consent, 12 seventh and eighth-grade students (6 boys and 6 girls, with moderate-to-low socioeconomic status) were selected. Admission criteria included: ①total charity awareness score ≤ 3.2 ; ②no serious behavioral issues; ③parental support for transportation coordination. After signing confidentiality and safety agreements, the "Yixingzhe" Growth Group was officially established, operating for four weeks twice weekly at a 90-minute session in the school's social work office.

4.2 Theoretical Framework and Overall Objectives

Theoretical Integration: Advantage Perspective: By capitalizing on adolescents' inherent strengths such as sincerity, curiosity, and digital native identity, we design progressive

tasks that foster a sense of value through being needed. Social Learning Theory: Through role modeling, role-playing, and positive reinforcement, participants learn to observe, imitate, and internalize charitable behaviors. Social Support Network: A "support triangle" is formed by school moral education directors, parent representatives, and community philanthropists to provide both material resources and emotional backing.

Overall Objectives: Short-term (within 4 weeks): Cognitive improvement ≥ 1 point, emotional growth ≥ 0.8 points, with at least one actual donation completed; Mid-term (3 months): 50% of members join school volunteer organizations; Long-term (1 year): Establish a tiered system of "student charity leaders" to sustain micro-public welfare initiatives within the school community.

4.3 Detailed Record of Six Unit Activities

The "Ice-Breaking: My First Encounter with Charity" program aims to build connections, clarify expectations, and review shared experiences. The process consists of three steps: 1) A warm-up game called "Name Chain + Charity Gestures" to break the ice; 2) Creating a "Charity Lifeline" using stickers to document personal stories of helping or being helped; 3) Developing a "Group Agreement" emphasizing confidentiality, respect, punctuality, and encouragement. Immediate assessment: All 12 participants completed the Lifeline, with an average speaking time of 3.4 minutes, indicating initial establishment of trust.

The second initiative, "Cognitive Upgrade: Understanding Charity," aims to bridge knowledge gaps and challenge stereotypes. The program follows three key steps: 1) Mini-Lectures: Social workers explain ten key provisions of the Charity Law through comics; 2) Case Studies: Screening the short film "Ice Flower Boy" to spark discussions on "donating money equals charity"; 3) Group Competitions: A "Charity Knowledge Quiz" where winners earn a "Public Welfare Badge". Post-test results show average scores rose from 2.3 to 4.1 (maximum 5) after implementation.

The third initiative, "Emotional Resonance: If I Were Him", aims to cultivate empathy and combat emotional exhaustion. The program follows three key steps: Role-playing: Participants draw lots to become "left-behind children in urban areas", "stray animals", or

"patients with rare diseases"; Emotional Temperature Chart: Using a 1-10 scale to chart their emotional journey from sadness through anger to motivation; Sharing & Feedback: Each member shares their most impactful moment. Observation Record: The highest emotional intensity was recorded during the "Stray Animals" scenario, where two students shed tears and spontaneously proposed making donations for the first time.

The fourth initiative, "Role Model Face-to-Face," aims to provide replicable philanthropic models. The program follows three key stages: 1) Guest Interview: Inviting post-95 generation philanthropy pioneer Xiao Lin (with 150,000 yuan total donations) to share her journey from first charity sale to crowdfunding platform participation; 2) Skill Demonstration: Participants complete a 1-yuan donation using the Tencent Charity app under her guidance; 3) Progress Tracker: Each successful donation earns participants a leaf on their "Growth Tree" profile. On the event day, 12 individuals collectively donated 46 yuan, all allocated to the Rural Children's Lunch Program.

The fifth initiative, "Planning Our Micro-Philanthropy," aims to transform emotional impulses into actionable plans. The process involves three key steps: Brainstorming: Identifying campus charity challenges using the SCAMPER Innovation Method; Group Decision-Making: Voting to implement the "Zero Discarded Clothing" program — collection, sorting, disinfection, and donation; Task Division: Establishing external relations, publicity, supplies, and finance teams with clear RACI responsibilities. Output: Gantt chart + budget plan + risk contingency measures, with social workers on-site confirming feasibility.

The sixth initiative, "Action·Outcome Sharing and Re-launch", aims to complete the donation ceremony, consolidate the sense of fulfillment, and establish follow-up measures. The process involves three steps: Campus Recycling: 286 used clothes were collected within two days, disinfected, packed, and coordinated with the Municipal Charity Federation; Certificate Presentation: Moral Education Directors awarded "Campus Charity Rising Star" certificates to all members; Future Mailbox: Each participant wrote "My Charity Action Plan for One Year Later" and sealed the

document for social workers' safekeeping; Online Group Creation: Established the "Benefactor 2.0" WeChat group where social workers regularly share volunteer information. Immediate Satisfaction Survey: Average score 4.6/5, with 100% willingness to participate in subsequent activities.

4.4 Supervision and Risk Control

At the end of each unit, social workers compile a "Reflection Journal" documenting key events and members' emotional states. A dedicated "Emotion Support Kit" is provided —to help members access quiet corners for sandplay therapy or art activities when triggered by sensitive topics. Meanwhile, the parent WeChat group receives synchronized "Today's Key Themes" updates to minimize information gaps and strengthen family solidarity.

4.5 Summary of Periodic Evaluation

Qualitative: Members frequently used subjective words such as "I can", "I want" and "our team" in the focus group, indicating a significant increase in self-efficacy; Behavioral: In addition to donating clothes, 3 people voluntarily joined the community's "Weekend Story Mom" volunteer team, and 1 person initiated a "One Yuan Love Day" in the class.

4.6 Experience and Outlook

"Micro-philanthropy + real-time visualization" serves as the key —to sustaining teenagers' motivation by breaking down large-scale charitable initiatives into quantifiable, perceptible, and shareable small actions. The three-tier support system—peer influence, role modeling, and adult guidance—is indispensable, with peer support being particularly crucial for junior high school students. A follow-up year will employ action research to observe whether charitable behaviors extend to family and online environments. Additionally, a school-based textbook titled "The Growth Handbook for Philanthropists" will be developed for classroom circulation.

5. The Group Work was Involved in the Evaluation of the Promotion of Adolescent Philanthropic Awareness

Process evaluation: team dynamics and satisfaction. Attendance Rate: The average attendance rate for 12 members was 94.4%,

with the lowest being 1 absence due to sick leave. Group Atmosphere: Through real-time measurement via an "atmosphere thermometer", the average score per session rose from 4.0 to 4.7 (on a 5-point Likert scale). Member Satisfaction: Anonymous questionnaires completed on the final day showed that all three aspects—content design, activity pacing, and interpersonal support—scored ≥ 4.5 ; parental satisfaction reached 4.6. Social Worker Reflection Journal: A total of 15 key events were identified, with "tears during role-playing" recognized as the emotional climax moment.

Outcome assessment: Cognitive, emotional and behavioral changes. Cognitive Dimension: Pre-test $M=2.98$, Post-test $M=4.22$ ($t=6.89$, $p<0.001$). 80% of participants accurately identified three institutional innovations in the Charity Law. Emotional Dimension: The Empathy Index increased from 3.15 to 4.07, with the "emotional connection to vulnerable groups" item showing the most significant improvement ($\Delta=1.2$). In focus groups, members frequently used phrases like "heartfelt compassion" and "willing to do something for them." Behavioral Intention and Actual Behavior: Behavioral intention rose from 2.84 to 3.89. Within one week after the group session concluded, all 12 participants completed the "Zero-Throwaway Clothing" micro-public welfare initiative.

6. Summary and Reflection

Reflections reveal three key findings: First, the relatively small sample size necessitates cautious extrapolation of results. Second, online recruitment led to a relatively homogeneous socioeconomic background among participants, requiring future expansion of sources to ensure diversity. Third, activities were concentrated within four weeks, with behavioral maintenance still relying on subsequent school platforms rather than long-term tracking mechanisms. Additionally, the assessment tool primarily relied on

self-report questionnaires, which are prone to social desirability bias. Future improvements could include incorporating behavioral observation and third-party interviews. Improvement suggestions: 1) Extend group sessions to 8-10 weeks with an added "Consolidation and Sharing" module; 2) Collaborate with school moral education departments to establish "Charity Corners" providing sustained practice environments; 3) Develop synchronized micro-courses for parents to build home-school-community support networks. Overall, this study validates the effectiveness of group work in enhancing youth philanthropic awareness, provides replicable and scalable practical models for secondary school charity education, and contributes new empirical insights for social work interventions in public welfare and charity sectors.

References

- [1] Yin Bin. Integrating Socialist Core Values into the Cultivation of Youth's Philanthropic Awareness [J]. *Journal of Economic Research*, 2017(01):127-128.
- [2] Zhang Mengyun, Wu Feng. A Study on College Students' Philanthropic Awareness: A Case Study of Yangzhou University [J]. *Journal of Academic Theory*, 2015, (15):127-129.
- [3] Zhao Bao'ai. On the Charity Awareness of Adolescents and Its Improvement [J]. *Youth Studies (Journal of Shandong Provincial Youth League School)*, 2005, (03):7-9.
- [4] Zheng Lin and Ye Xianyou. On the Issues of Charity Awareness Among Chinese Citizens and Countermeasures [J]. *Science and Technology for Development*, 2010(1):270-271.
- [5] Zheng Lin and Ye Xianyou. On the Issues of Charity Awareness Among Chinese Citizens and Countermeasures [J]. *Science and Technology for Development*, 2010(1):270-271.