**This activity has been developed for an E-Pedagogy course (2018) Social Work VIR-CAMP, a European Platform for on-line teaching. www.vircamp.net.**

**Author: Linda Ducca Cisneros.** **lducca@ucm.es**

**ACTIVITY: Adolescence and the importance of groupwork.**

***Introduction***

There are different manners of considering adolescence and these visions can have an effect in planning, development and evaluation of programs. Even though adolescence is considered just another stage of development, it is necessary to get to know that there are biological and social changes and challenges adolescents face, in order to adjust our interventions and programs.

**Expected learning outcomes for the period**

Students will demonstrate knowledge about how to:

-Define adolescence and youth from a critical perspective

Skills

Students will know how to:

-Use of self-reflection as a mean for professional improvement.

-Address group problems and dilemmas in a collaborative manner.

General Competencies

-Identify values in group work.

**Tasks**

*Trigger*

The children´s book “Where the Wild Things are”, by Maurice Sendak tells us a story that can serve as a metaphor to help us to reflect about the importance of the group for adolescent´s development.

* Watch the following story and write a reflection about the adolescent´s individuation process and the role of the group work for their lives.

[..\Trigger Where the Wild things are.mp4](file:///C%3A%5CUsers%5CEmily%5CTrigger%20Where%20the%20Wild%20things%20are.mp4)

Story and pictures: Sendak, M., & Schickele, P. (1963). Where the wild things are. Weston Woods.

Voice: Linda Ducca Cisneros

Music: Fragments of the following songs were included

-Beethoven. Symphony Nº 9 (Scherzo).

-The Ramones. Mania. Cretin Hop.

-Mozart. Symphony Nº 36

**Some questions for guidance:**

Which attitudes Max show that can be generally attributed to adolescents?

Which are the correspondences for developmental adolescent´s needs and Max´s attitudes?

What is the role of the adults in this story?

What is the role of the group in Max wild story? Is the group helpful for him?

How are relations of power and control shown in the story? How can this affect group work facilitation?

Which are the implications for group work with adolescents?

It is strongly recommended to read Chapter 1 of Malekoff´s book  and any other material to guide the answers.

**Reflection Entry 2**

Write a reflection about the implication for intervention plans and group facilitation.

**Readings**

Hughes, N. (2011). Young people ‘as risk’ or young people ‘at risk’: Comparing discourses of anti-social behaviour in England and Victoria. Critical social policy, 31(3), 388-409.

Malekoff, A. (2015). Group work with adolescents: Principles and practice. Guilford Publications. Chapter 1. Adolescent Development, Risk and Opportunity (pp.3-20)