

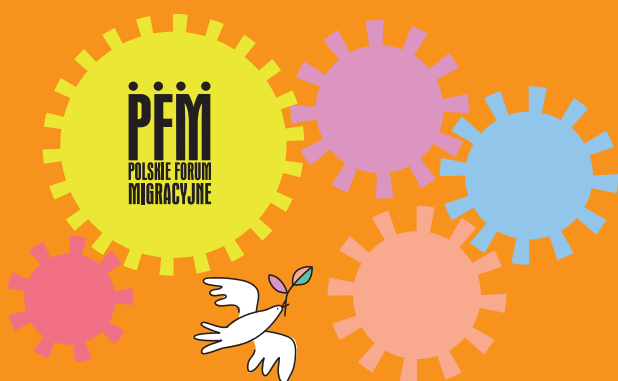
Resources and goals cards

Karty zasobów i celów w języku angielskim

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Resource and goal-setting cards for teenagers

Therapeutic work with children and teenagers requires a lot of creativity and flexibility. Every now and then we create something new together, swap old versions for new ones, add or improve something, so that everything suits the needs of a particular child.

This is also how these cards were created.

Working with children and teenagers in a solution-focused approach, I focus on their goals, needs and development directions to accompany them on their chosen path.

For children and teenagers, answering questions like: what do you care about, what changes do you need, what is your goal - is extremely difficult. Similarly with being able to determine what their strengths and skills are, and what they cope with well.

Therefore, I often use various kinds of flashcards, which make it easier for young clients to notice and name their resources and goals.

When working with children, you can use *Strength Cards for Kids*, *Superpowers Cards*, or *Game of Feelings Cards*.

In my work with teenagers, I needed a similar tool to highlight resources and clarify their goals - something more in line with the developmental characteristics of adolescence and the challenges young people face, especially after experiencing forced migration and trauma.

This is how this collection of cards was created. It contains 57 cards of skills, resources and goals, grouped into six categories:

- Body and healthy habits
- Self-knowledge and self-acceptance
- Emotions
- Mind, school and learning
- Social skills
- Future and planning

What can they be useful for?

The purpose of creating the cards was to help young people notice their strengths and resources, and formulate developmental and therapeutic goals.

In practice, we are finding that they are also useful in looking at and understanding the effects of trauma in adolescents, spotting symptoms of depression, anxiety disorders, self-aggressive behavior, or suicidal crises.

They are also a great tool for getting to know each other during the first session. The teenager is focused on the cards, they hold them in their hands, play with them on the table, and they don't have to look the therapist in the eyes, which gives them time to get used to a new situation in a sense of security and without being overly exposed.

Above all, the cards are a starting point for a conversation about what their resources are and what they need to function and feel better.

In working with children with migrant experience, we never know how many sessions we have before our client goes somewhere else, is deported, or returns to their home country. In consequence, it is important to me that the first session is at least somewhat empowering for the child, in case it is the last one.

Working with this set of cards can greatly support this. The child comes out of the session with more knowledge about themselves, and even if they were to continue working with someone else, they will be better prepared to do so.

How to use the cards?

1. Analysis of resources and objectives

- Show the cards to your client and explain that there are different skills on each one. Give them a moment to look at the cards.
- Then put two cards in front of the child - on one write in a language he or she understands: I ALREADY KNOW HOW TO DO IT, and on the other: I WANT TO LEARN HOW TO DO IT.
- Tell them that you will look at the cards, one by one, and think about which pile to put it on, and you will ask various questions to help them decide.
- The child takes the first card, e.g. "I know how to ask for help", "I know how to stay calm in difficult situations", and you then ask: how do you do it? When was the last time you did it? Who could say more about it? What would that person say? Is it easy for you? When does this skill come in handy for you? Would you like to know how to do it better? If you knew how to do it better, what would change?
- When you have arranged all the cards in two piles, or at least some of them (depending on the pace of work), give yourself a moment to acknowledge all the skills the child feels that they have.

- You can then ask: what emotions arise when you see the cards on the "I ALREADY KNOW HOW TO DO IT," pile? What are your thoughts, emotions, feelings?
- It's worth encouraging the young person to take a photo with their phone, so that they remember their skills and always have the photo with them. You can also write them down on a piece of paper so the child can take it home. You can also create a third category called I DON'T KNOW AND I DON'T WANT TO KNOW, where the other cards can be placed. It's good to look at it after analyzing all the cards and see whether it would do any good, if the child had a particular skill.
- Ask them which skills are the most important, which of them help in difficult situations, and which they are happy with.
- Then analyze the set of skills that they want to develop. Discuss which skills are most important to him or her, and which ones will be most useful to them. Discuss how the child can develop the chosen skills and who can support them in this process. Make sure you also tell them about your support and that you can work on these skills during the next sessions.
- It's a good idea to have the child take a picture of their goals and the skills they want to develop.
- If you manage to discuss some of the cards in one meeting, you can return to analyze the others in the next meeting.
- You can send or print a list of all the skills and suggest that the child observes over the next few days which ones they notice in themselves and which ones they would like to improve. This can be a starting point for a conversation at the next meeting.

This kind of analysis makes the child notice many of his or her strengths and skills at the first meeting, and sets developmental goals. These goals are sometimes consistent with the difficulties reported by parents or caregivers. The key is that the child has identified them themselves and called them skills, not difficulties. This provides a motivation for action and finding solutions.

2. Analysis of resources and goals after experiencing trauma

If a young person has experienced traumatic events and wants to cope better with their effects with your help, you can use the same cards and slightly change the instructions.

Suggest dividing the cards into sets called:

1. I STILL LOVE IT, I HAVEN'T LOST IT - I managed to keep it (despite difficult experiences)
1. I NEED TO GET THIS SKILL BACK, IT IS VERY USEFUL TO ME NOW

You can also ask the child to name these categories on their own.

3. Analysis of resources and goals after a crisis

If the child was in crisis situations in the past, but has gotten out of them or feels a little better, you can use the cards to look into it.

1. WHAT RESOURCES DID I HAVE WHEN IT WAS MOST DIFFICULT FOR ME?
2. WHAT RESOURCES AND SKILLS DO I HAVE NOW?
3. WHAT DO I NEED TO FUNCTION AND FEEL EVEN BETTER?

4. Analysis of resources and goals after risky behavior

Knowledge of the psychosocial effects of trauma indicates that

deregulations at the physiological and social levels can result in engaging in risky behavior, such as truancy, theft, etc.

Slightly changing the instructions can be useful in working with young people who engage in risky behavior or get in trouble.

You can encourage them to answer the following questions with the help of cards:

1. Which of these skills do you still have and which will come in handy to cope with the trouble you got into?
2. How do you want to improve in order to cope even better and not get into these troubles again?
3. What will you start with?
4. How do you know you can handle it?
5. Who will support you?

5. Strengthening resources in the process of confronting a traumatic memory

Many of the people I work with face PTSD symptoms such as nightmares or recurring flashbacks. For some, all we can do in therapy is notice and reinforce their healthy parts, resources and strategies, and develop the skills needed to cope in everyday life.

Others need to return to what happened and understand it in a new way which supports their agency, effectiveness and recovery.

In the preparation process and in the course of confronting a traumatic memory, it is very important to build a vision of a healthy and safe future, to recall supportive people, beings, and to bring out and strengthen the child's resources. We will use resource cards for the latter.

We can then encourage the child to choose the cards with skills that they know they have - those which will be useful to them today, in this process.

- What is it that you know about yourself that will be helpful to you today as we revisit difficult memories?
- Which of your skills will be most helpful to you today?
- What knowledge will be useful to you today during the session?

The usefulness of the cards depends largely on the needs of the child and the ideas of the person supporting them. I have described the methods that have worked for me. I encourage you to use them, and to create your own.

Each printable set comes with cards without text. They might be useful when a child doesn't find anything in our collection that is important to them. He can thus refill their resources with something we haven't thought of.

I hope you enjoy it and feel empowered!

Acknowledgements

Many thanks to my teammates for translating the cards:

Lena Kaszycka - into Spanish

Sylwia Tarasiuk - into English

Lali Tvarchrelidze - into Georgian

Katarzyna Sulima - into Belarusian

Oksana Bolistovska - into Ukrainian

Kasia Sawko and Agnieszka Carrasco-Żylicz - into French

And the Karolina Kotowska for graphic design

Marta Piegat-Kaczmarczyk, Polskie Forum Migracyjne

**I take
care
of my body**

Dbam o swoje ciało

**I feel a lot
of strength
and energy
in myself**

Czuję w sobie dużo siły i energii

**I am able
to take care
of myself**

Umiem troszczyć się o siebie

I eat well

Dobrze się odżywiam

I sleep well

Dobrze śpię

**I get
enough
exercise**

Mam wystarczająco ruchu

**I feel
healthy
and fit**

Czuję się zdrowo i sprawnie

**I also
spend time
offline**

Spędzam czas także offline

**I keep my
surroundings
clean
and tidy
around me**

Dbam o czystość i porządek wokół siebie

**I usually
like
myself**

Zazwyczaj lubię siebie

**I usually
like
my body**

Zazwyczaj lubię swoje ciało

**I can do
things well**

Umiem robić dobrze różne rzeczy

**I enjoy
my life**

Cieszę się swoim życiem

**I feel
grateful
for what
I have**

Odczuwam wdzięczność za to co mam

**I look for
pluses
in different
situations**

Szukam plusów w różnych sytuacjach

**I know my
strengths**

Znam swoje mocne strony

**I know
what I like
and what
I don't like**

Wiem co lubię, a czego nie

**I know
what
makes me
happy**

Wiem co sprawia mi przyjemność

**I know
how to
recognize
my
emotions**

Umiem rozpoznawać swoje emocje

**I know how
to relax
and
unwind**

Umiem się odprężyć i zrelaksować

**I know how
to deal with
stress**

Umiem radzić sobie ze stresem

**I have the
courage to
do what
I like to do**

Mam odwagę by robić to, co lubię

**I know how
to deal with
my anger**

Umiem radzić sobie ze swoją złością

**I know what
to do
to feel
calmer**

Wiem co zrobić, by poczuć się spokojniej

**I know how
to focus on
the task
at hand**

Umiem skupić się na zadaniu,
które wykonuję

**I know how
to plan
activities
and
organize
my time**

Umiem planować działania
i organizować czas

**I am able
to focus on
what is
important**

Umiem koncentrować się na tym, co ważne

**I can cope
with
learning**

Radzę sobie z nauką

**I remember
information
well**

Dobrze zapamiętuję informacje

**I am able
to learn
effectively**

Umiem się skutecznie uczyć

**I find
myself well
in a group**

Dobrze odnajduję się w grupie

**I am able to
join in
conversation
/ play**

Umiem włączać się do rozmowy/zabawy

**I usually like
people**

Zazwyczaj lubię ludzi

**I am able
to make
friends**

Umiem zawierać znajomości

**I get along
with my
peers**

Dogaduję się z rówieśnikami

**I get along
with
adults**

Dogaduję się z dorosłymi

**I perceive
the
perspective
of others**

Dostrzegam perspektywę innych osób

**I am able
to care for
others**

Umiem troszczyć się o innych

**I find myself
well in new
situations**

Dobrze odnajduję się w nowych sytuacjach

**I am able
to resolve
conflicts**

Umiem rozwiązywać konflikty

**I am able
to protect
myself from
taunts**

Umiem chronić się przed zaczepkami

**I am able to
ask when
I don't
understand
something**

Umiem pytać, gdy czegoś nie rozumiem

**I am able to
ask for help
when
I need it**

Umiem prosić o pomoc,
gdy tego potrzebuję

**I know how
to listen**

Umiem słuchać

**I know how
to forgive**

Umiem przebaczać

**I am able to
admit
when
I am wrong**

Umiem przyznać się do błędu

**I am able to
defend
my opinion**

Umiem bronić swojego zdania

**I am able to
say no**

Umiem odmawiać

**I can be
relied on**

Można na mnie polegać

**I have
acquaintances
and friends in
and out
of school**

Mam znajomych
i przyjaciół w szkole i poza szkołą

**I feel safe
at school**

Czuję się bezpiecznie w szkole

**I feel safe
at home**

Czuję się bezpiecznie w domu

**I have ideas
about what
to do in the
future**

Mam pomysły na to, co robić w przyszłości

**I know what
I am
striving for**

Wiem, do czego dążę

**I develop
my
interests**

Rozwijam swoje zainteresowania

**I know how
to pursue
my goals**

Umiem dążyć do celu

**I try new
things**

Próbuję nowych rzeczy

