# Why and how to use the "Assets word tool?"

# Why assets word tool?

In a typical work process of community development, we often start by reflection; by defining and thinking together. What are our goals? How we achieve these?

To start with: where we stand today? In order to get started properly, should we define what assets are? Which assets we actually posses ?
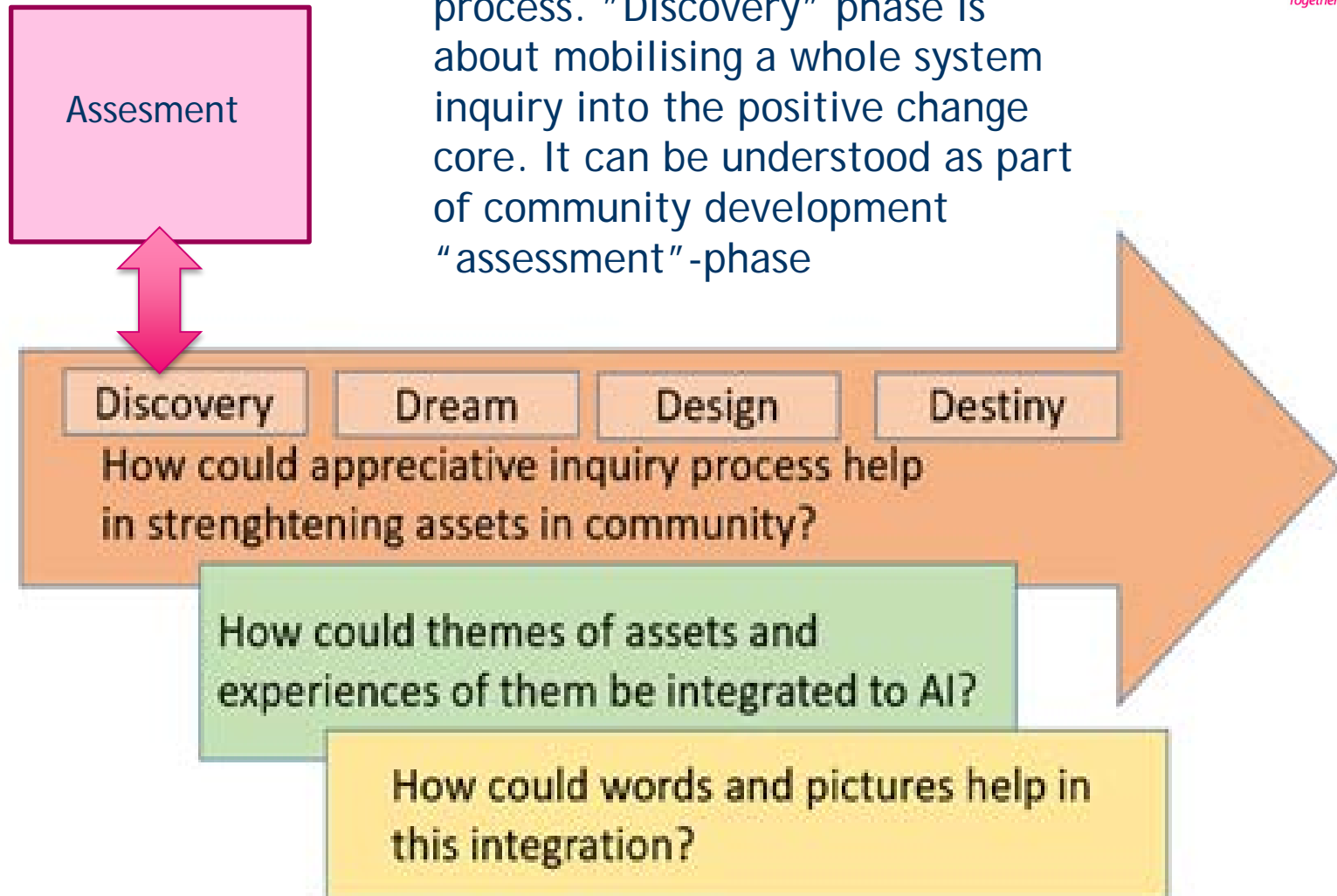
"Reflection –true reflection – leads to action. That action will constitute an authentic praxis only if its consequences become the object of critical reflection" (Paolo Freire)

# Typical community development process



Assesment → Intervention → Evaluation
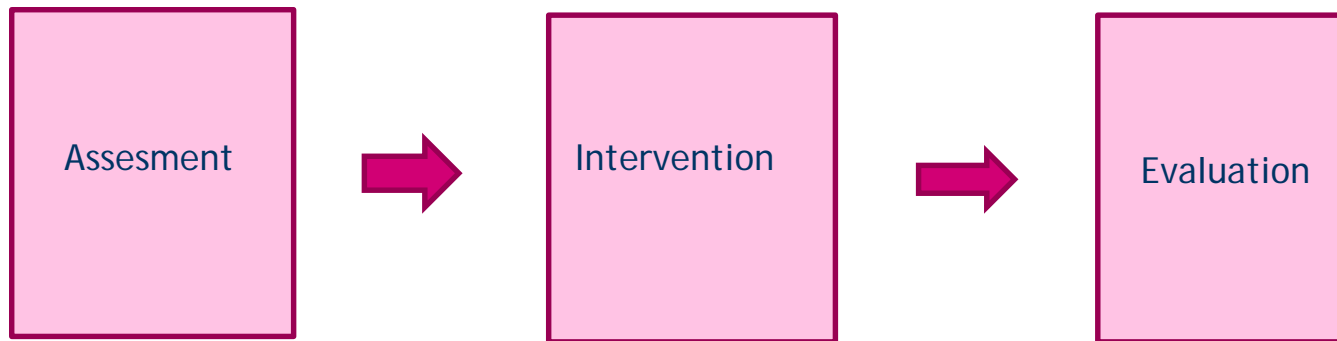
Appriciative inquiry and word tool can be used as a part of assement to help discover what assets there already are

Appreciatetive inquiry is work process. "Discovery" phase is about mobilising a whole system inquiry into the positive change core. It can be understood as part of community development "assessment"-phase

Assesment

Discovery | Dream | Design | Destiny

How could appreciative inquiry process help in strenghtening assets in community?

How could themes of assets and experiences of them be integrated to AI?

How could words and pictures help in this integration?

Word-tool

There are variety of ways to use pictures and words as tools. The following templates are based of the theory of Scales & Leffert (2004) of internal and external assets. You can freely come up with own applications on how to use them as a tool. One way to use this is to map existing assets in the "Discovery"- phase of appreciative inquiry.

1) Please print the following templates on the next pages.

2) Give the participants two sets of post-it flags numbered from 1-5.

3) Ask the participants to pick five most important external and five most important internal assets and mark them with the post it flags.

4) Facilitate discussion on the meaning of these findings.

This provides information on what assets are already possesed. Most importantly it is a group discussion tool that helps to start and organise discussion and to direct attention to essential content according to assets. You as a group facilitator have an important role to direct this discussion.

# Internal and external assets

In the following slides there are the mentioned assets in visual form.

Please also familiarise yourself with the theretical description of the content of these in the section **4. The Context of the Artefact**

# Internal Assets

# POSITIVE VALUES

Caring

Equality and social Justice

Integrity

Honesty

Restraining from substacies

Responsibility

# SOCIAL COMPETENCIES

Resistance skills

Interpersonal skills

Planning and decision making

Cultural Competence

Peaceful conflict resolution

# POSITIVE IDENTITY

Positive view of future

Personal power

Self esteem

Sense of purpose

# External Assets

Support

Family Support

Other adult relationships

Positive family communication

Caring neighbourhood

Caring School Environmnet

Parent involvement in schooling

Bounderies and expectations

Family boundaries

Neighborhood boundaries

School boundaries

High expectations of parents and school

Adults as role models

Positive peer influence

# Why and how to use images?



Source of picture: Pixabay

# Benefits of images

▸ Weber (2008) discusses the benefits of using visual images. Images can be used to capture the ineffable what is difficult to put into words. Artistic images can help to access aspects of knowledge that would otherwise stay hidden. They provide us new perspective and help to pay attention to things through a fresh perspective. The interaction with help of images is more holistic. They help us to incorporate multiple layers and to evoke stories and questions.

▸ Images have advantages relating to empathy particularly as a group work method. Images can help to adopt someone else's view and borrow their experience for a moment. This allows us to compare our own experience to others. Metaphors and symbols help to create depth and new connotations. Images are also accessible for all. Many written texts may not open to a reader but we all can attach feelings and thoughts to images (Weber, 2008.)

# Examples on use of images

1) Place different cards or pictures on the table. (Cards can be e.g. postcards or any pictures.)

2) Ask group members to pick a card of chosen theme or question that you have presented to them.

3) Ask the participants to tell why they have chosen that card/picture? What associations they relate to the picture?