Outcome Evaluation Proposal: “Life Master” 「生命掌門人」

Student Name: Kwok Sui Man

Leung Hau Ming

Hui Hiu Tung

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Course Examiner: Chan Wing Tai JP

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PART 1

INTRODUCTION OF PROGRAM:

“Life Master” 「生命掌門人」
Background

Recently, many staffs find out that there are many child bullying cases in our centre. Most of cases, bullying happens to younger group of children. Bullying includes teasing, calling someone names, threatening or harassing them. Sometimes it also takes a physical form, with the bully taking a child's belongings or even pushing and attacking him. Ignoring and excluding a child from friendship groups is also a form of bullying. In order to let our center be more harmonious and fully facilitate our facilities, we need to tackle the problem and alleviate the serious problem.

In order to improve the cases of children bullying behavior, we need to understand why children behave in this way. From the report released by “The Boys’ & Girls’ Clubs Association of Hong Kong”, we know that the causes of bullying behavior are (1) getting attention, (2) revenging, (3) gaining authority power and (4) representing clueless.

According to experiential learning theory from David Kolb (1984), the centre bases on this theory to develop an educating program to help children to gain correct value through successful training. Therefore, a program called “Life Master” (「生命掌門人」) is created to serve Primary 4 to Primary 6 pupils who demonstrate aggressive behavior and usually have conflicts with others in the centre.
Aims & Objectives

The aims of the program are:

1. To nurture the children to have a harmonious interpersonal relationship, learning to respect and concerning others.
2. To train up skills for problem solving skill and negative feeling handling in children.

The objectives of the program are:

1. To encourage children to learn the concept of respecting others
2. To foster the children to have skill of caring others
3. To increase the problem solving ability of the children
4. To promote the children to learn how to handle negative feeling skill

Target served

Age : Primary four to six pupils
Gender : Both male and female
Behavior characteristics : A child often causing conflict situations with peers. (From staff or parents referral)

Implementation Plan

Based on the experiential learning theory of David Kolb (1984), the centre develops a
series of group training, including games, role play and music and dancing activities to achieve the four conditions of the theory which are (1) concrete experience (2) observation and reflections, (3) formation of abstract concepts & generalizations and (4) testing implication of concepts in new situations. Therefore, the centre has designed a seven-session program within 7 weeks. In other words, participants will take part in this program once a week. As mentioned above, there are 3 main aspects of program objectives, namely emotion, admiration, respect, and problem-solving. For the sake to achieve these aspects, different sessions will have different themes to train participants aged 8-10. The following is the timeline of this program:

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Sessions</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>14/10</td>
<td>Session 1</td>
<td>To get acquainted with other members, worker and volunteers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>To set up the rules of the group</td>
</tr>
<tr>
<td></td>
<td></td>
<td>To understand the responsibilities as a member</td>
</tr>
<tr>
<td>21/10</td>
<td>Session 2</td>
<td>To understand the definition, classification, characteristics and consequence of bully behaviour;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>To learn better communication skills in listening and expression.</td>
</tr>
<tr>
<td>28/10</td>
<td>Session 3</td>
<td>To learn how to appreciate, be polite, to respect and accept other people.</td>
</tr>
<tr>
<td>4/11</td>
<td>Session 4</td>
<td>To know about the concepts of emotion</td>
</tr>
<tr>
<td></td>
<td></td>
<td>To learn how to express own emotion in an appropriate way.</td>
</tr>
<tr>
<td>11/11</td>
<td>Session 5</td>
<td>To learn how to use different perspectives to analyze problems</td>
</tr>
<tr>
<td></td>
<td></td>
<td>To discover members’ creative ability and increase their problem solving skills.</td>
</tr>
<tr>
<td>18/11</td>
<td>Session 6</td>
<td>To understand the causes of conflict</td>
</tr>
<tr>
<td></td>
<td></td>
<td>To learn how to be calm and use different methods to handle conflict.</td>
</tr>
</tbody>
</table>
| 24/11    | Session 7| To revise knowledge about the importance of respecting and
caring others, problem-solving and dealing with negative emotion.
PART 2

OUTCOME EVALUATION PROPOSAL:

“Life Master” (「生命掌門人」)
SECTION 1: Introduction of Evaluation

Background

“Life Master” (「生命掌門人」) is an education-oriented and development-oriented program which aims to serve primary 4 to 6 pupils with aggressive behavior in the centre. This is a 7-week program which consists of 7 sessions with the topics of respect, admire, problem-solving, and emotion. There is no denying that, there are many integrated service centers in Hong Kong providing workshops with related topics to children. Yet, there are few studies investigating the effectiveness of these programs. Therefore, it is significant to evaluate the outcomes of this program.

Summary of Evaluation

This is a summative evaluation which provides information on the product’s efficacy (Formative v.s. Summative Evaluation, 2007). It aims at investigating the overall effectiveness or merit and worth of the program by employing absolute or comparative standards and judgments (Payne, 1994). Therefore, our evaluation will cover the effectiveness in producing program outcomes, including members’ understanding about respecting others, skills of admire others, problem-solving skills, and ability to use appropriate methods in expressing negative emotion. For the sake of
evaluating the effectiveness of the program, we decide to conduct a direct observation
during every session, a pretest and posttest of program participants, in-depth
interviews for participants’ parents, and a pretest and posttest of the parents, and an
in-depth interview with program facilitators.

**Evaluation Objectives**

Generally, there are totally 5 aspects of evaluation purposes we want to achieve. First,
we want to explore the current situation of the development of children. Second, we
intend to interview related people such as service users, participants’ parents and
involve workers to comment on this program to raise comprehensive interpretation
from different parties. Third, we are going to investigate the effectiveness of the
program to understand how the program outcome meets the program objectives.
Fourth, we would like to study the factors of success and failure of this program. Last,
we decide to suggest ways to improvement this program or develop related programs
in the future.

**Hypothesis**

We assume that children are voluntary to take part in the program. All participants are
involved by playing games in the program. Based on these assumptions, we can
propose a hypothesis that this program has positive effects on the participants.
SECTION 1: Literature Review

Definition

As mentioned before, “Life Master” (「生命掌門人」) is a program for children with aggressive behavior or usually have conflict with others in the centre. This program aims to promote child development among participants in the aspects of respect, admiration, emotion, and problem solving. In a bid of evaluating the effectiveness of the outcomes, we should clarify these four aspects of child development that this program covers.

Respect

According to Fromm (2007), respect refers to taking someone’s needs, thoughts, ideas, wishes and preferences into consideration. It also means taking all of these seriously and giving them worth and value. The Orlando Institute (2003) also suggests that the key elements of respect include being patient, kind, not easily angered, and not self-centered. Therefore, giving someone respect includes acknowledging them, listening to them when they are speaking, being truthful with them, and accepting their individuality and idiosyncrasies (Fromm, 2007 & The Orlando Institute, 2003). Respect comes from the self. As Fromm (2003) suggests, respect is like a boomerang in the sense that you must send it out before it will come back to you. Thus, children
who want to show respect should ask about others’ feeling before making a decision which affects them, voluntarily make changes and compromises to accommodate others’ feelings, desires and needs, not interrupt others, solicit and allow feedback from others, and give others the opportunity to solve their own problems without underestimating them. It is a fact that respect is overwhelmingly important for children. A student from an open classroom, Magarian (2001) supported the importance of respect among kids. He mentioned that respect allows them to express their ideas and opinions. They can also learn about subjects by listening to others’ opinions. Thus, respect is a crucial element of children development.

Admiration

Christ (2004) (not in the reference list) suggests that admiration is a behaviour or attitude deserving the highest esteem of the self and others. It is to regard with pleasure, wonder, and approval. In other words, children who admire others will look upon others with an elevated feeling of pleasure, as something which calls out esteem, love or reverence (Wikitionary, 2007). Children who admire someone will treat and think of others without stereotypical, prejudiced, biased or racist. Thus, admiring is about thinking highly in impersonal manner (Christ, 2004). As we have seen, it is also fundamental for children development.
Emotion

Emotion is a complex, multicomponent episode that creates a readiness to act (Smith, Nolen-Hoeksema, Fredrickson, Loftus, 2003). It consists of 6 components (Frijda, 1986; Lazarus, 1991) which are cognitive appraisal, subjective experience, thought-action tendencies, internal bodily changes, facial expression, and responses to emotion (see figure 1.1).

Figure 1.1 Schematic Diagram of the Emotion Process

Emotional competence is the multi-faceted ability to strategically be aware of one’s own and others’ emotions and to act on this awareness. It includes abilities that express and experience a broad variety of well-modulated, regulate the experience and expression of emotion, and understand the emotions of oneself and others (Denham, 2005). We cannot deny the importance of emotion in child development. Admittedly, the quality of relationships between people determines and is determined by emotional factors because friendships and peer interactions require emotional skill and also contribute
to children’s general social and emotional adjustment (Cole, Walker & Lama-Tamang, 2006; Parker, Rubin, Price & DeRosier, 1995). Besides, emotional skills are also essential for children for their educative process because it drives learning and memory (Sylwester, 1995). Accordingly, emotional skills can positively affect the academic learning and performance of children. It is prerequisite for children development.

Problem-solving

According to McNeill (2005), problem solving is the key skill that develops children’s ability to try new and different ways of thinking about situations, issues and problems and to tackle them by using creative, analytic and planning skills. The focus is on helping students learn how to tackle problems systematically. Generally, problem solving requires children to take time to make sure that they really understand the nature and detail of the problem. They include its limitations to be faced, agreeing what would count as a successful solution or outcome, considering a range of ways of tackling the problem, deciding which approach has the best chance of success, systematically planning and implementing the chosen approach, considering whether the problem has been solved, learn from the experience so that you can improve your approach to problem, and solving on other occasions. Virtually,
the problem solving units can be structured around the cyclical process (see figure 1.2).

Figure 1.2 The Problem Solving Cycle

There is no denying that problem-solving skill is vital for every child. Children learn to handle interpersonal problems can improve the relationship with others. Thus, this skill cannot be ignored in their development.

**Past Related Evaluation Studies**

Indeed, there are also many programs promoting children development in foreign countries. In the hope of designing our program evaluation of “Life Master” (「生命掌門人」), it is a need to investigate some foreign studies of related programs. Thus, we are going to investigate the evaluation design of some foreign studies.
**Emotion**

Denham (2005) suggests different age stages of children have different aspects of emotional competence. Therefore, different assessments should be provided for different stages of children. For the grade school (6–12 years), the elements of emotional competence remain important and now accessible by more informants. So, for the expression/experience and regulation of emotion, it is necessary to obtain reports from parents, teachers, and the children themselves. For the sake of obtaining information of these 3 groups of informants, he suggests giving direct observational assessments of both structured and unstructured forms to children. The assessments should be theoretically based to ensure construct validity, and should comprise a relatively small set of dependent variables that yield meaningful, easily analyzed and interpreted data. Also, a battery of well-validated questionnaires should be given to assess children’s emotional competence. Some measures already noted for the preschool period remain usable, like the Coping with Children’s Negative Emotions Scale, the Toronto Alexithymia Scale, the Emotional Styles Questionnaire, the Self Expressiveness in the Family Questionnaire, and the Parenting Practices Scale. They are useful existing measures for grade schools.

Additionally, for the study of the effects of teachers’ classroom management style and emotional education on first-grade pupils’ emotional intelligences, Chen and Liang (2006) adopted a quasi-experimental design for program evaluation. They first applied the Inventory of Classroom Management Style to identify different classroom management styles. One of the interventional classroom management style classes and
one of the international classroom management style classes are experimental groups. Pupils in the experimental groups participated in 10 weeks of emotional education. This evaluation adopted the Self-Report Scale of Children’s Emotional Intelligence and Situational Test of Children’s Emotional Intelligence (See Appendix 1.1) to assess the emotional intelligence of pupils in different classroom management styles. Both assessments were used to measure students’ emotional intelligence one week before the experiment and one week after the experiment.

**Figure 2.1 Table of Experimental Design**

<table>
<thead>
<tr>
<th></th>
<th>Scores of Pretest</th>
<th>Emotional Education Courses</th>
<th>Scores of Posttest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental group</td>
<td></td>
<td>T1</td>
<td>X</td>
</tr>
<tr>
<td>(interventional</td>
<td></td>
<td>X</td>
<td>T2</td>
</tr>
<tr>
<td>classroom management</td>
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<td></td>
</tr>
<tr>
<td>style)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Control group</td>
<td></td>
<td>T3</td>
<td></td>
</tr>
<tr>
<td>(interventional</td>
<td></td>
<td></td>
<td>T4</td>
</tr>
<tr>
<td>classroom management</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>style)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experimental group</td>
<td></td>
<td>T5</td>
<td>X</td>
</tr>
<tr>
<td>(international</td>
<td></td>
<td>X</td>
<td>T6</td>
</tr>
<tr>
<td>classroom management</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>style)</td>
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<td></td>
</tr>
<tr>
<td>Control group</td>
<td></td>
<td>T7</td>
<td></td>
</tr>
<tr>
<td>(international</td>
<td></td>
<td></td>
<td>T8</td>
</tr>
<tr>
<td>classroom management</td>
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<td>style)</td>
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</tbody>
</table>

Additionally, parent- and teacher-report measures should be arranged to evaluate children’s performance. These measurements should be validated using standard direct assessments. The following has shown the different timing of assessment among different ages of children suggested by Denham (2005):

**Figure 2.2 Figure of Timing per child**
Problem-solving

In the study of problem-solving, McNeill (2005) suggested that the student’s problem solving skill is assessed both internally and externally. Internal assessment is through a portfolio of evidence that demonstrates that the participant has the underpinning knowledge and can apply it. Essentially, a problem solving portfolio should include an index or front-sheet to show where the evidence can be found in the portfolio or in another location, evidence that the participant has achieved problem solving, descriptions of the activities the participant undertook, participant’s work including evidence of planning, responsibilities, working arrangements, cooperative work, feedback, development and review, assessment sheets and records, and records of internal verification. After assessing each participant’s portfolio, it is required to arrange a one-to-one questioning session with each participant, which is the external assessment. In this assessment, participants are required to give satisfactory answers to questions asked by an assessor. The assessor will select questions from a list supplied by the awarding body, in order to confirm participant’s knowledge. This
means that some participants are asked more questions than other.

Similarly, Shure (2001) has a study of problem solving among children, which is I Can Problem Solve (ICPS). The ICPS is an interpersonal cognitive problem solving program for children. It is an interpersonal problem solving approach to reduction and prevention of early high-risk behaviors such as aggression, inability to wait and cope with frustration, social withdrawal, and poor peer relationships that predict later, more serious problems such as violence, substance abuse, depression, and school dropout. He adopted 2 assessments to evaluate the effectiveness of the program. First, the age-appropriate testing of each child individually for ability to think of alternative solutions to the problem and consequences to acts is used. Second, observation is also adopted in his program evaluation. Program participants were observed by teachers, peers, and/or independent observers for pre-, post, and follow-up behaviors as exhibited in the classroom.

**Aggressive Behavior**

The Anger Coping Program is a cognitive-behavioral intervention, which addresses the social-cognitive distortions and deficits of aggressive children conducted by Lochman, Curry, Dane & Ellis (2001). In order to assess the outcomes of the program, they used a battery of behavioral and social-cognitive measures. The core battery includes a behavior rating scale completed by the parents and if possible by the teachers, a social problem-solving measure to assess children’s rates and types of
solutions generated, and a measure of children’s distorted encoding skills or their
distorted attribution. Other battery includes a structured interview, peer reports of
children’s behavior, measures of children’s social goals, emotional understanding and
empathy. It provides a comprehensive measure of the program, which collected
information from service users, users’ parents, and services providers.

In the report of “Process and outcome Evaluation of the Positive Parenting Programme
in Hong Kong,” the Education and Mnapower Bureau (2003) suggested adopting a
randomized controlled trial design (see figure 2.3), comparing the pre and post
intervention results of the intervention group and the control group participants on
scales measuring the parenting sense of competence and children’s behavior problem.
The questionnaire consisted of a set of materials including the Parents Daily Report
(Chamberlain & Reid, 1987), Eyberg Child Behavior inventory (Eyberg & Ross, 1978),
Strength and Difficulty Scale (Goodman, 1999), Parenting Scale (Arnold, Wolff &
Acker, 1993), Parenting Sense of Competence Scale (Gibaud-Wallston &
Wandersman, 1978), Parent Problem Checklist (Dadds & Powell, 1991), Relationship
Quality Index (Norton, 1983), and Client Satisfaction Questionnaire (Turner & Sanders,
1998). At the end of the program, a focus group also involve all parent participants to
elicest their views on the programme. Participants were voluntary to take part in the
discussion. Meanwhile, all the facilitators participated in the focus group. Discussion in the group was tape-recorded.

Figure 2.3 Diagram showing the procedures for outcome and process evaluation

Source population
Parents attending MCHs/ CACs

Eligible population
Parents indicating concern about their children's behavior to health professionals or being referred because of their children's behavior

Participant
Explanation of programme, invitation and consent to participate

Randomization into intervention and control (waiting list) group

pre-programme questionnaires

Intervention group completing programme

post-programme questionnaires

Intervention group being invited to participate in focus groups

Focus group discussions conducted

Control (waiting list) group completing
Conclusion

As we have seen, there are many programs of child development conducted in foreign countries. Interestingly, participants in the evaluation of the programs are mainly three kinds (Hearron & Hildebrand, 2007). The first one is service users who are children joining the program. It is important to evaluate the program by asking the person who have firsthand experiences with the service. The second is participants’ parents. It is indisputable that parents’ opinions and suggestions should be solicited periodically to learn how the program is meeting their needs and those of their children. The last is service providers, who need to evaluate their planning, organizing, and interacting with the children. The role of service providers is so important that they are required to make adjustments to correct shortcomings. They are wise to monitor, evaluate, and control from moment to moment. Besides, there are various ways adopted in past studies to assess the outcome of the program, namely by observation, interviewing, questionnaire surveys, and focus groups.
SECTION 2: Users of Evaluation

The target users are primary four to six pupils who often have conflict with peers, based on From staff or parents referral.

SECTION 2: Boundaries for Evaluation

1. The target has a symptom of mentally illness, and so we need to have doctors to take care of the case.

2. Parents or targets hide the fact that makes the program difficult to proceed

3. The target is too young, and so he/she has difficulty in focusing on the abstract content

4. During the process of the program, the target has conflict with each other

5. The reading and listening ability of the target is poor

SECTION 2: Resources and Capabilities

Resources

*Human Resources*

We need three to four staffs to handle this program. Staffs are required to have teaching and communication skill and be patient to teach the children.
Financial plan

<table>
<thead>
<tr>
<th>Item</th>
<th>Credit</th>
<th>Debit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promotion</td>
<td></td>
<td>$100</td>
</tr>
<tr>
<td>Material Resources</td>
<td></td>
<td>$300</td>
</tr>
<tr>
<td>Food</td>
<td></td>
<td>$100</td>
</tr>
<tr>
<td>Gifts</td>
<td></td>
<td>$100</td>
</tr>
<tr>
<td>Candidate Fee</td>
<td>10 candidates x $30 = $300</td>
<td></td>
</tr>
<tr>
<td>Association Allowance</td>
<td></td>
<td>$300</td>
</tr>
</tbody>
</table>

Sub-total: $600 $600

Total Balance: $0

Time

This is a seven-session program held within seven weeks. Each session is held once a week and it lasts for about 1.15 hour.

Equipment

Microphones and speakers, activity/dancing rooms or assembly halls
Information about activities:

1) Games can improve the attractiveness of activities and during the process, understanding the lurking message and inspiration.

2) Role play is a form of simulation training for application in real-life situations

3) Music and dancing activities are to relax the tension and improve attractiveness

4) Food is a reward for the completion of work

Capabilities

We will have two types of evaluation of the program. They are (1) questionnaire surveys and (2) interviewing candidates and parents. We will take this two evaluation methods before and after the each session. We collect the data from the two methods and evaluate the effectiveness of the program.
SECTION3: Evaluation Questions

This is an outcome evaluation study using the summative evaluation method. The evaluation questions are to find out the level of satisfaction of program objectives, outcome, improvement needed, strength and weakness, factors of success or failure, and benefits to service users. To recap, we want to ask three evaluation questions:

1. What activities were offered to the senior primary school pupils with aggressive behavior and conflict with others in the centre? To what extent such a program was offered effectively in meeting the needs of users?

2. What outcomes did this program achieve from short term to long term? To what extent did the program satisfy its objectives? And how did such program complement each other in achieving the objectives of the centre?

3. What were the strengths and weaknesses of this program? What were the crucial success or failure factors of this program? What aspects of the program need further improvement?
SECTION3: Evaluation Design

In general, the evaluation design can be regarded as a pre-experimental design. A one-group pretest-posttest design, simple time series and one short case study are involved in the evaluation process. It is a mixed evaluation that both qualitative and quantitative evaluations are used in interpreting the outcome and objectives. There are five assessment methods used for children, parents and facilitators. These are the pre- and post situational test for children, a questionnaire and in-depth interview with all and some of the parents respectively, and also with direct observation by facilitators and in-depth interviews for facilitators. All the evaluations are designed to investigate the children’s development in terms of respect, admiration, problem-solving and emotional competence.
SECTION3: Internal Validity and Reliability

This evaluation study tries to minimize research errors and biases; in consequence; this study adapts various research methods to maximize the validity and reliability of the evaluation. Firstly, the mixed approach by qualitative and quantitative evaluation can give both generalized results and more scientific and numerical results.

For the pre- and post-test taken by all participants of the situational test and questionnaires given would enhance the internal validity as less threat from history, testing and experimental mortality could be made. The statistical conclusion validity will also be very high and the selection bias will be relatively low as all the targeted respondents are required to take the evaluation except only one in-depth interview with parents. For the parental in-depth interview, the sample size is one-third of the population which is defined as acceptable. Also, all the measurements of the experimental design are highly related to the objectives which are respect; admiration, problem-solving and emotional competence, and the factors to succeed and fail and the recommendations. As a result, the instrumental error is also lowered. In addition, the items and descriptors of the emotional intelligence tend to be neutral to minimize the possibility of the guide questions in order to raise the reliability of the results.
Besides, the possibility of interviewer cheating will be lower as parents who join the
problem will have less chance to make a dishonest response in reporting their children
performance. Nevertheless, there may be interviewer error threatening reliability, as
the study may make field mistakes or have misinterpretations of the observation
SECTION 3: Measurement Criteria

Conceptualization

Respect

The Orlando Institute (2003) suggests that the key elements of respects include being patient, kind, not easily angered, and not self-centered. People should listen when other is speaking, overlook petty faults and forgive failures, value other people for who they are, and express love in practical way. Respect is also defined as giving high or special value, esteem or regard. Generally, respect takes place when there is another person. Respect is based on interpersonal performance, personality as well as popularity.

Admire

According to the mind of Christ (2004), admiration is defined as behavior or attitude deserving the highest esteem of the self and others. It is about thinking highly in impersonal manner. In other words, admiration can be regarded as treating and thinking of others without stereotypes, prejudice, bias or racism.

Problem-solving

McNeill (2005) suggests that problem-solving refers to the skill and strategies which help to develop people for tackling the problems when facing learning in life. The key
techniques are the skills of identifying and understanding a problem, planning how to
tackle the problem, monitoring progress in tackling the problem, reviewing the
process, and solving problems.

**Emotional Competence**

According to Denham (2005), theoretically, emotional competence is defined as the
multi-dimensional capability of being aware of one’s and others’ emotions and able to act
on this awareness strategically. In other words, emotional competence means the ability
of people negotiating inter- or intra-personal exchanges and regulating emotional
experience. It can be elaborated into three aspects including the ability of expression and
experience of modulated emotions, the ability to regulate the emotions during the
expression and experience in order to achieve the inter- and intrapersonal contacts, and
the ability to understand the emotions of the self as well as others.

The interview guide method will be in consistence within the parents and facilitators as
adopted are similar that modifying from the Education and Manpower Bureau and
Department of Health’s (2003) process and outcome evaluation. Also, the direct
observation and the questionnaires are both using the same measurement level of
rating scales. The items in the questionnaire and the descriptors in the observation
guide are also similar. The repeatability and consistency of measures serve to increase
the measurement reliability.
SECTION3: Data Collection Methods

The Situation Test for Children’s Development

There will be a pre-and post-test design of a situational test for children. First of all, there will be a situation test for the children to assess their development before and after the intervention of the programme. All children who have participated in the programme will be asked to take the situational test. This pre-test of situational test will be held at the first session of the programme and the post-test will be held at the last session, the seventh session of the programme. There will be a situational test of children’s development which originated by Wong (as cited in Chen, 2006) and a situational test modified from the group materials of the programme.

According to Situational Judgment Tests (2001), the situational test is defined as the assessments designed to measure judgment in provided specific settings. Respondents to the tests are supposed to make judgment to a series of possible response in respect to the situation. In short, a situational test is one of the assessment methods in providing a specific situation by any means of text or non-text content, such as video, tapes, recording.

In this evaluation study, comic stories (see appendix 1.0) originated by Wong (as cited in Chen, 2006) will be used as an assessment material to evaluate the emotional
competence of children before and after engaging in the programme. The situational tests of children’s development help to assess the children development including the thinking, attitude as well as knowledge in the emotional domain. There will be four choices for the children to make; only one out of four choices is the correct answer. It is supposed that the children answer correctly will score one mark for each question. The marks received indicate the level of the child development. The higher the marks the higher is the emotional competence of the children.

For the respect, admiration and problem-solving evaluation, the situational test (see appendix 1.1) will be modified from the programme materials (see appendix 1.2). There will be three multiple choices under a specific situation for each competence dimension except one open-ended question for testing the problem solving skill. For instance, respondents are asked to choose their preference in case of being invited for help in order to assess children’s respect for others. For the multiple choice question, only one is the correct answer, the correct answer is considered as the performance of child development, the higher marks represent the better performance of children. For the open-ended questions in the problem solving part, the more answers given will be regarded as better performance as it shows higher creativity.

**Questionnaire for Parents**
For parents, there will be two assessments involved to investigate the parents’ opinion of the programme and their feedback on their children’s performance after their children’s participation of the programme.

A questionnaire is also included in the a pre-and post test design. Firstly, there will be a self-administered questionnaire (see appendix 2.0) for all the parents to take. A three-point rating scale will be adopted to use to measure the parents’ attitudes and opinions about the programme and their children’s performance. The questions asked in the questionnaires are set referring to the objectives of the programme targeted as mentioned before. Consequently, there are respect, admiration, problem-solving and emotion aspects concerned to be evaluated by parents. The pre-test will be taken during parents’ application for the programme and the post-test will be taken at one month after the ending of the programme. Some questions are adapted from Brinkman (2005) and the Social skills and problem behavior scales of the preschool and kindergarten behavior scales as cited in Merrell (2003, pp.78) will be modified as a questionnaire for parents in interpreting the children’s development. There will be seven descriptors such as the statement of “the child is cooperative” for each development aspects including respect, admire, problem-solving and emotion. The point of the questionnaire indicates the result of the improvement of children
development after the programme. The higher point made means the better performance of children. For each competence dimension, there will be one negative statement, for instance, “my child avoids new things” in the questionnaire in order to increase the attention of parents in taking the questionnaire.

**In-depth Interview for Parents**

The in-depth interview with parents can be regarded as a one-shot case study as one part of the evaluation. Simple random sampling of the parents will be used to choose the parent interviewed. Parents from the same family of the children are regarded as one unit. Three family units out of the ten participants’ families will be sampled. Therefore, the sample size is one-third of the population; the confidence interval is 18.47 at 99% confidence level.

The objective of the in-depth interview (see appendix 2.1) is to conduct a qualitative analysis of the children’s performance, the parents’ view on the success or failure factors of the programme and the recommendation for the improvement of the programme. The in-depth interview guide is modified from the parent interview guide of evaluation of Education and Manpower Bureau & Department of Health (2003). Basically, the interview is divided into two parts that include the evaluation of the
parents’ interpretation of the programme outcome and their own opinion on the programme. For example, questions of “how do you feel about your children skills change in problem-solving skill?” in the outcome evaluation section and “how useful is the programme?” in the opinion section will be asked. The appearance of the response of the learning outcomes will indicate how satisfactory the result is. The satisfactory level of outcomes will be higher when the positive responses of the objective competences are more frequent.

**In-depth Interview for Facilitators**

A one-shot case study is adopted for the in-depth interview after the implementation of programme. All facilitators of the programme are required to take an in-depth interview to evaluate the respect, admiration, problem-solving and emotion aspects of the performance of children. The in-depth interview will be held after the programme within one week. The objective of the in-depth interview is to evaluate the children performance change during the intervention, especially the success and failure factors of the programme as well as the suggestion for the improvement of the programme in the viewpoint of facilitators. Same as the interview with parents, the interview guide for facilitators (see appendix 3.1) is modified from the parent interview guide of evaluation of Education and Manpower Bureau & Department of Health (2003) that
similar questions will be asked. Same as the in-depth interview with parent, a desired level of the outcome is indicated by the frequency of positive responses to related concept. The more frequent the positive responses of the objective competence, the higher is the level of outcome achievement.

**Direct Observation by Facilitators**

This direct observation will be held throughout the programme, and thus, it will be conceived as a simple time series design. There will be direct observation for each session operated by facilitators. Avent (1999) suggests a time series is defined as collective observation held sequentially in time. All the facilitators will be invited to take part in the direct observation. If there is more than one facilitator responsible to the session, the average marks of their report will be counted. In between the observations, there must be equal intervals of time. The direct observation can be regarded as a time series data collection. The measurement level of evaluation method of observation is as same as the questionnaire of parents. Three point behavioural rating scales will be adopted as in the questionnaire to assess the children performance during the intervention of the programme. Like the questionnaire, points obtained from the direct observation indicate the performance of the children’s development. Hence, the higher point made means the better performance of children.
According to Merrell (2003), the algebraic behaviour rating scales are more preferred due to the more precise measurement of behavioural frequency and intensity especially for the summative evaluation study for intervention planning. It can also give comparative data of the functioning level of the desired competence of children. The descriptors in the observation guide (see appendix 3.0) is the same items in the parent’s questionnaire that also be modified from Brinkman (2005) and the social skills and problem behavior scales of the preschool and kindergarten behavior scales as cited in Merrell (2003, pp.78) will be modified as a questionnaire for parents in interpreting the children’s development.
SECTION 3: Data Analysis Plan

Situational Test

In order to evaluate the level of improvement of the children development, t-tests will be used to make comparison of the pre-test and post-test means difference. There are lots of means that four means of area of respect, admire, problem-solving and emotion are involved in the tests of the significance of the means difference of scores the pre-test and post-test assessment of children. According to the evaluation report by Illich (2005), a separate variable which is calculated by counting the number of correct responses for each question can be done for each participant and for both the pre-test and the post-test to determine whether significant improvement was made across all questions by pre-test and post-test. The average number of correct responses will be compared across pre- and post-tests by using a paired sample t-test. Regarding the pre-and post-test nature of the situational test, a paired sample t-test will be adopted in the situational test to analyze the significance of the improvement in children.

Questionnaire

Since the questionnaire is also a pre-and post-test aimed to assess the significance of improvement of children, the paired sample t-test will also be adopted. With the
exception of the negative statement, the score of children will be summed by the marks ranked by parents. Concerning the negative statement, the opposite measurement method will be adopted. For example, if the parent ranked “0” mark, then the score should be “3” since three-point rating scale is implemented. The marks will be same as the score in case of the mark ranked is “1”.

**In-depth Interview for Parents and Facilitators**

The data collection method and content of the in-depth interview for parents and facilitators are nearly the same. Moreover, the data analysis method of the two parties’ in-depth interview will be the same.

In the two interview data, content analysis will be used for the interpretation of the effectiveness of the programme, suggestion improvement as well as the success and failure factors of the programme. According to Kairuz (2007), the process of content analysis gives rigorous data. The process involves the identification of the strands, the simplification of coding procedures of the meaning into simple words or concepts, the aggregation of the simple concepts into higher logical meaning units and finally, the stratification of codes. The finalized phrases should be categorized and linked with a common theme in order to generate a concept. Thus, the analysis method is highly...
related to the content of the evaluation. In this evaluation study, the effectiveness of the programme can be categorized into respect, admiration, problem-solving and emotion, the responses obtained can be coded by satisfied, dissatisfied and neutral.

For the evaluation of the success factors and failure factors, the phrase will be categorized by the stratification of unit of functions of the programme such as facilities, resources and management of the programme.

**Direct Observation**

Regarding the direct observation as a simple time series design which is held in every session during the programme, autocorrelation coefficients of time series analysis will be used in the study. According to Avent (1999), autocorrelation coefficients measure correlations between observations of a certain time distance apart. It can assess if the successive observation and the ordinary correlation are correlated. Hence, autocorrelation will be used in assessing the correlation of the programme and the change of children performance with the progress of time.
SECTION 4: Implementation Plan of Evaluation Activities

Timeline for Implementation

There are seven different sessions in the program which lasts for about seven weeks. Therefore, in a bid of assessing the effectiveness of the program, we are going to implement an eleven-week evaluation plan from the day of application to a month after the program finishes. As we have mentioned before, the entire program evaluation will have five parts including a pretest and posttest to participants’ parents, pretest and posttest for participants, observation by workers, in-depth interviews with participants’ parents, and in-depth interviews with facilitators. Thus, we decide to implement different evaluation plans in different timelines of the program (see figure3.1).

Service users

For the service users, we will provide a pre-test to all participants to assess the ability of coping with situational problems in the first session dated 14th October. It is important to set a baseline of evaluation before the intervention by doing a pre-test. Similarly, we will provide a post-test for all participants in the last session on 24th November. Thus, it is convenient to compare the outcomes in the treated group after the program has been running (Langbein & Felbinger 2006:118-119). Additionally,
during each session, we decide to give an observation to assess the improvement of participants by involved workers. In other words, workers will be required to fill out the observation guide about the performance of each participant respectively after every session.

**Users’ Parents**

For the parents of the participants, we will also offer them the pre-post test in terms of questionnaires during the application period of the program. Those participants’ parents will be required to fill out questionnaires immediately after the procedures of application. It is the most convenient way to contact their parents. Then, they will be required to fill out the same questionnaires again within a month after the completion of the program as well. In the meanwhile, they will be invited to take part in the depth-interview about the improvement their children.

**Program facilitators**

For the service providers, there will also be an in-depth interview with all facilitators to assess the performance of the children. Similarly, this interview will be held within one month after the program finishes.
Figure 3.1. Timeline of Implementation

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Intervention</th>
<th>Objectives</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>14/10-24/11</td>
<td>“Life master” (生命掌門人)</td>
<td>To learn new knowledge and skills about respect, admire, problem-solving and emotion</td>
<td>Pre-test for parents (Questionnaire)</td>
</tr>
<tr>
<td></td>
<td>Application Period</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14/10</td>
<td>Session 1</td>
<td>To get acquainted with other members, workers and volunteers</td>
<td>Pre-test for participants</td>
</tr>
<tr>
<td></td>
<td></td>
<td>To set up the rules of the group</td>
<td>Observation by workers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>To understand the responsibilities as a member</td>
<td></td>
</tr>
<tr>
<td>21/10</td>
<td>Session 2</td>
<td>To understand the definition, classification, characteristics and consequence of bully behaviour;</td>
<td>Observation by workers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>To learn better communication skills in listening and expression.</td>
<td></td>
</tr>
<tr>
<td>28/10</td>
<td>Session 3</td>
<td>To learn how to appreciate, be polite, to respect and accept other people.</td>
<td>Observation by workers</td>
</tr>
<tr>
<td>4/11</td>
<td>Session 4</td>
<td>To know about the concepts of emotion</td>
<td>Observation by workers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>To learn how to express own emotion in an appropriate way.</td>
<td></td>
</tr>
<tr>
<td>11/11</td>
<td>Session 5</td>
<td>To learn how to use different perspectives to analyze problem</td>
<td>Observation by workers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>To discover members’ creative ability and increase their problem solving skills.</td>
<td></td>
</tr>
<tr>
<td>18/11</td>
<td>Session 6</td>
<td>To understand the causes of conflict</td>
<td>Observation by workers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>To learn how to be calm and use different methods to handle conflict.</td>
<td></td>
</tr>
<tr>
<td>24/11</td>
<td>Session 7</td>
<td>To revise the knowledge about the importance of respect and care for others, problem-solving and dealing with negative emotion.</td>
<td>Observation by workers</td>
</tr>
<tr>
<td>25/11-25/12</td>
<td></td>
<td></td>
<td>In-depth interviews with parents</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Post-test for parents</td>
</tr>
</tbody>
</table>
Ethical Concerns

In fact, we are also concerned with the ethical issues in conducting this program evaluation. First, there is no financial inducement offered to participants. As we all know, all participants are voluntary to take part in the program. They are required to do the pretest and posttest without any financial inducement. Participants’ parents are also invited to be interviewed without any compensation. It can eliminate the discipline problem. Second, there is no deception of respondents in the evaluation. It is required to clarify the purposes of the study in the interviews and questionnaires respectively. Moreover, the setting of questions is nature and clear to avoid misleading the respondents. All assessments including interviews, direct observation, pretests and posttest are undertaken with the informed consent of the person being evaluated. Especially for the program participants, the researcher is required to obtain the permission of their parents, which provides the parents making the decision with all the information that might reasonably be expected to influence their decision in consideration of the child’s best interests (Ollendick & Hersen, 1993). Third, it is certain that our study does not involve any sensitive aspects of the respondents. Virtually, the questions of the interviews and questionnaires are mainly about the behavior change of the program participants. It is obvious that no sensitive topic is
involved in this study. Fourth, we can ensure that disclosed observation will not place the respondents at risk of criminal or civil liability or be damaging to their financial standing, employability, or reputation. Moreover, the study is conducted under mild comfort in the hope of minimizing the psychological stress induced to all respondents. Last, it is sure that no information about the respondent’s identity is identifiable. Collected information is only for the use of study. Thereby, the confidential information of respondents can be protected.
SECTION 4: Implication and Limitation of the Study

Implication

This study can give scientific and quantitative concrete data of children development among the program participants. It also gives generalized findings of the children development. Thereby, it is sure that this study can give a brief picture of today child development in Hong Kong. Moreover, this study identifies the factors of success and failure of the program. Consequently, the program designers can have a better planning of other related programs by improving the weakness of this program. In other words, it helps to plan for future programs further.

Limitation

De facto, some uncontrollable constraints may hinder the study from attaining perfectly substantiated findings. First, the relationship between parents and children may not be very good. Thus, parents may not really understand their children. Therefore, the pretest and posttest in terms of questionnaires may not reflect the real situation of children performance.

Second, observation will be given to children by facilitators, which may form some researcher’s bias. It is true that the facilitators play an important role in the
observations, who record the performance of children each session of the program. In other words, the bias of facilitators may affect the validity of this study.

Third, the qualitative result of in-depth interviewing has less meaning in interpreting the level of significance of outcomes. There are totally two in-depth interviews in this study, which one is for the parents and one is for the program facilitators. All the content of the interview is in the form of words. From the data collected in the interview, the researcher also needs to interpret the meaning of the information drawing on personal reflections. It may display the researcher’s biases and thoughts in the meanwhile.
SECTION 4: Conclusion

To sum up, the program we are going to evaluate is “Life Master” (「生命掌門人」) which is a seven-week program with three levels of a desired outcome (see the Logic Model below). We decide to adopt a summative evaluation which will last for about eleven weeks so as to assess the short-term, medium, and long-term outcomes of the program. In the hope of assessing the effectiveness of the program, several methods are suggested in this program evaluation. First, we will give a pretest and posttest in terms of the situational test to the program participants. In addition, a direct observation to the program participants by program facilitators is administered in each session. Second, children’s parents will be given a pretest and posttest in terms of a questionnaire to assess their children’s performance. They will also take part in an in-depth interview. Third, facilitators involved in the program will be given an in-depth interview by researchers to evaluate the performance of participants. It is a truism that this evaluation can help to plan for further related programs. Yet, there are also some uncontrollable constraints of this study.
**LOGICAL MODEL: 「生命掌門人」**

<table>
<thead>
<tr>
<th>INPUTS</th>
<th>ACTIVITIES</th>
<th>PARTICIPANTS</th>
<th>SHORT</th>
<th>MEDIUM</th>
<th>LONG-TERM</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 Workers</td>
<td>Session 1 (14/10)</td>
<td>8 participants aged 6-12</td>
<td>Know about the concepts of emotion</td>
<td>Use proper ways to deal with negative emotions</td>
<td>Develop satisfactory interpersonal relationship</td>
</tr>
<tr>
<td>7 volunteers</td>
<td>Session 2 (21/10)</td>
<td></td>
<td>Learn how to use different perspectives to analyze problems</td>
<td>Increase their problem-solving skills</td>
<td></td>
</tr>
<tr>
<td>Time (7 weeks)</td>
<td>Session 3 (28/10)</td>
<td></td>
<td>Understand the causes of conflict</td>
<td>Use different methods to handle conflict</td>
<td></td>
</tr>
<tr>
<td>Money($440)</td>
<td>Session 4 (4/11)</td>
<td></td>
<td>Understand the definition, classification, characteristics and consequence of bully behaviour</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Particular materials (rope, paper, pen, notebook, stopwatch...)</td>
<td>Session 5 (11/11)</td>
<td></td>
<td>Learn better communication skills in listening and expression</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Service center</td>
<td>Session 6 (18/11)</td>
<td></td>
<td>Learn how to appreciate, be polite, to respect and accept other people</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technology</td>
<td>Session 7 (24/11)</td>
<td></td>
<td>Understand the responsibilities as a member</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equipment</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**ASSUMPTIONS**
1) Children are involved by playing games
2) Children with aggressive behavior have poor interpersonal relationship

**OUTPUTS**

**INFLUENTIAL FACTORS**
Services, Politics, Policies, Family Circumstances, Economics, Services, Values, Biophysical environment
References


Institute Press


DC: the Haworth Press.


US: Thomson Learning.


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http://en.wiktionary.org/wiki/admire
Situational test for children

尊 重 Respect

1. 同學小明在搬椅子，搬得滿頭大汗，氣喘似的。這時你剛好經過，小潘叫住你說：
   「你幫下手一齊搬吖！」你會說:
   a. 「我鬼得閒幫你，都唔關我事！」
   b. 「當然可以啦」
   c. 「搬唔到就唔好搬啦，扮哂野!」

2. 你看到小明跑過來，被書包絆了一交，你會:
   a. 哈哈大笑，一點都不理小蕭有沒有受傷。
   b. 立刻上前，去安慰他
   c. 裝作沒看見

3. 下課了，你拿著爸爸送給她的籃球去玩，同學小明看到了，問你：「我地可以一齊玩嗎?」，你會說:
   a. 「好呀！你想去邊度玩?」
   b. 「好.....難啦！你地考到 100 分咗叫爸爸買比你囉!」
   c. 「唔制！比你整污糟咁點算呀！個籃球新架!」

欣 賞、接 納 Admire

1. 當你看到小明遲到時，你會想:
   a. 他一定是賴床
   b. 他可能是之前有急事所以遲來
   c. 他太頑皮了！莫視學校的規距

2. 當你知道小明被排斥時，但小明想跟你做朋友
   a. 你會嘗試了解他的優點及和他做朋友
b. 你不會理他  
c. 你會拒絕及告訴他的缺點

3. 當你見到清潔工人的水弄污你的腳時，你會  
   a. 破口大罵  
   b. 想：「佢工作都勞苦了，都是算吧。」  
   c. 怒視一眼，氣沖沖地離地  
   d.

Problem solving 處理問題

1. 試說出萬用夾的用途(可多於一個):  
   ____________________________________________  
   ____________________________________________  
   ____________________________________________

2. 若果小明生你的氣，你會:  
   a. 找出他生氣的原因  
   b. 逃避他  
   c. 向身邊的人說小明的壞話

3. 小明突然各你大發脾氣你會  
   a. 了解對方感受  
   b. 找尋求他人協助  
   c. 自己發脾氣
SS3422 Programme Evaluation
Outcome Evaluation Proposal: 「生命掌門人」
Teaching materials of the programme

A—潘富成
同學小潘(Poon)在搬椅子，搬得滿頭大汗，氣喘似的。這時小希剛好經過，小潘叫住他說：「小希幫下手—齊搬吖！」小希說：「我鬼得閒幫你，都唔關我事！」

B—蕭國賢
小希看到小蕭(Siu)跑過來，被書包絆了一交，小希哈哈大笑，一點都不理小蕭有沒有受傷。

C—陳家勇
回到課室，坐隔壁的小勇(Chan)跟小希借了一枝鉛芯筆，寫著寫著筆心突然斷了，小希看了很生氣，把筆搶回來，用力推了小勇一下，又捲起紙向小勇背部打過去，還用粗言穢語罵小勇一頓。

D—文嘉強
下課了，小希拿著爸爸送給她的籃球去玩，同學小文(Man)看到了，問她：「小希，我地可以一齊玩嗎？」小希不高興的說：「好……難啦！你地考到 100 分咪叫爸爸買比你囉！」
欺凌定義：又稱恃強凌弱，是持續性以大欺少或以多欺寡的行爲。
(3) 欺凌特點：(a) 欺凌者所做的行爲是故意的；
(b) 一種權力不平等的現象，在一方佔優勢的情況下出現；
(c) 大多是持續性的，不是偶然性的。

<table>
<thead>
<tr>
<th>(4)</th>
</tr>
</thead>
</table>
| **言語欺凌** | - 嘲笑別名/改花名  
- 謝笑別人身材  
- 謝笑別人背景(e.g. 大陸妹)  
- 以言語侮辱人(e.g. 死肥仔)  |
| **肢體欺凌** | - 拳打  
- 腳踢  
- 推撞  
- 用腳絆倒人  
- 向人投擲東西  
- 以鉛筆傷人  
- 用手指「篤」人  
- 用顏料劃在別人面上/身上 |

<table>
<thead>
<tr>
<th>(1)</th>
<th>禮貌</th>
</tr>
</thead>
</table>
| 尊重 - 認同 | ⊕ 向別人借東西/找幫手時說謝謝  
⊕ 做錯了事說對不起  
⊕ 說話音量適宜  
⊕ 先聆聽後說話  
⊕ 跟從家長或長輩的指示  
⊕ 會稱呼別人(如「希 miss 早晨！」) |

| 欣賞 | ⊕ 多讚賞別人 |

| 接納 | ⊕ 願意與自己不同的人玩耍/傾計  
⊕ 聽取別人意見 |

<table>
<thead>
<tr>
<th>(2)</th>
<th>愛心</th>
</tr>
</thead>
</table>
| 關愛 | ⊕ 與同伴和平相處  
⊕ 見到別人會展示微笑  
⊕ 朋友不開心時會給予關心及支持  
⊕ 朋友遇困難會主動幫忙  
⊕ 冷靜處理問題(如遇困難時不會發脾氣) |

| 排擠欺凌 | - 故意無視別人存在  
- 聯合起來加以排擠  
- 恐嚇其不得與某人玩耍 |
| 強暴欺凌 | - 不准他人出席/參與某些活動
- 向別人食物吐唾液
- 削弱強取金錢
- 收藏他人之物而不歸還
- 以威嚇方式強迫別人為自己服務
- 破壞別人衣服
- 將垃圾倒入別人之衣飾內 |

(第二部份)- 解決問題

(5)- 學習陳易希富創意，不斷改進及努力不懈的精神

(6)- 多角度思考：同一幅畫，大家也有不同的看法，所以凡事都應學習多角度去
觀察事物，讓自己可以對事情瞭解更多，如一件大家認為失敗的事情變為
感謝的事。
-「腦力激盪法」：在問題產生時，大家能集體思考尋求解決問題的辦法，當中每
個人的意見皆被尊重，一一記下，最後自己擬定標準，留下可行的方法，
即構思愈多愈好，可以從中精挑細選。

(7)- 抒發負面情緒方法：歌曲的旋律可以引動情緒，而音樂、跳舞、運動、與人
傾訴，找專業人士如老師、社工分享、看書、逛街、玩遊戲等都是幫助表
達負面情緒的方法，去代替一些傷害別人的方式如打架、推人、言語挑釁
等。

(8)- 處理衝突：
從不同的角度了解衝突的成因
強調在衝突過程中，旁觀者充當重要的角色
若遇上衝突，可嘗試 4 個建議：了解對方感受；找尋求他人協助；控制自己情緒；
不作人身攻擊。

未教過的溝通技巧
- 說話表達：除留意說話速度、聲線、手勢、動作等，還要留意用詞是否恰當。另
在寧靜環境下有助我們與人溝通，避免因嘈雜而產生誤會。
- 處理別人情勢：施予同理心，即以別人角度看事件 / 感受別人的感受，不要說服
對方消除那感受，或太快提供解決方法。
- 聆聽技巧毛病：不夠耐心聆聽，不停發問或太快回答；批評別人說話內容和表
達方法：對方話未說便下定論；自己說話太多

- 聆聽態度及步驟：有適當眼神接觸；保持中立，不太快下判斷；留意自己，避免反應過快，或截斷對方說話；聆聽時給適量回應，如點頭或「我明白」、「原來這樣」等。
Appendix 2.0

Questionnaire for Parents

This is an evaluation project organized by students from the department of Applied Social Studies in City University of Hong Kong

Email address:

Concerning the effectiveness of the programme of "Life Master" (生命掌門人), this evaluation would like to investigate the opinions from the parents of participants. It is guaranteed the information obtained in this questionnaire is only used for the evaluation purpose and completely confidential. It would last about 10 minutes for you to take the questionnaire.

Thank you for your kindly co-operation.

Please indicate your attitude towards the statement by the follow description.

0 = never occurs; 1 = sometimes or to some degree occurs;
2 = frequently or to a great degree occurs.

Descriptor

Respect
_____ my child is cooperative
_____ my child follows rules
_____ my child shows affection for other children
_____ my child laughs with other children (N)
_____ my child apologizes for accidental behavior that may upset others
_____ my child negotiate and compromise with others
_____ my child sits and listens when others are saying

Admire
_____ my child approach others positively
my child plays with several different children
my child usually accepted rather than neglected or rejected by other children
my child rejects sharing toys and other belongings (N)
my child tries to understand another child's behavior("Why are you crying?")
my child comforts other children who are upset
my child invites other children to play

Problem-solving
my child is able to identify and understand problems
my child is able to plan how to tackle the problem
my child is able to express ideas
my child escapes new things (N)
my child adapts well to different environments
my child is able to have effective time management
my child asking for help from adults when needed

Emotion
my child is able to express the experience of emotion
my child is able to understand self emotion
my child is able to understand others emotion
my child is able to regulate emotion
my child is sensitive to emotional problems ("Are you sad?")
my child express frustration and anger
my child avoid seeking comfort when hurt (N)

End
Thank you very much!

N=negative statement

Social Skills and Problem Behavior Scales of the Preschool and Kindergarten
Behavior Scales Note from Preschool and Kindergarten Behavior Scale, by K. W.
Interview guide for parent

Introduction:

This is an evaluation project organized by students from the department of Applied Social Studies in City University of Hong Kong

Email address:

Concerning the effectiveness of the programme of “Life Master” (生命掌門人), this evaluation would like to investigate the opinions from the parents of participants. It is guaranteed the information obtained in this interview is only used for the evaluation purpose and completely confidential. It would last about 30 minutes for you to take the questionnaire.

Thank you for your help.

1 What are your reasons for letting your children from participating in the “Life Master” (生命掌門人) programme?
你讓你的孩子參加生命掌門人的原因是甚麼?

2 What are your expectations for the programme?
你對這課程有甚麼期望?

Programme outcome
活動成果

3 How are your expectations met by the programme?
這課程如何符合你的期望?

4 How do you find yourself and your family before and after the programme?
在參加課程前及課程後，你覺得自己和家人如何?

5 How do you feel about your children change in respect competence?
你覺得你子女在尊重技巧上有改變嗎?

6 How do you feel about your children change in admire competence?
你覺得你子女在欣賞及接納上有改變嗎?
7 How do you feel about your children skills change in problem-solving skill?
你覺得你子女在處理問題技巧上有改變嗎?
8 How do you feel about your children change in emotion competence?
你覺得你子女在情緒處理上有改變嗎?
9 Do your children perform change in skill of handling social conflict or abuse?
你的子女在處理人際衝突及虐待有改變嗎?
10 Do your children feel more optimistic in social relationship?
你的子女是否對社交感到更樂觀?

Opinion of the programme
活動意見

11 How do you feel about the programme?
你覺得這課程怎樣?
12 What aspects do you like?
那些部份你喜歡?
13 What aspects do you dislike?
那些部份你不喜歡?
14 In your opinion, how useful is the programme?
以你的意見，這課程的用處如何?
15 What aspects are useful?
那些部份有用?
17 hat aspects are not useful?
那些部份沒有用?
18 How do you find the programme materials?
你覺得課程資料怎樣?
19 What aspects of the programme need to be changed?
課程中有那些部份需要改變?
20 What more should be included?
那些需要包括?
21 What is/are not necessary?
那些是不必要的?
22 What is the success factor of the programme?
你認爲這個活動的成功要素是甚麼?
23 What is the failure factor of the programme?
你認爲這個活動的失敗原因是甚麼?
24 Any other issues?
其他意見?

Here is the end of the interview, thank you again for your help!

Appendix 2.2

Agreement of child(ren) to participate in the evaluation study of “Life Master” (生命掌門人)

Dear parent(s),

It would like to ask your approval of your child(ren) to participate in the evaluation of the programme “Life Master” (生命掌門人).

This is an evaluation project organized by students from the department of Applied Social Studies in City University of Hong Kong

Email address:

Concerning the effectiveness of the programme of “Life Master” (生命掌門人), this evaluation would like to investigate the performance of children in terms of respect, admire, problem-solving and emotion before, after and during the programme. There will be two tests for the children to take before and after joining the programme. Secondly, there will be observation during all the sessions of the programme by the facilitators.

It is guaranteed the information obtained in this interview is only used for the evaluation purpose and completely confidential.

Thank you very much for your help.

Yours faithfully,

Hui, hui tung
Kwok, sui man
LEUNG, hau ming

Evaluation team

October 2007
Agreement of my child(ren) to participate in the evaluation study organized by the department of Applied Social Studies in City University of Hong Kong

Name of parent: ____________________________

Name of child(ren): _________________________

Signature of parent: _________________________

Date: __________________

Appendix 3.0

This is an evaluation project organized by students from the department of Applied Social Studies in City University of Hong Kong

Email address:

Concerning the effectiveness of the programme of “Life Master” (生命掌門人), this evaluation would like to investigate the direct observation from the facilitators of the programme. It is guaranteed the information obtained in this interview is only used for the evaluation purpose and completely confidential. It would like to inform the facilitator to fill in the record of each session. Thank you for your help.

Direct observation guide for facilitator

Session: ______

Key to Rating Scale Format:
0 = never occurs; 1 = sometimes or to some degree occurs;
2 = frequently or to a great degree occurs.

Descriptor
Admire
_____ my child approach others positively
_____ my child plays with several different children
_____ my child usually accepted rather than neglected or rejected by other children
_____ my child rejects sharing toys and other belongings (N)
_____ my child tries to understand another child's behavior(“Why are you crying?”)
_____ my child comforts other children who are upset
_____ my child invites other children to play

Problem-solving
_____ my child is able to identify and understand problems
_____ my child is able to plan how to tackle the problem
_____ my child is able to express ideas
_____ my child escapes new things (N)
_____ my child adapts well to different environments
_____ my child is able to have effective time management
_____ my child asking for help from adults when needed

Emotion
_____ my child is able to express the experience of emotion
_____ my child is able to understand self emotion
_____ my child is able to understand others emotion
_____ my child is able to regulate emotion
_____ my child is sensitive to emotional problems (“Are you sad?”)
_____ my child express frustration and anger
_____ my child avoid seeking comfort when hurt (N)

N=negative statement

Introduction:

This is an evaluation project organized by students from the department of Applied Social Studies in City University of Hong Kong.

Email address:

Concerning the effectiveness of the programme of “Life Master” (生命掌門人), this evaluation would like to investigate the opinions from the facilitators of the programme. It is guaranteed the information obtained in this interview is only used for the evaluation purpose and completely confidential. It would last about 30 minutes for you to take the questionnaire.

Thank you for your help very much!

1 What are your objectives for running the programme?
你對推行這課程有甚麼目標?

2 How do you see your role in the programme?
你認為你在這課程中扮演甚麼角色?

Programme outcome
活動成果

5 How do you feel about the participants change in respect competence?
參加者在尊重技巧上有改變嗎?

6 How do you feel about the participants change in admire competence?
你覺得參加者在欣賞及接納上有改變嗎?

7 How do you feel about the participants skills change in problem-solving skill?
你覺得參加者在處理問題技巧上有改變嗎?

8 How do you feel about the participants change in emotion competence?
你覺得參加者在情緒處理上有改變嗎?

9 Do the participants perform change in skill of handling social conflict or abuse?
參加者在處理人際衝突及虐待有改變嗎?
10 Do the participants feel more optimistic in social relationship?
參加者是否對社交感到更樂觀?

Opinion of programme
活動意見

3 How do you find the programme (the materials, the process and the format)?
你覺得這課程如何 (教材、過程及形式)?
3.1 What aspects are easy to manage?
那方面容易處理?
3.2 What aspects are difficult to manage?
那方面難處理?
3.3 What aspects are useful?
那部份有用?
3.4 What aspects are less useful?
那部份不太有用?
4 How do you find the participants’ responses to the programme?
你覺得參加者對課程的反應怎樣?
4.1 What aspects do they like?
那部份他(她)們喜歡?
4.2 What aspects do they find difficult?
那部份他(她)們覺得有困難?
5 What is the attendance percentage of participants?
他們的出席率如何?
6 What aspects of the programme need to be changed?
這課程有那些部份需要改變?
6.1 What more should be included?
有那些需要加入?
6.2 What is/are not necessary?
有那些是不必要的?
6.3 What is the success factor of the programme?
你認為這個活動的成功要素是甚麼?
6.4 What is the failure factor of the programme?
你認為這個活動的失敗原因是甚麼?
7 Any other issues?
其他意見?
Here is the end of the interview, thank you again for your help!

<table>
<thead>
<tr>
<th>Name of group :</th>
<th>“Life Master” (生命掌門人)</th>
</tr>
</thead>
</table>

Source: modified from the Education and Manpower Bureau & Department of Health (2003). *Process and outcome evaluation of the positive parenting programme in Hong Kong*, Hong Kong: Author.

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**TABLE OF THE INFORMATION OF “Life Master” (生命掌門人)**

<table>
<thead>
<tr>
<th>Nature of group :</th>
<th>Educational and developmental</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clientele:</td>
<td>Primary 4 to Primary 6 students who demonstrate aggressive behavior and usually have conflicts with others in the centre</td>
</tr>
<tr>
<td>Group size :</td>
<td>8</td>
</tr>
</tbody>
</table>
<pre><code>               | Parent meeting: 13/10/2006 &amp; 1/12/2006 (2 sessions) |
</code></pre>
| Summary of contacts | No. of group sessions: 7  
                      | No. of parent meetings: 2  
                      | No. of collateral contacts with related workers: 8  
                      | No. of collateral contacts with group members: 18  
                      | No. of collateral contacts (including telephone calls) with parents: 15  
                      | No. of individual interviews with group members: 2 |
No. of meetings with volunteers: 7

<table>
<thead>
<tr>
<th>Group objectives:</th>
<th>Theories applied:</th>
</tr>
</thead>
</table>
| • To develop the members’ attitude of respect and concern for other people  
• To enhance the members’ interpersonal skills by educating them the proper ways of expressing their negative emotions.  
• To increase the problem-solving skills of the members | Theory on experiential learning, concept of positive reinforcement, empowerment and group development |

<table>
<thead>
<tr>
<th>Group content:</th>
<th>Group development</th>
</tr>
</thead>
</table>
| The student worker introduced the causes of conflict and consequences of bully behavior. The members learned how to respect, appreciate and accept others. The student worker also enhanced the members’ interpersonal skills by introducing ways of expressing negative emotions and skills in handling conflicts. She also enhanced their problem solving skills by introducing the concepts of creative thinking as well.  
As to the parent meetings, the student worker communicated the group objectives and contents and solicited the support of the parents for the behavior change of the members. In the second meetings, the student worker reported the positive behavioral change in the group and encouraged the parents to praise their children to sustain the behavioral change and to appreciate the uniqueness of their children. | The group development followed the normal process. In the first three meetings, there were always power struggle and conflicts among members. However, starting from the 4th session, there were lesser conflicts and the members were becoming more cooperative. The subgroups became more friendly. Later the members were willing to share their opinions and ideas in the group. They entered to the stage of intimacy. Although there were drops in attendance rate in the 4th and 5th sessions due to family problems of individual members, the group maintained good attendance rate of more than 80% in the last two sessions (with only one member dropped out of the group). In the 6th session, group cohesion appeared when members were co-operative and performed well in task accomplishment. The group members exhibited behaviors of |
separation by expressing their sadness to the student worker in the last two sessions and outside the group.

After seven sessions, the group members had positive behavioral change. They learned to respect others and manifested acceptance and concern to individual member, who was always the target of bullying in the group. Some of the members had significant behavioral improvement in relating to others, including being polite and involving other peers to play together. Staffs of the centre reported that the number of fights and conflicts among these members in the centre decreased. Some of the members were more co-operative with staffs in other activities. Controlling of emotions when bullied by other peers, thinking before action and asking for help were other positive problem-solving behavior reported by parents. Some of the parents were happy to find that their children were more willing to listen to their words.

<table>
<thead>
<tr>
<th>Appraisal of Performance:</th>
</tr>
</thead>
</table>
| At the very beginning, the student worker was nervous, helpless, angry and upset when the members always had conflicts among themselves in the group. She could not accept the misbehavior of the members and felt frustrated for her inability to control the group. In the 4th session, she showed the ability to understand the members’ behavior and made appropriate responses. She became more sensitive to members’ needs and could modify the games and activities to be more interesting to the group members. She changed from using punitive methods to positive reinforcement in encouraging members’ positive behavioral change. The student worker developed the members’ potential by inviting each member to be helper and involving members’ participation by encouraging them to give opinions and sharing ideas in the group. Together with her genuine expression of personal feelings and showing concern to the members, the student worker had gained respect of the members and could establish a good relationship with all the members. In implementing the plan, the student worker was activity–oriented. She was over–concerned the smooth running of the program and the dissemination of ideas. At a later stage,
the student worker became more process-oriented and person-oriented. However, she could spare more time for members to discuss and reflect in-between the games for what they learn. She could improve her facilitation skills as well.

In general, the student has shown her good learning spirit and tried new methods to improve the group persistently. She had put great efforts in this assignment.

Appendix 4.1

Group Proposal—“Life Master” 小組計畫書—生命掌門人

a) 理念/背景

近日，有不少中心職員發現有些小學生會員在中心欺負其他年幼的小朋友，並且定立不當的遊戲規則，如輸掉了便會給別人打、被別人除牠等行為；不單如此，有小朋友反映，他們經常被其他會員騷擾，而致未能有一個安全和理想的環境去享用中心的設施，似乎中心的欺凌問題需要我們青年工作員去跟進及改善問題的嚴重性！

其實為什麼那班欺負別人的小朋友會有這樣的行為呢？他們是否想吸引別人的注意？又或是希望以「有限」的權力去控制其他比較懦弱的同輩以顯示自己很威風？

其實問題正是他們不懂得如何關愛別人！他們缺乏正面之人生價值觀及與人和諧相處的技巧，他們將自己的快樂建築在別人痛苦之上，不懂得從別人的角度去感受，亦因爲不適當的表現自己負面的情緒，導致與同輩的關係惡化，結果造成同輩間欺凌事件的發生。「為了能預防欺凌事件的發生，每所學校有必要推展生命教育，並進行有組織的、有計劃的培訓。」（黃成榮，2003）。

那麼，生命教育的定義是什麼呢？根據吳庶深助理教授及胥嘉芳博士所指出(2003)：『『生命教育』不僅為全人教育的理念，亦為具體的教育方案或課程，目的為促進個人生活、心理、社會、道德及靈性各方面的均衡發展，以建立自己與他人、環境以及宇宙之相互尊重與和諧共處的關係，協助其追求生命的意義和價值，以達致健康和正面的人生。』
其實香港政府於 2006 年開始全面推行「共創成長路」計劃，在全港以自願參與性質推行，而對象是中一至中三之學生。此計劃宗旨的其中一部份是培養青少年建立健康的理念和清晰的價值觀，以促進青少年的全人發展，這似乎與生命教育有著相同的方向與概念。

但其實這一類生命教育也適宜推廣給 10 至 12 歲之小學生，根據 Piaget 的道德發展理論為基礎，Hoffman (1970b) 認為 7 歲以後的兒童已經進入了道德合作 (Morality of cooperation) 這階段。在權力方面，他們會尊重長輩或老師的權力，並且會重視自己之意見及能力，也會在同輩之間彼此評論。在觀察角度方面，他們開始懂得以別人的角度看事情，並以多角度去了解事情的真相。這階段之兒童其實是有能力去吸收生命教育的訊息，並實踐於日常生活中。而香港教育制度仍然將焦點放在德、智、體、群、美、靈及環保等倫理及公民教育的範疇，欠缺本土化而活生生的奮鬥的例子去教導青少年愛惜生命 (黃成榮，2003)，結果導致不少成長中之兒童只跟從老師上課時教導之學術知識，而缺乏機會去思考自己的人生目標及達成之步驟，使他們缺乏信心和勇氣去面對成長階段所帶來的沖擊，這往往影響兒童日後之成長發展。

不單如此，香港傳統的教育多採用課堂教授為主要的灌輸方法，這樣比較單向式的過程未必能吸引小朋友的注意，亦使小朋友缺乏思索訊息的內容及實踐於日常生活當中。而新一代的小朋友喜歡接觸新事物，亦愛受挑戰 (香港基督教女青年會，2003)。有見及此，本人相信唯有透過親身經歷活動當中，才會令年幼的參加者有深刻的印象及體會，從而將所領悟的實踐出來。

故此，這個小組將採用 David Kolb (1984) 之經驗學習法 (Experiential Learning) 為理論基礎：

1) 個人實際經驗
小組每一部份都強調組員的參與，使他們從活動中的經驗實踐於日常生活當中，並藉著多元化的活動形式，增加組員之投入感及興趣。

2) 觀察及反思
小組內容會讓不同的組員互相觀察及彼此分享，使大家可以從自己及其他組員中進行討論及反思。

3) 抽象概念的建立
透過不同的活動遊戲中，使組員明白一些抽象的概念如同理心、尊重、接納等，從而了解訊息所帶來之人生道理。

4) 概念的應用及測試
組員於小組中段後可能已經開始透過活動過程的啓示，對舊有的處事概念作出改變，將新的觀念應用於活動中並加以測試。小組過程中亦會給予機會鼓勵不同組員分享以鞏固經驗。

作爲青年工作者，我們當然希望兒童能夠愉快地學習，並發展兒童正面之價值觀及待人處事的態度，所以要努力展開多元智能的教育實在是刻不容緩，而此小組計劃正是向著這方向踏出第一步。本人衷心希望中心會員欺凌的現象可以得到改善，不單提供一個安全及公平的環境給每一位成長中之兒童及青少年，亦使參加此小組的兒童能夠成為「生命掌門人」，過一個快樂而且充滿愛的童年。

b) 目的及目標

目的-
1) 讓組員建立正面之價值觀及態度，培養組員欣賞別人的優點及尊重彼此的差異，並以友愛的態度與別人相處，從而獲得享受生命中帶來的樂趣。
2) 讓組員認識同理心這概念，並學習與別人和平相處的技巧，例如：溝通能力、解決問題、情緒表達等。

目標-
1) 開參加是次活動之小組組員的平均出席率達七成。
2) 參加是次活動之小組組員不少於六成懂得欣賞別人的優點。
3) 參加是次活動之小組組員不少於六成明白尊重別人的重要性。
4) 參加是次活動之小組組員不少於六成懂得怎樣與別人和睦相處。

c) 對象

年齡：小四至小六的學生
性別：男女均可
本身問題：一些行為上有問題而導致影響社交生活之兒童(由職員或家長轉介)

d) 小組本質

這是一個輔導及教育性質之小組活動，讓一些行為上有問題之兒童，學習適當地處理困難，並培養正確之價值觀及生活態度，建立更良好的人際關係。

e) 小組人數
f) 小組日期、時間、地點及內容簡介（附件一）

日期：2006 年 10 月 14 日至 11 月 25 日（逢星期六）
時間：下午 3:00-4:15
地點：活動室(二)或跳舞室

g) 活動
1) 遊戲
2) 角色扮演
3) 音樂跳舞運動
4) 食物分享

h) 財政預算

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i) 負責職員
人數總共：四位
實習社工—郭希璇
青年義工—三位
j) 招募方法
   1) 新一期季刊
   2) 邀請到訪會員及會員家長
   3) 中心職員之轉介

k) 預計困難及解決方法
   1) 參加者年紀輕，對一些抽象內容較難集中精神
      解決方法：安排不同類型之活動及遊戲表達抽象的內容，增加小組之吸引力。
   2) 參加者於小組過程中產生不和
      解決方法：請當事人於小組後與實習社工傾訴不和之原因，如情緒不能控制而影響小組進度，請青年義工協助帶當事人去一個安靜之地地方冷靜，待情緒穩定才繼續參與小組。

l) 檢討方法

訪問對象：小組組員、組員家長及青年義工
時間：活動前及活動後
形式：問卷調查(活動後)(附件二)及邀請組員家長及青年義工與小組導師分享小組組員之情況(活動前及後)