

MEAL Toolkit for AusCam team and Change Agents

LiLA - MEAL Toolkit

- ARLP (Kolbs learning cycle) Mindmap
- Coaching
- Development Assets
- Development Café
- Developmental storytelling
- Forum Theatre
- Inner Voice
- Mindmap
- Most Significant Change Stories
- PMI
- River of
- SML
 - Sociometry
- SMART goals
- Ten seed

ARLP

This tool helps participants to detail observations of events so they can reflect in order to learn and improve. Have participants sit in small groups to discuss and take notes on an event or activity using the following 4 stages...

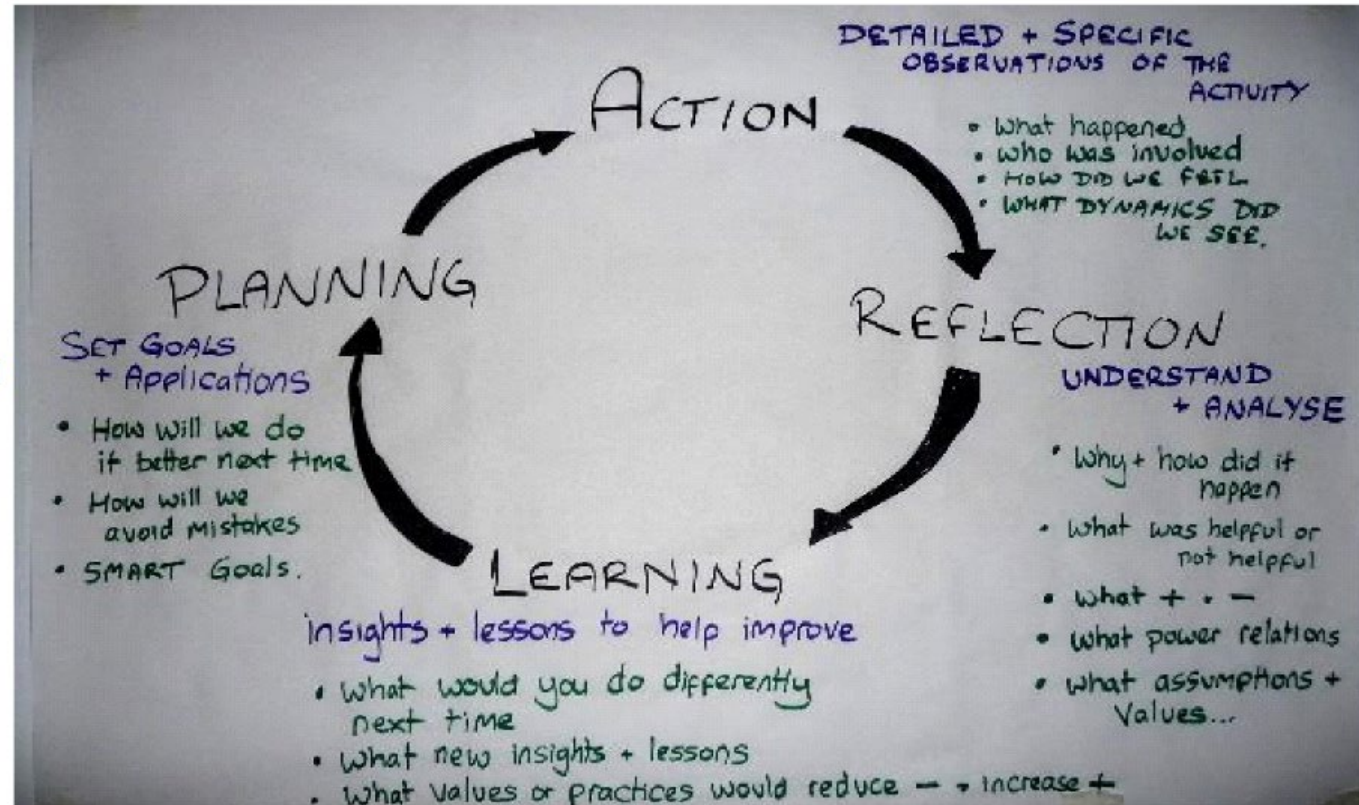
Action: Discuss detailed, concrete observations about what has been done. Ask questions like: What happened? Who was involved? What did they do? How did we feel? What dynamics did we observe?

Reflection: Here, we seek to understand what happened. We think deeply, consider, and probe, with questions like: Why and how did it happen? What things were helpful or not helpful? What strengths and weaknesses did we see? What assumptions did people have? Who help power? What will happen if the situation does not change?

Learning: This stage is about understanding insights that cause behavioural change. Ask questions like: What would you do differently next time? What new insights do you have? What values or practices would have prevented failure or promoted success?

Planning: Here, we set goals for future application of what we've learned. Ask questions like: How will we do it better next time? What are we going to start doing differently? How will we avoid repeating mistakes?

ARLP (Kolbs Learning Cycle)



Coaching

- Coaching is a capacity building support approach, whereby the coach uses questions, listening and feedback to help the one they are coaching to identify issues, understand themselves and then make realistic plans towards the improvement and change that they seek.
- The coach is not a teacher. They use questions, follow up on plans set and share observations in a way that allows the person being coached to grow in awareness, in discipline and the motivation and support to engage in ongoing action learning.



Development Assets

Developmental assets are positive supports and strengths that young people need to thrive and succeed. These assets contribute to their healthy development, well-being, and positive outcomes. Here's why they are valuable as indicators for youth development:

- External Assets: focus on relationships and opportunities in young people's families, schools, and communities. Examples include family support, positive adult relationships, and a caring school climate. These external assets provide a foundation for growth and resilience.
- Internal Assets: These emphasize social-emotional strengths, values, and commitments nurtured within young people. Examples include feeling valued, having a sense of safety, and having clear boundaries. These internal assets empower youth to make positive choices.
 - ◆ Positive assets correlate with better outcomes: improved school performance, community involvement, and empathy.
 - ◆ They act as protective factors against risky behaviors and negative influences.
 - ◆ Focusing on assets shifts the narrative from risk prevention to strength-based approaches.
 - ◆ **By fostering these assets, we help young people become caring, responsible, and productive adults**

Development Assets

Search
INSTITUTE

40 Developmental Assets® for Adolescents (ages 12-18)

Search Institute® has identified the following building blocks of healthy development—known as **Developmental Assets**®—that help young people grow up healthy, caring, and responsible.

External Assets

Support

1. **Family support**—Family life provides high levels of love and support.
2. **Positive family communication**—Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents.
3. **Other adult relationships**—Young person receives support from three or more nonparent adults.
4. **Caring neighborhood**—Young person experiences caring neighbors.
5. **Caring school climate**—School provides a caring, encouraging environment.
6. **Parent involvement in schooling**—Parent(s) are actively involved in helping young person succeed in school.

Empowerment

7. **Community values youth**—Young person perceives that adults in the community value youth.
8. **Youth as resources**—Young people are given useful roles in the community.
9. **Service to others**—Young person serves in the community one hour or more per week.
10. **Safety**—Young person feels safe at home, school, and in the neighborhood.

Boundaries & Expectations

11. **Family boundaries**—Family has clear rules and consequences and monitors the young person's whereabouts.
12. **School boundaries**—School provides clear rules and consequences.
13. **Neighborhood boundaries**—Neighbors take responsibility for monitoring young people's behavior.
14. **Adult role models**—Parent(s) and other adults model positive, responsible behavior.
15. **Positive peer influence**—Young person's best friends model responsible behavior.
16. **High expectations**—Both parent(s) and teachers encourage the young person to do well.

Constructive Use of Time

17. **Creative activities**—Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.
18. **Youth programs**—Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community.
19. **Religious community**—Young person spends one or more hours per week in activities in a religious institution.
20. **Time at home**—Young person is out with friends "with nothing special to do" two or fewer nights per week.

Internal Assets

Commitment to Learning

21. **Achievement Motivation**—Young person is motivated to do well in school.
22. **School Engagement**—Young person is actively engaged in learning.
23. **Homework**—Young person reports doing at least one hour of homework every school day.
24. **Bonding to school**—Young person cares about her or his school.
25. **Reading for Pleasure**—Young person reads for pleasure three or more hours per week.

Positive Values

26. **Caring**—Young person places high value on helping other people.
27. **Equality and social justice**—Young person places high value on promoting equality and reducing hunger and poverty.
28. **Integrity**—Young person acts on convictions and stands up for her or his beliefs.
29. **Honesty**—Young person "tells the truth even when it is not easy."
30. **Responsibility**—Young person accepts and takes personal responsibility.
31. **Restraint**—Young person believes it is important not to be sexually active or to use alcohol or other drugs.









Social Competencies

32. **Planning and decision making**—Young person knows how to plan ahead and make choices.
33. **Interpersonal Competence**—Young person has empathy, sensitivity, and friendship skills.
34. **Cultural Competence**—Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.
35. **Resistance skills**—Young person can resist negative peer pressure and dangerous situations.
36. **Peaceful conflict resolution**—Young person seeks to resolve conflict nonviolently.

Positive Identity

37. **Personal power**—Young person feels he or she has control over "things that happen to me."
38. **Self-esteem**—Young person reports having a high self-esteem.
39. **Sense of purpose**—Young person reports that "my life has a purpose."
40. **Positive view of personal future**—Young person is optimistic about her or his personal future.

Development Assets

THE EIGHT CATEGORIES OF DEVELOPMENTAL ASSETS MEASURED IN THE DAP	
External Assets	Internal Assets
 <p>SUPPORT Measures whether children have caring adults in their lives, which may include parents, neighbors, and/or teachers.</p>	 <p>COMMITMENT TO LEARNING Asks questions related to whether children care about school and completing their homework, as well as appreciate learning new things.</p>
 <p>EMPOWERMENT Asks questions about how safe children feel at school and at home, as well as their perception of being valued and appreciated.</p>	 <p>POSITIVE VALUES Seeks to understand if children value taking responsibility for their actions and helping others, are honest and have respect for others and their community.</p>
 <p>BOUNDARIES AND EXPECTATIONS Hones in on whether a child feels he or she must abide by boundaries and expectations set at home, in school and in their neighborhood.</p>	 <p>SOCIAL COMPETENCIES Measures a child's willingness to express his or her feelings, establish relationships with others, say no to activities or suggestions that are dangerous, and can find positive ways to deal with hardships.</p>
 <p>CONSTRUCTIVE USE OF TIME Evaluates whether children are involved in outside activities like clubs, music or art programs or religious groups.</p>	 <p>POSITIVE IDENTITY Measures a child's self-worth.</p>

Development cafe

A development café requires at least 12 participants to run well – it can be used with up to 60 or more participants. Participants are grouped in small clusters 3-8 people. Everyone discusses the open question in rounds of about 20 minutes or so.

When time is called, one participant remains at the table as the host for newcomers, while the rest choose new tables/questions. At the end, all the groups converge to share insights.

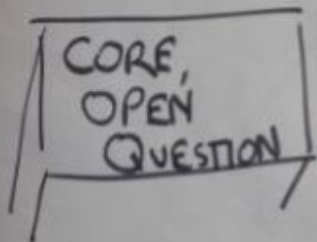
- Development café is designed to create a safe and open environment for people to share their ideas together. In a development café, everyone has the chance to hear everyone else's ideas and to think how they connect. It creates the opportunity for learning and new creative ideas. It is important to encourage everyone to share and discuss together.
- Start with a single clear, open question, and remind participants that there are many, many different ways of answering and discussing it. Identify questions that are thought-provoking, and which generate energy and discussion on important issues. There are no right or wrong answers.
- Create a hospitable environment, so people can share freely and creatively. You can provide snacks and provide flipchart paper, coloured crayons, pens etc.

- Encourage contributions from everyone: With your particular group in

Development



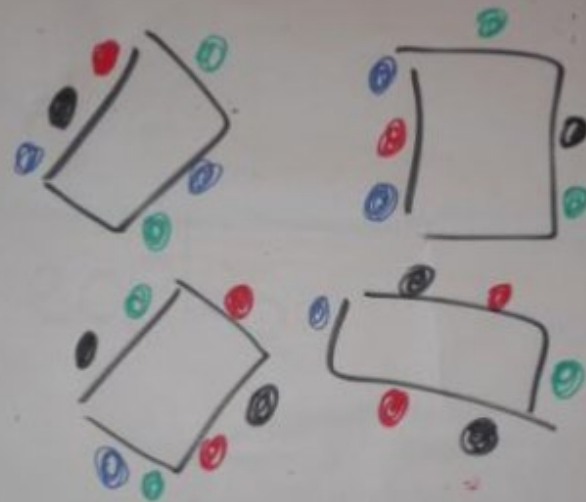
Cafe → dissemination
sharing + promoting
ideas.



(1)



(2)



(3)



Developmental Storytelling

Details to be added

Why Stories

- People tell stories naturally
- For communities, stories are a more meaningful expression of change than statistics
- Stories can deal with complexity & context
- People remember stories – they can give hope and good examples to follow
- Stories can carry difficult messages or undiscussables
- But stories not known for accuracy or truth

Development Assets used in Developmental Storytelling

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Forum Theatre

Forum theatre deals with issues of current relevance to the audience and invites them to reflect on and discuss their own situation. The audience members take an active role in not just watching the theatre, but changing it so that they can try and improve the outcome. In this way, it allows them to use the theatre or role playing as a planning tool. They may stop the performance at any time and suggest different actions the actors could take in response to the situation. Forum theatre allows for a through role-play.

This allows the role play to become a physical consequence-and-sequel process. It allows a safe and rapid action learning loop, by seeing the consequences of different actions and thinking about how we can change things. It could be thought of as interactive scenario planning, and is very helpful with kinesthetic (physical) learners, those with limited literacy, and

Inner Voice

Inner voice is simply the voice inside your head which expresses your honest, unedited thoughts. When asked to think about your inner voice, you're being asked to be as self-aware and honest with yourself as possible. When asked to imagine someone else's inner voice, you're being asked to put yourself in another's shoes, and to be as empathetic as possible. This requires you to think hard about what their hopes, fears, motivations, attitudes and ideas that people may have, but are not saying.



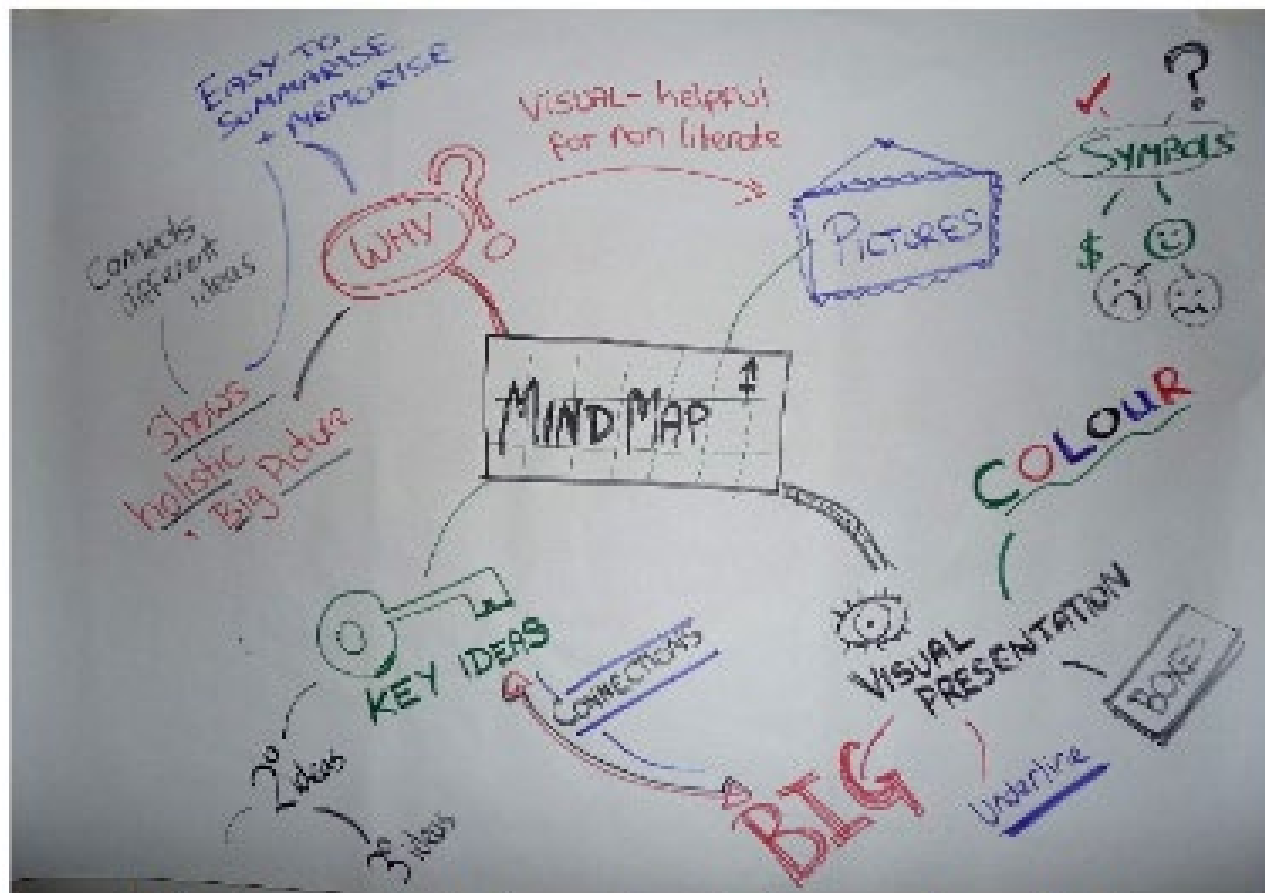
**What is the
inner voice ..**

Mindmap

A mind map is a way to use pictures, words and symbols to show how ideas or information connect together and highlights the connections between different ideas. It shows information in an integrated or holistic manner. A mind map helps us to better remember, reflect, and understand connections.

Start with a central idea. You might put this in a circle, box or symbol in the middle of a large sheet of paper. Use few words and lots of images and colours. Draw branches off the main idea, depicting related ideas. Draw smaller branches off those ones, and twigs off the smaller branches, and so on.

A mind map can be done individually or as a group. If you're facilitating a group mind map, provide lots of coloured marker pens and crayons for drawing. You can also incorporate clippings, pictures, and other collage materials.



Most Significant Change Stories

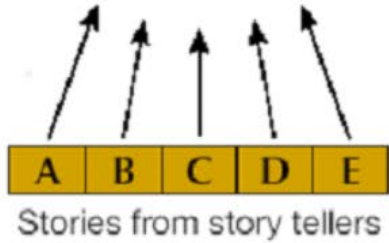
- Step 1 – Help small groups know what is MSC and consider their stories
- Step 2 – Help them prepare and simply document their story
- Step 3 – Help them share their stories together, select the most significant story and to explain why this is the most significant.
- Step 5 –help the village select the most significant story from among the small groups and to explain why this is the most significant.
- Step 6 - feedback this story to all participants and discuss how to apply this lesson and follow up.

Most Significant Change Stories

The Answer to a simple Question:

“Looking back over the last year, what do you think was the most significant change in your life as a result of your involvement in the project?”

1- collect Stories



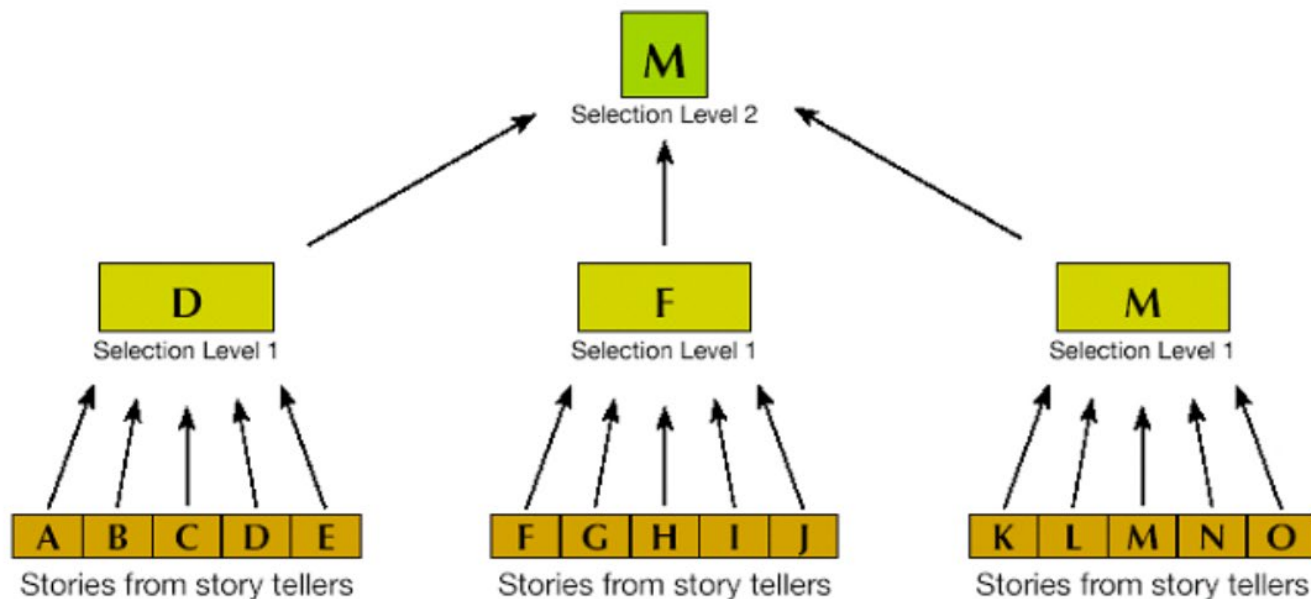
2- select

“From among all these significant changes, what do you think was the most significant change of all?”

AND

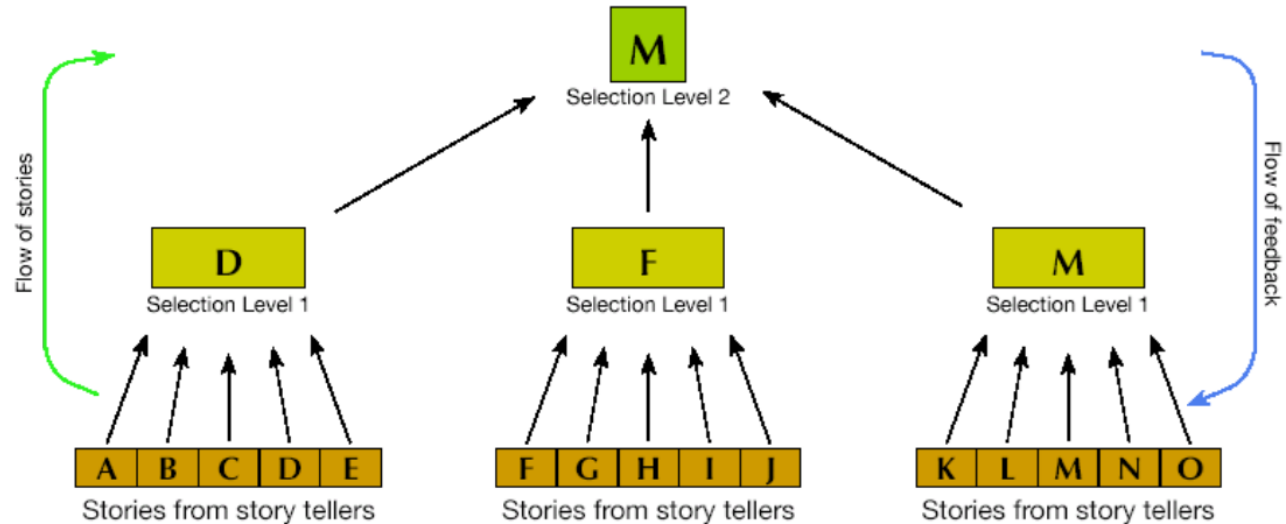
“Why do you think this is significant?”

1. Collect stories of significant change
2. Review stories & select most significant
3. Document reasons for choice



Stories of Most Significant Change

1. Collect stories of significant change
2. Review stories & select most significant
3. Document reasons for choice
4. Feedback results



PMI

- This tool helps the exploration of an idea.
- Everyone looks in the same direction together—first at the positive (+), then the negative (-), and then the interesting points, questions or observations that are judgement free (?).
- Facilitate a free-flowing discussion. Have participants brainstorm all the positive points and write them in the + column and negative points in the – column. For the interesting column, have participants brainstorm implications and possible outcomes, whether positive, negative, or uncertain. End by asking, “What next?” and get participants to decide on their course of action, based on their analysis.
- This is a de Bono thinking tool. Find out more at www.debonogroup.com

+	-	?

River of

River of shows a process like it is a river. It's like a timeline, but with a richer range of process descriptions and analysis of positive and negative events and feelings. It enables participants to see now only what happened, but how they feel about them, what results they saw and how events may be related.

It encourages teamwork and creative expression that leads to analysis.

Use symbols such as the river going up for good experience and down for difficulties or unhappy experiences, getting wider for growth and learning and getting narrower for limitations. Crocodiles, rapids, rocks, or waterfalls could be difficulties. A bend in the river or merging of two rivers might depict a time of significant change. Fish, turtles, or other creatures could represent

SML (Consequences and Sequel)

How to use it:

1. Identify topic, issue, activity or event that to discuss that is likely to have impact or consequences over time.
2. Choose the time frame that you wish to consider
3. Divide into small groups
4. Create a table on a large sheet of paper with three columns.
5. Consider the impacts that you would like to see in the short, medium and longer term.

Reflection Questions:

- What do we expect to accomplish?
- What impacts do we expect?
- What consequences do we expect?

sociometry

- Sociometry is a physical way to show what you think. Participants move their bodies to answer a question that they might plot along a continuum (e.g. to what extent do you feel we achieved our objectives: 0%--100%). Participants plot themselves along an imaginary graph line running the length of the room. Another, very simple example is asking participants to stand in the order of their birthdays, with January at one end of the room and December at the other.
- Sociometries get people to sort themselves in relation to others, to interact, and compare themselves with their peers. By physically moving, they have to take a position, and they can see where they stand in relation to others. By getting participants to talk together or to share why they are standing where they are, sharing and analysis is promoted.



SMART goals

Remember LiLA (Learning is not Learning until Applied), we know that we must do more than remember good lessons - we need to follow and apply lessons actively and practically.

Introduce SMART goals as a way to help make a plan that is clear and specific enough that we will be able to see how we are doing - accountability gives more motivation and support to apply.

S Specific
M Measurable
A Acheivable
R Resources needed,
Relevant
T Timebound

Ten Seed



The 10 seed technique is a way to create discussion and analysis as you get groups of people to discuss priorities. It is useful in the village as it enables those without literacy to be able to participate equally with those who are literate. It is also powerful in helping people to express their opinions, to see how others see a situation differently and to create discussion and negotiation of what the whole group agrees. The group is given the ten seeds (each seed represents ten percent) and asked to generate and then score a list (e.g. the most important characteristic of a development facilitator, or the importance of different factors contributing to poverty in a community). Participants are then asked to move the seeds around according to their perceptions – but if they move the seeds, they must explain why they have moved them and share their thinking – which creates an open forum for discussion and negotiation until a group consensus is achieved.

Need more Advanced toolkit for indicators, surveys and approaches

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Knowing and selecting your tools

What tool	Why do we use this tool – what is its goal or impact	Who would we use this tool with, when and where (How)	What is the PMI of this tool	How confident are we to use this tool