

THIRD EDITION

40 CARDS WITH  
NEW ILLUSTRATIONS  
AND EVEN MORE  
STRENGTHS FOR CHILDREN

STRENGTH  
CARDS FOR

Kids

DIGITAL VERSION



St Luke's  
**Innovative**  
Resources

Welcome to the  
Digital Version of

## STRENGTH CARDS FOR

# Kids

St Luke's Innovative Resources is delighted to bring you the interactive, versatile, digital version of this conversation-building resource, first published as a hard copy card set packaged in a polypropylene box.

You can:

- swipe through the digital cards, one at a time
- swipe through a row of thumbnail images at the bottom of the screen
- bookmark/tag images
- write, scribble or draw on the digital cards—you may want to circle a relevant statement or scribble notes as a card is discussed
- add and drag notes anywhere on the images



- highlight, draw and write in multiple colours
- take a screen shot and access the image in your photo gallery
- send the image to the person you are working with so they have a copy
- print the image and mail it to the person so they have a hard copy
- save the image in your files as a record of your conversation.

### **How can I use this digital tool remotely with groups or individuals?**

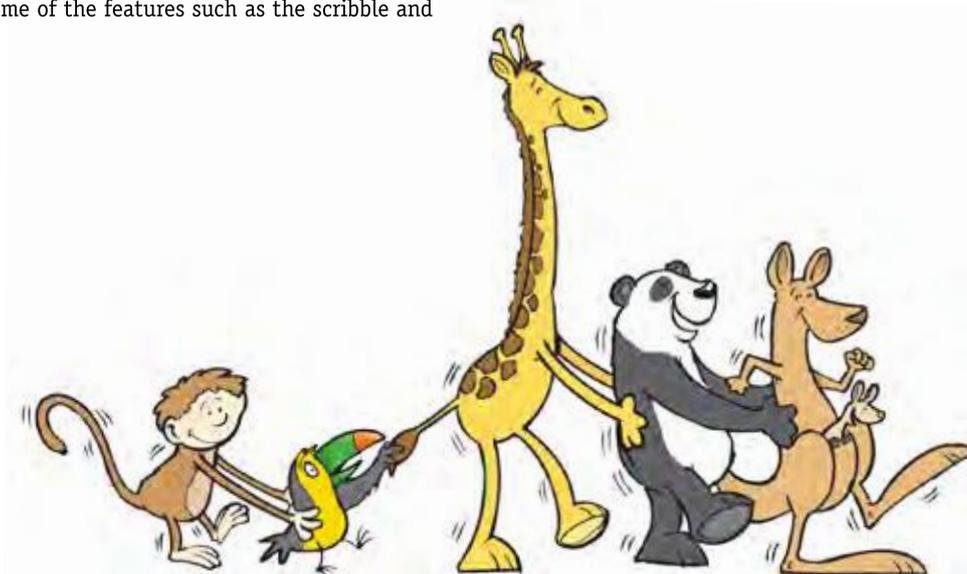
If you are running groups or meetings using Skype, Zoom or other similar video conferencing tools, you can use our digital cards and tools in a number of different ways.

A good place to start is to give the group or person some time to get to know the cards:

- The facilitator can share their screen, and scroll through the images so everyone can see.
- Point out the different features of the card set including the types of images, the format of the words (if any), the suits (if relevant) and any other unique features.
- Show them some of the features such as the scribble and text tools.

### **Deliberate Selection**

- As you scroll through the cards, invite the person or group to pick cards that jump out at them for any reason. Perhaps it is the image that catches their attention. Perhaps it is a word or a question, or some other quality of the card. It may be a card they are curious about, or would find most helpful to focus on, or think is very important, or it may be a card that matches something they are thinking about or experiencing at the moment, or even a card that expresses something they have never thought about before.
- As the facilitator, you may wish to choose one or two cards to prompt an activity or discussion.

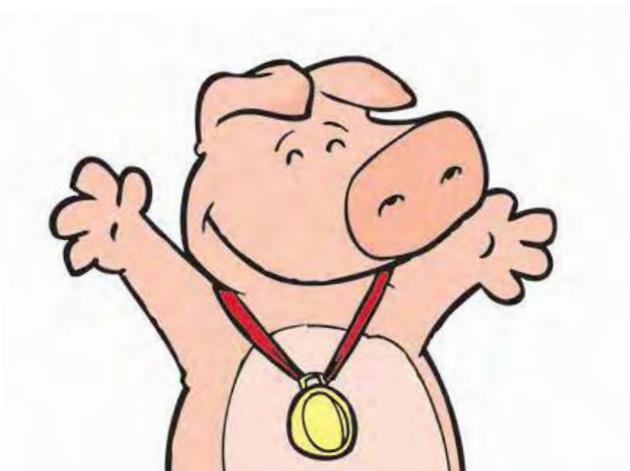


## Random Selection

An alternate way of getting activities started is to select images randomly, for example:

- Ask each person to close their eyes and randomly say, 'Stop!' as the facilitator swipes through the images.
- Or ask each person to choose a number between 1 and X (X being the number of cards in the set). This is the number of their randomly selected card.
- Or use the timer on your phone set to a chosen interval—5 seconds, 10 seconds, etc. Stop on the image that is on screen when the timer dings.

Many videoconferencing tools allow you to put people into groups using 'breakout' rooms. So you may want to invite two or more people to discuss what a particular card means to them, and then come back to the whole group.



## Some questions for reflection and conversation

Whether you use a deliberate or random selection method, you can then build the conversation by inviting each person to read or comment on their card, if they wish.

Facilitators can then ask individuals or groups questions like:

- What does this card mean to you?
- Have you thought about the topic on the card before?
- On a scale of 1-10 how important is this to you?
- Can you think of a time when this card was particularly relevant? What happened?
- When this is happening, what is the effect?
- When this is not happening, what is the effect?
- Do you know anyone who is really good at this?
- What do they do?
- What is one simple thing you could do today or tomorrow that would make a difference?
- How will you notice the effects? (Some people ask for feedback, and others prefer to notice carefully how it feels inside themselves and what the effect is on others.)

In the booklet written especially for the card set you have chosen, you will find a lot more information. It includes the purpose of this card set, its origins and practice base, things you should take into consideration before using the cards, and many creative ideas for using the cards. Please adapt the suggestions to the digital environment.

**Don't hesitate to call us for support  
in using this digital resource.**



St Luke's  
**Innovative**  
Resources

**P: (03) 5446 0500**  
**E: [info@innovativeresources.org](mailto:info@innovativeresources.org)**  
**w: [innovativeresources.org](http://innovativeresources.org)**



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62 Collins Street Kangaroo Flat  
Victoria 3555 Australia  
p: + 61 3 5446 0500 f: +61 3 5447 2099  
e: [info@innovativeresources.org](mailto:info@innovativeresources.org)  
w: [innovativeresources.org](http://innovativeresources.org)

ABN: 97 397 067 466

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# Foreword

## FOCUSSING ON WHAT CHILDREN AND PARENTS CAN DO

ParentZone works with over three thousand parents and carers across Victoria every year to equip them with the resources they need to parent. We have found Innovative Resources' *Strength Cards for Kids* an invaluable tool in the resource kit of every ParentZone group worker. Even though the cards are designed for kids, we will often preface introducing them to parents by saying, 'Even parents can have fun learning' – and parents appreciate the opportunity to play.

Some of the ways we use the cards in groups include:

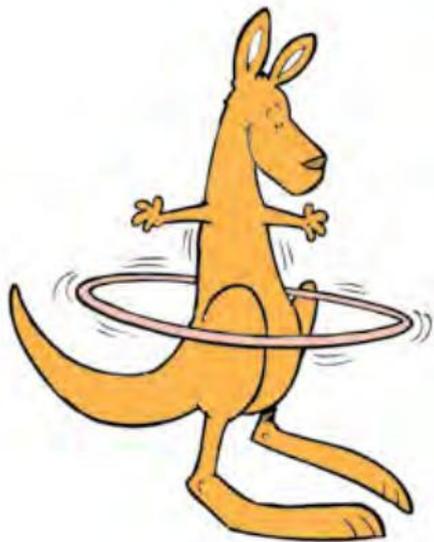
- assisting parents to introduce themselves to the group
- acknowledging the diverse strengths and expertise within the room that can be drawn upon
- helping parents reflect on their own strengths and what they bring to the group
- helping parents reflect on their kids' strengths
- focussing on children's potential—the skills and attributes they are currently learning
- asking parents to pick a card that reflects a skill they would like to help their child learn
- focussing on the importance of praise
- focussing on what they have learnt from the program as a closure activity.

In our program we work with an emphasis on what parents and children *can* do rather than what they can't. We believe parent education is about learning rather than teaching. We treat parents as equals with whom we share a part of their journey. We also encourage parents to praise their children every day. This is because positive communication that focusses on children's actions and behaviours allows them to build on success. Focussing on the positives we see in our children's behaviour leads to more positive behaviour. It tells children what they can do, rather than what they can't. *Strength Cards for Kids* has been an invaluable resource in helping parents find their own strengths, as well as those of their kids.

Anglicare Victoria's *Parents Building Solutions* practice manual reinforces the importance of focussing on family strengths:

'In Strength Based Solution Focused [*sic*] group work our intent is to provide space for parents to become aware of their own strengths and those of their family. This adds to their capacity to be the solution finders in their own lives. It has been our experience that in this way, parents discover the depth of their own capacities, become more resilient in their everyday encounters, find unique and respectful ways of addressing issues and take up the concept of life-long learning. In this way, over time, skills can be adapted to match the ages and stages of the children's development and the new situations which arise.' (Rutherford, E, Valentine, C & Ryan, F 2015, p. 16).

Sometimes we find that parents are so overwhelmed by the problems in their family that they say they can't pick even one strength for themselves. At other times their children's behaviour has become so problematic for them that they can only focus on the 'bad behaviour' and they lose sight of their kids' strengths. For others, their own family background means the concept of focussing on what you or your kids are doing well is a foreign concept.



In these instances, the facilitator, at times, will gently ask the group to pick a card for a strength they see in the parent, and invite the parent to consider whether they also see that strength in themselves or their family. These moments can be powerful and illuminating. This type of reframing, when parents look at the child's or their own strengths and potential, can be useful in enabling parents to reassess perceptions of a child and may open up new possibilities for dealing with a behaviour.

We love the latest edition of *Strengths Cards for Kids*, and we're sure that parents and kids will as well. The bright colours, refreshed illustrations, variety of animals and settings, we're sure, will have broad appeal. We're really looking forward to using the new edition in our groups, and we're sure you will also find many ways to incorporate them into your work with families. We commend this latest edition of *Strengths Cards for Kids* to you as an invaluable resource for helping kids (both young and old alike) to discover and re-discover what they can do.

Jonathon Cummins, Manager, Strategic Development, and  
Cathie Valentine, Manager, Community Services Southern Region,  
on behalf of the ParentZone team.

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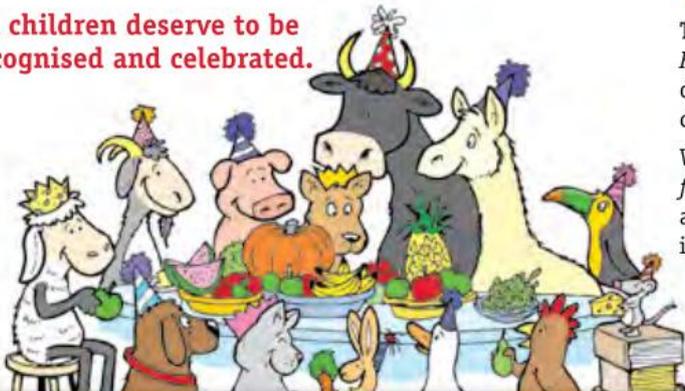
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# Strengths Help Children Learn and Grow

With 40 brand new illustrations and 14 new strengths statements, we hope the 3rd edition of *Strength Cards for Kids* will bring delight to children and adults alike, and will help build cultures of strengths wherever they go.

*Strength Cards for Kids* has this simple yet essential message: all children deserve to be recognised and celebrated for the strengths they already have and for the strengths they are growing into every day. Strengths help children learn, grow and become the best they can be. For this reason *Strength Cards for Kids* has been an essential resource for teachers, family therapists, counsellors, social workers, parents, grandparents, and carers of children worldwide for over 25 years.

**All children deserve to be recognised and celebrated.**



## Strengths are Fun

Now in its third edition, *Strength Cards for Kids* features a mixed bunch of raucous, funny, serious, quiet, loud, big, small and rather outrageous animal characters. They get up to all kinds of antics, most of which you will never see when you are visiting animals in a zoo, park or sanctuary. That's because—as any child knows—animals only do these things when humans aren't looking.

- An elephant and a tortoise playing soccer
- A sloth in a hammock reading her favourite book
- A rabbit bandaging the leg of a yak
- A conga line of critters in the living room
- A rhino pondering his next chess move
- A meerkat on surf life-saving duty.

These are the kinds of activities you will see in *Strength Cards for Kids*. You'll even see a little monkey crying and that's because, any day of the week, things can get tough. Thank goodness for the caring hug of the baby elephant. Everyone needs a friend like that.

Why are the animals doing all these things in *Strength Cards for Kids*? Well, apart from having a huge amount of fun, they are demonstrating their strengths! And everyone has strengths, including us humans.

### Strengths are Surprising

Like the strengths these animal characters are showing, sometimes our strengths are very surprising! Sometimes a strength is hidden deep inside and no one knows it's there. Even if a strength is not hidden at all and someone is demonstrating it every day in countless ways—still others may not notice. Sometimes we have a kind of strengths blindness. Take 'challenging behaviours' for instance—they have strengths hidden within them too—but sometimes adults have to dig very deep to be able see them.

Like most people you may have a dose of 'strengths blindness' because even if we are very good at noticing the strengths of others, it's common to be blind to many of our own strengths. Especially in times of difficulty, we might think our strengths have disappeared—and when things have been tough for a long time, we might even think we never had any strengths to begin with.

And that's just ... not ... true.



### Strengths are Within Everyone

Everyone has strengths—all the time! *Strength Cards for Kids* is based on the belief that it is very important to notice and celebrate strengths. One good reason for this is that strengths are the foundation of our resilience. They are our greatest assets to call on in times of difficulty. Each time we put a strength into practice, even in a seemingly tiny way, we are building more of that strength; we are adding to our capacity.

### Strengths are Magnetic

Once you get started noticing strengths—there are no limits to the strengths that can be noticed! They begin to tumble out and gather momentum. This is because strengths are powerfully magnetic; one strength attracts another. Strengths teach us more strengths.

Take, for example, the card 'I can start again'. If you can start again when you need to, you build resilience. You build endurance and determination. You learn how to hang in there. You learn that you can change things—you become resourceful and hopeful.

**With 40 brand new illustrations and 14 new strengths statements, we hope the 3rd edition of *Strength Cards for Kids* will bring delight to children and adults alike, and will help build cultures of strengths wherever they go.**

### Strengths are Contagious

Did you know that strengths are also contagious? When we notice someone else demonstrating a strength, we can be inspired to try it out and, in this way, we learn how to bring more of this strength into our own lives. Seeing what other people do helps us learn how to 'do' that strength as well. Because a strength is not just something we 'have'; it is made up of actions that we do—and we can deliberately practise those actions. In this way, we develop the strength over time until it becomes so established within us that others may say, 'Wow! He or she is *that* kind of person!'

### Noticing Strengths is a Gift Adults Can Give Children

We know that children learn by example. They soak up the behaviour of the role models around them. They are constantly absorbing messages from family, school, friends, community, media—every aspect of their cultural, social and physical environment. The adults and the dominant culture surrounding children exert a huge influence on them. That's why the best people to give children the gift of noticing their strengths are the adults around them.

One very powerful way that cultural values are passed on to children is by what adults choose to notice. This capacity to notice is a very significant power that we human beings have. What adults choose to focus on affects their own experience as well as that of the children around them. If adults are constantly drawing children's



**We know that children learn by example. They soak up the behaviour of the role models around them.**

attention to what they can't do or what they are doing wrong, it is not surprising if kids lose confidence and become afraid to make the mistakes that learning entails.

### **Building Strengths Cultures and Strengths Literacy**

We are surrounded by many different cultures—not only the obvious cultural differences between countries and people—but also the different mini-cultures found in families, schools, communities, clubs and workplaces. Each of these cultures may emphasise different strengths—for example, ‘standing out’ may be admired in one setting, and in another, ‘blending in’ may be highly prized. Learning to recognise the strengths that are emphasised in our own cultures and those of others is part of developing ‘strengths literacy’. And sometimes a person’s strengths may run counter to a culture they are part of. That can be very tough; it is easy to feel like an outsider. But recognising strengths that are invisible to a dominant culture, is a very important part of developing healthy self-esteem ... and an equitable society!

Everyone benefits in cultures where their strengths are appreciated and noticed. Children, in particular, blossom when they are held in positive regard by the people around them.

Fostering ‘strengths cultures’ in our friendships, families, communities and classrooms means actively creating environments and opportunities where strengths are noticed and encouraged.

A very important part of this is building the vocabulary needed to speak about strengths—building a ‘strengths literacy’, so to speak.

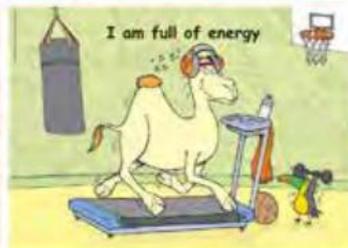
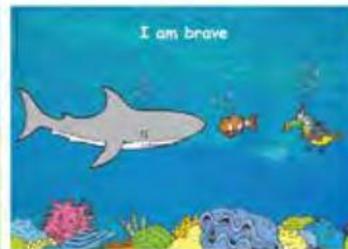
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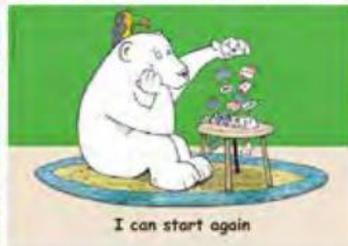
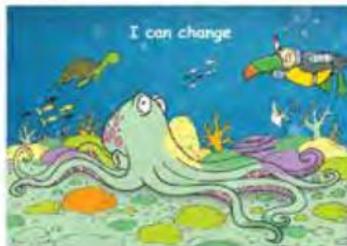
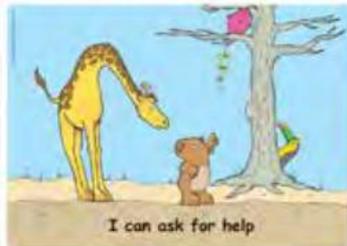
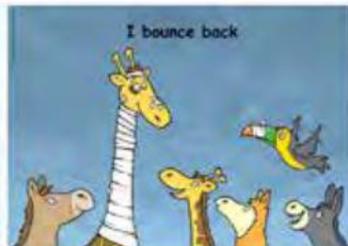
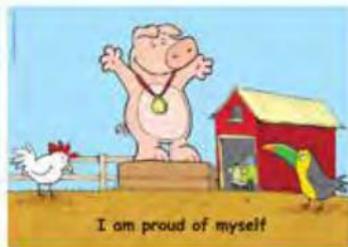
children and adults alike, and will help build cultures of strengths and strengths literacy wherever they go. Before you know it, the children around you will all be speaking the language of strengths!

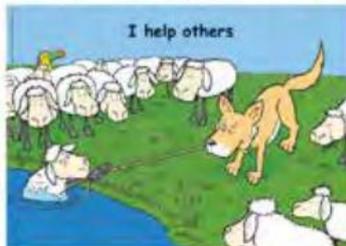


# The Array of Cards

There are 40 cards in this latest edition of *Strength Cards for Kids*. Every card has a brand new, original illustration. Each card features a phrase or 'strengths statement' naming the particular strength or skill depicted in the illustration. There are 14 new strengths statements included in this edition. Here is the complete set of cards.









I say what I think



I share with others



I think about things



I try my best



I try new things



I welcome others

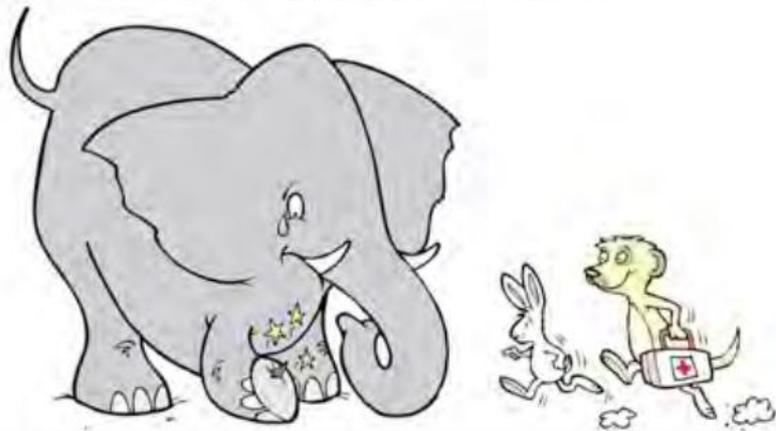


# Taking Care Before You Begin

It is important to consider the potential impact of any tool you use—especially if there are visual elements involved. Pictures can be very powerful and even a light-hearted image can cause unexpected emotions to surface.

Before using card sets published by Innovative Resources, please consider the following:

- Your own reaction to the cards. Do they work for you? Do you like the metaphor and the understandings behind them? Do you like the illustrations and the text?
- Your knowledge of the cards. How well do you know the cards? Are there any cards you might want to leave out?



- Your knowledge of the people using the cards. Do you think the cards will sit comfortably with the culture and background of the person or group?
- The safety of the setting. Have you created a 'safe space' for open conversation? Is the timing right? If the activity will take place in a group, is there likely to be respect in the group? Have guidelines for respect and safety such as listening and confidentiality been established? What if the cards elicit strong emotions? How will you ensure that the person is supported appropriately, and that their privacy and dignity are respected? How will you make sure that everyone gets an equal turn to speak, and that a person can 'pass' if they wish to?
- Plan B. Sometimes an activity simply doesn't work, and knowing when to adjust the activity on the fly, or abandon it altogether and go to Plan B, is a very useful skill.

While care is crucial, stepping out of our comfort zones and trying something different can work wonders. Here's the bonus: you'll probably surprise and delight yourself as much as anyone else in the room!

**Pictures can be very powerful and even a light-hearted image can cause unexpected emotions to surface.**

# Two Broad Methods for Using Cards

While there are endless creative activities for using cards with children and adults (see the next section for some ideas), they all fall into two broad methods—deliberate choice or random selection.

## Deliberate Choice

This method involves spreading the cards out on a table or other surface and inviting participants to look them over and make a selection based on a question or other prompt. It might be as simple as, 'Pick a card you like or are drawn to for some reason.' Some activities may involve picking more than one card—or even a series of cards.

The cards can also be displayed on a wall or window. Spreading the cards out on the floor can be lots of fun. Children or adults get a bird's eye view of the cards, and they can walk around them or follow a line (or meandering path) of cards as they look over them.

Especially with children, activities that involve significant movement can open up different pathways to learning, particularly for those who favour a kinesthetic learning style.

**Some activities may involve picking more than one card—or even a series of cards.**



## Random Selection

Activities using random selection often bring a great sense of fun into the room! This includes activities such as shuffling and dealing, placing the cards face down on a surface, playing games that involve hiding and finding cards, lucky dips, placing random cards on chairs, selecting a card with eyes closed, and so on. Let your imagination come into play!

It is amazing how meaningful random selections can be for people. Time and again they see synchronicity and significance in 'their' cards. Often an element of whimsy, playfulness and serendipity enters the conversation—kids and adults alike love to play games and great learning can happen when people have fun in this way.

# Ideas for Using the Cards

*Strength Cards for Kids* is tailor-made for talking with children about strengths. The cards are perfect for helping children notice strengths and expand their vocabularies for talking about them. These kinds of conversations bring out the very best in children and they can certainly change the atmosphere in a classroom or family. On a wider scale, a sustained focus on strengths can change the culture in a whole school, provided valuing strengths is embedded in all aspects of the school—from the classroom, staffroom and playground to the school board.

There are endless possible activities for using the cards. Many people find that once they try a simple, fun activity, many more ideas for using the cards occur to them. Here are some fun ways to use the cards to build cultures of strengths at home and at school. Please adapt them or create new ones to suit your situation.



## FOR CHILDREN

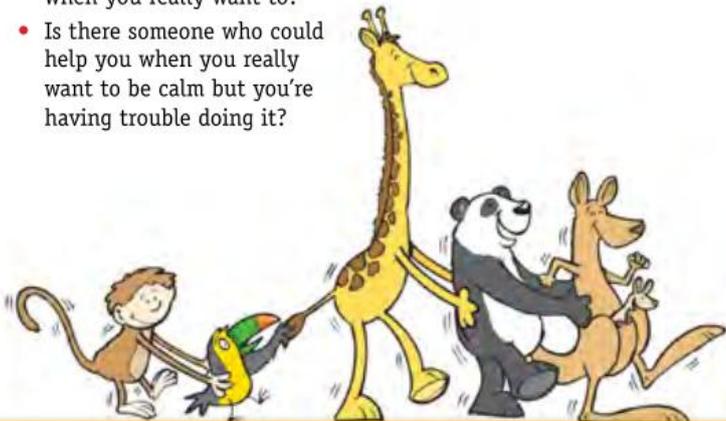
### Teaching Children to 'Speak Strengths'

One aspect of talking with children about strengths is to find simple and fun ways to express what a 'strength' is. For example, you might talk about a strength as 'a good thing' or 'a special thing' that is happening. Or 'a thing that makes your heart feel good' or 'something that makes you feel safe and friendly and strong' or 'something you are really good at' or 'something that someone else is really good at' or 'something you are learning and getting better and better at' or 'something that helped you learn to do something you couldn't do before—but now you can!'

In relation to the cards you may want to say something like:

- Something good is happening in every card! The words on the card talk about that good thing, and the picture shows it! That good thing is sometimes called a strength!
- Can you pick one or more cards and say one good thing you see happening in the picture? (You can probably see more than one good thing.)
- Can you read the words out loud or shall I read them out?
- Whatever the words on the card say, ask the child, 'Who is doing that good thing in the picture?' For example, if the card says, 'I am calm'—who in the picture is being calm?

- Why is it a good thing? Why is it a strength?
- Are you sometimes calm?
- What does it feel like? What does your body feel like?
- How would I know that you are calm by looking at you?
- Can you show me being calm right now?
- Do you know anyone who is really good at being calm?
- What do they do when they are being really good at being calm?
- Could you copy them and be calm when you want to as well?
- Could they teach you more about this strength?  
Could you ask them how they do it?
- When is it hard to be calm?
- Is there a special thing you could say to yourself to be calm when you really want to?
- Is there someone who could help you when you really want to be calm but you're having trouble doing it?



### Stories, Feelings and Empathy

A single card or a series of cards can be used to explore many different aspects of a child's experience, including their stories and feelings. It can also help them develop empathy and learn what supportive relationships look like.

Spread the cards out and invite children to pick the one they like best today. Then you can ask questions such as the following:

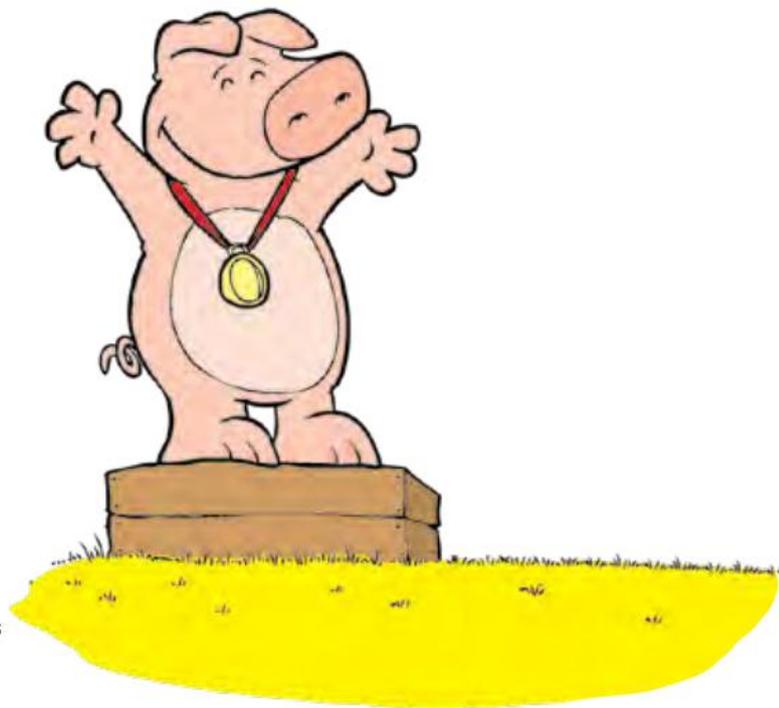
- What do you like about this card?
- What are the animals doing?
- Do you think it looks like fun?
- Have you ever done something like this?
- Did you like it? What happened?
- If you could be one of the animals in this card, which one would you be? Why?
- What kind of animal is it? Do you know what it is called?
- Have you ever seen that kind of animal before?
- What is that animal thinking?
- What is he or she feeling?
- Have you ever felt that way?
- What do you think the other animals in the card are feeling? Are they all happy? Or are some of them feeling something else—maybe sad or angry or excited or ... ?

- If an animal in your card is feeling sad or having difficulty— is there another animal in the picture that could help them? What could they do or say to help?
- What would you say or do to help if you were in the picture?
- What do you think the animal with the difficulty could say to itself to feel better?
- Who could the animal ask for help?
- What if another completely different animal arrives in a few minutes to help? What kind of animal would it be and what would it do to help?
- If you were having the same difficulty, who could you ask to help you out?

### Imagining How Others See Us

Recognising our own strengths builds self-esteem and helps us develop resilience and optimism. However, sometimes people are embarrassed to talk about their strengths; they may think this is bragging or big-noting themselves. One way that helps overcome this is to invite children (or adults) to choose cards they think others would see as strengths in them. This requires a level of empathy and insight that some young children might find difficult. A very simple question such as, 'What does Mum say you are good at?' can work well for many children.

Imagining the perspective of others serves several purposes. Firstly, a person may be surprised and delighted to hear about strengths they didn't realise they had, and secondly, it may help the person be less self-conscious when talking about the strengths they see in themselves.



**Recognising our own strengths builds self-esteem and helps us develop resilience and optimism.**

### Lucky Dip

Place the cards in a bag or bowl and each day or each week invite a child to pick a card at random. Then create activities around the strength depicted on the card using questions like the ones above. Other activities might include:

- What do the words on the card say? Do you know someone who is good at this strength? Are you good at it sometimes too?
- Can you tell a story about a time you did it well?
- Can you draw a picture of you (or someone else) doing this strength well?
- What is your favourite animal in the picture?
- What kind of animal is it? What noise does it make? Have you ever seen one in real life?
- Do some internet or library research and find out about that animal. Where does it live in real life? What does it eat? What is it good at doing? For example, it may be really good at swimming, or building a nest, or keeping warm in winter, or running fast, or making a loud sound.
- Maybe you have strengths in common! Are you good at any of the same things your animal is good at?
- Can you write some speech bubbles showing what each animal in the picture is saying?

### Family or Team Sculpting

Ask children and draw their extended family members on a large sheet of paper and write each person's name under their picture:

- Can you choose a card for each person that matches something they do really well?
- Write the words from the card you have chosen for each person near their picture.
- Can you also draw a picture of them doing that strength?
- Wow, look at all the strengths in your family or team!
- Are you good at any of those things too?
- Which strengths would you like to get even better at?



### Strengths of the Week or Day

You may wish to use the lucky dip as a way to select a 'Strength of the Week or Day' for your family or classroom. In addition to the above questions and activities, you can talk with children about the strength and how to notice people doing it. For example, if the card is 'I am polite' you could ask them:

- What are some of the ways we can show that strength in this classroom today? (Saying thank you, letting someone else go first, speaking nicely to people, not pushing, offering someone a piece of fruit, putting your hand up, etc.)
- Let's all be on the look-out for that strength today. What will we say when we see someone being polite? (The class could earn stars each time a person notices the strength, with a reward for the whole class when a certain number of stars is reached.)

### Noticing Surprising Strengths

Traditionally in the classroom or at home, we may notice or value a fairly narrow set of strengths, skills, qualities or virtues—tidiness, articulateness, punctuality, courtesy, sports ability, mathematical ability, for example. When particular strengths are noticed and valued above others, some children's strengths may go unnoticed.

- What are some surprising strengths you might notice? Whistling with a leaf, building a cubby, standing on one leg, wearing sunscreen, etc.

### FOR ADULTS

#### The Gift of Noticing Children's Strengths

Children thrive when their strengths are valued and the weight of a 'problem' can lift considerably when we think of it as a strength yet to be developed. For these reasons many family counsellors, welfare coordinators and support workers encourage parents and carers to reflect on the importance of noticing children's strengths. Questions to explore might be:

- What are the child's strengths?
- What difference might it make if I name them?
- Am I in the habit of celebrating the strengths of the children around me?
- How do the child's strengths make a positive difference to us all?
- Do I celebrate my own strengths?



### **Strengths: Past, Present and Future**

Spread the cards out. Invite people to pick cards using questions such as:

- When you were a child, what strengths do you think you had?
- Who noticed these strengths in you? Did you have strengths that others didn't see?
- What strengths did your parents/teachers/siblings think you had?
- Are these strengths important to you now?
- Which strengths have you developed more over time? How did that happen?
- Think of someone you admire. What strengths do you see in them?
- Pick a strength that you find challenging. Can you say why?
- Who could be your role model for this strength?
- Which strengths do you want to be a role model for in your own children's lives?
- Think of a challenge you're facing. Which strengths would help you most right now?
- What difference would these strengths make to the situation?
- Think of someone else in your family or team. What strengths do you see in them?
- In pairs, take turns to interview each other about a significant experience in your lives. Listen carefully for the other person's strengths and pick cards that represent these. Tell them why you picked these strengths for them.

### **Random Selection for Adults**

Spread the cards out face down. Invite people to choose cards at random, shuffle and deal several cards to each person or place all the cards in a bag or basket as a 'lucky dip'.

- What do these strengths mean to you? What other words could describe them?
- How do these cards relate to your life at present?
- How significant do you think these strengths are?
- Do they relate to each other in any way?
- Can you think of situations where you have used these strengths recently?
- Do you know someone who is particularly good at these strengths?
- What could you do to practise these strengths more in the next few days?
- What effect do you think that would that have?
- Find a quote about each of these strengths and make a poster, draw a picture, make a collage or write in your journal about this strength.

**Which strengths do you want to be a role model for in your own children's lives?**

### Strengths Sitting Behind Difficulties

When the going gets tough with a child's behaviour, it can be easy to lose touch with the strengths of that child. Especially during challenging times, parents (and teachers) may end up seeing only the problem, and forget the person that the child is, and the strengths that were so evident just a few short years ago.

- What was your child like when they were younger? Pick two cards for strengths you saw in them then. Can you share some examples of how they showed this strength?
- Think about good times you have had as a family in the past. Pick a strength for every family member and talk about what you see in them.
- Think of a child in your life whose behaviour you find difficult (if you are a teacher the child may be in your class). Pick a card for a strength that may sit behind that behaviour. Does this change how you see the behaviour, or will react to it?
- How might you acknowledge this strength openly with them and help them to express that strength in other ways?



### When the Boat Tips Over

Sometimes there is a point at which things get out of balance and a strength tips over into a deficit. Do any of your strengths ever get you into trouble? Do you sometimes feel you have lost a strength you used to have? These kinds of questions can be useful for reflecting on change, discussing challenging behaviour and developing interpersonal skills.

- Do you use some strengths more than others?
- Has anyone ever criticised a strength of yours? Were their comments useful?
- Are there other strengths that could help you keep a strength from flipping into a deficit?
- How might you bring balance when you think one of your strengths is dominating too much?
- Do you sometimes feel you have lost strengths you used to have? Have they really gone?
- How might you bring them out again?

### Who Can Find the Toucan? You Can! (Adults or Children)

Can you find the toucan in every card? The toucan observes the action from the sidelines or from the air or even from the computer screen. The toucan's expressions and behaviour are responsive to what is happening in each picture. The toucan is an 'observer character'—a witness—and he or she has an important job. The toucan watches what is going on and represents an extra voice or alternative viewpoint than can be brought into the conversation. It is a voice that has a more detached perspective than the characters participating directly in the scene.

You can ask:

- What is the toucan thinking?
- What is the toucan noticing?
- What would the toucan say is happening in the situation?
- What would the toucan want you to notice?
- What would the toucan recommend you do?
- If you were the toucan, what would you say to all the other animals in the scene?

Having a witness or observer to our decision-making and strengths can, at times, be really helpful. The toucan's perspective might be that of a family member, a special person like a favourite teacher, a hero or even an imaginary friend. This can be very useful because it invites us to step back and get some distance on what may be happening in our own lives.



**The toucan observes the action from the sidelines or from the air or even from the computer screen.**



# About Innovative Resources

Innovative Resources is part of Anglicare Victoria, one of Australia's leading community service organisations providing child, youth, family and community services throughout Victoria and New South Wales.

Innovative Resources publishes card sets, stickers, books, picture books, digital and tactile materials to enrich conversations about feelings, strengths, relationships, stories and goals. Our resources are for all ages and bring colour and creativity to therapeutic and educational settings all over the world. They are used by counsellors, psychologists, teachers, trainers, social workers, managers, mentors, parents, teams, supervisors ... and anyone who works with people to create positive change.

Innovative Resources also offers highly-engaging training in 'strengths-based' approaches to working with people where change arises out of a focus on strengths and 'power-with'. We also offer 'tools' workshops on ways of using resources to invigorate human service work. Our workshops respect different learning styles and the power of visual images and storytelling to truly connect with children and adults alike.

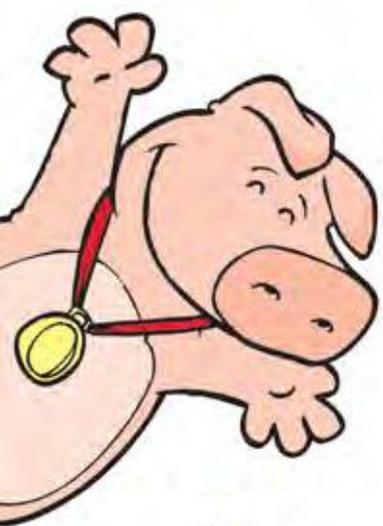
[www.innovativeresources.org](http://www.innovativeresources.org)

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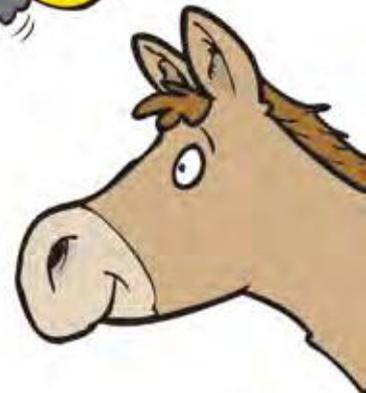




# STRENGTH CARDS FOR

# Kids

## DIGITAL VERSION



**40 CARDS DESIGNED FOR CHILDREN WITH  
PRACTICAL, POSITIVE, AFFIRMING STATEMENTS  
AND FUN-LOVING CARTOON GRAPHICS.**

*So why do adults love them so much?*

Strength Cards for Kids has this simple yet essential message: all children deserve to be recognised and celebrated for the strengths they already have and for the strengths they are growing into every day. Strengths help children learn, grow and become the best they can be. That's why Strength Cards for Kids has been an essential resource for teachers, family therapists, counsellors, social workers, parents, grandparents, and carers of children worldwide for over 25 years.



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