



RESOURCE KIT
RELATIONSHIP CARDS
FEELINGS CARDS
“I AM...” STRENGTHS CARDS

ACKNOWLEDGEMENT TO COUNTRY

WWILD acknowledges the traditional owners of the lands on which we gathered for this project: the Turrbul and Jagera people of Meanjin (Brisbane).

We pay our respects to their Elders, past, present and emerging.

It always was and always will be Aboriginal land.





This resource kit was created for use by counsellors and other professionals working with people with an intellectual disability.

The cards can help workers explore and develop understanding of the complex and abstract concepts of relationships, feelings, and self-esteem.

This is the booklet for suggested uses for the cards. These cards are best used in conjunction with other visual and creative modalities to build a person's understanding of different types of relationships.

Relationship Cards

Included is a list of discussion points and questions which can be used as prompts when working with the cards. These are a guide and should be modified to meet the needs of the individual/s being supported.

There is no set time to work through these cards, and it may take several sessions to work through and revisit each card.

You can use the Feelings Cards and the “I AM...” Strengths Cards to help you unpack each relationship and assist the person to develop knowledge and insight.

Strangers

Discuss what are strangers:

- Strangers are people we do not know; can you tell me what you know about strangers?
- Ask about their understanding of “Stranger Danger”
- Enquire about how they make new friends with someone they do not know.
- Explore whether they saw anyone today and whether they interacted with someone they had not met before, listening out for information about how they make friends with others.
- Ask them: “what happens when you first meet someone?”
- Perhaps take time to role play or use people symbols to look more at first meetings.
- The client may not understand symbol work to begin with, take time to explain this.

Discuss about what is safe and appropriate when talking to someone you do not know:

- You may wish to talk about or role play the following to help demonstrate how to interact with a stranger. You can:
 - Ask how their day is going.
 - Make small talk – the weather, how the football went last night, current events.
 - Do not tell them any personal information other than your first name.
- Explain and practice reading body language, as this is an effective way to see how the other person is feeling.
 - “How does your face look when you feel happy, sad or angry?”
 - “How does your body feel when you feel happy, sad or angry?”
 - “How does my face look, what do you think I might be feeling?”
 - Draw how someone’s face might look when they are feeling happy, sad, angry.
 - Use some images of different people and discuss their body language and how they might be feeling.
- Focus on how it takes two people to be in a relationship and both people must want to be in that relationship.
- Introduce choices and rights that people have in deciding if they want to be in a relationship.
- Discuss safety with strangers – how do they know when the person is not safe.

- This may open a discussion about gut feelings, or red flags, linking feelings to thoughts, and some safety planning.

Acquaintances

Discuss what are acquaintances:

- Acquaintances are people whose face we know and may remember, we may have said hello or smiled at when walking past them.
- They might go somewhere we go to regularly, e.g. the local shop or doctor's surgery, and remember who we are.
- Discuss how we might know who the acquaintance is, but we do not know personal things about them, what type of person they are and whether we can trust them.
- Identify some examples of acquaintances: bus drivers on your way home, shop keepers where you often go, the postman, neighbours or members of a group you go to.
- Try to identify the difference between acquaintances and friends: what you know about them, what you talk about, what you do with them.

Discuss what is safe and appropriate with acquaintances:

- It is ok for you to say hi and have a chat. It is good to speak politely, respectfully and be friendly – but remember that they are not your friend.
- Do not tell them your address, phone number or personal information.
- Stay in public spaces with people you do not know well.
- Introduce personal space and healthy boundaries – what is ok and what is not ok.

- Perhaps take some time to role play, use visual aids, or use people symbols to look at different scenarios.

Friends

Discuss what are friends:

- Friends are people that we know and like to spend time with, do things with, and have fun with – friends make us feel happy when we see them.
- Identify the people they see as friends in their life – identify what they know about their friends: their name, where they live, whom they live with, their phone number, and the things they like and dislike.
- It is helpful to create a visual image of friends, either using diagrams or drawings.

Discuss what is safe and appropriate with friends:

- Friendship is mutual – both people must want to be friends.
- You can have more than one friend, and you can spend time with one friend, or in a group.
- You can do different things with different friends.
- Friends like to share and help each other.
- Friends do not have to always agree but it is important to respect each other's thoughts, ideas and feelings. Friends understand when you make a mistake and forgive each other.
- Discuss the concept of safety – friends aren't bossy, they won't always tell you what to do, or where you can go, or ask you for your money or things like your phone.

- Discuss how the person treats their friend/s, point out the ways that they are caring, empathetic and respectful.
- Focus on how friendship is about two people caring for each other.
- This will need some unpacking and follow-up – come back to what is respect, trust, empathy, and to be caring of others; and how do friends show this to each other.
- Introduce feelings – what does it feel like to be a good friend, to have a good friend, what are some gut feelings or red flags if someone is not being a good friend .

Partners

Discuss what are partners:

- A partner is someone who you have strong feelings for, or love, and may have sexual attraction to; you might call them your boyfriend, or your girlfriend, or another affectionate name.
- Introduce the idea of a partnership or relationship – when both people ask each other for consent to being together and treat each other with respect and kindness.
- Discuss what kind of things you do with your partner. Be mindful of what they are ready to discuss and encourage them to speak at their own pace.

Discuss what is safe and appropriate with your partner:

- Your partner should be someone that you can trust and feel safe with.
- Your partner should make you feel loved and feel good about yourself.
- You might see your partner often, sometimes, or not very often at all.
- It is okay to disagree with your partner, but differences should be respected, and they should understand that sometimes people make mistakes, and forgive each other.
- Partners should not take your money or ask you to do things that are not safe.
- Partners should not be violent or abusive towards each other.

- Introduce feelings – what does it feel like to be loved, to be safe, what might be some red flags if your partner is not treating you nicely, why might it feel confusing if they are not being nice to you.

Family

Discuss what is a family:

- Family can be the people who we are related to from birth, like our parents or brothers and sisters. Family can also be the people who took care of you when you were growing up, or people you choose to call family because they look after you.
- Identify the people who they consider to be their family, remember that family can be a difficult topic for some people – be curious about why or why not they call certain people family.
- It is helpful to create a visual image of family, either using diagrams or drawings.

Discuss what is safe and appropriate with members of your family:

- Your family should be people you can trust and feel safe with.
- Your family should make you feel loved and feel good about yourself.
- You might see your family often, sometimes, or not very often at all.
- It is okay to disagree with your family, but differences should be respected, and family understand that sometimes people make mistakes, and they forgive each other.
- Family should not take your money or ask you to do things that are not safe.
- Family members should not be violent or abusive toward each other.
- There should be no sexual behaviour between family members.

- You may have to unpack what is sexual touch to distinguish it from normal hygiene care for some clients as it can be very confusing, but be mindful of trauma triggers.
- Introduce feelings – what does it feel like to be loved, to be safe, what might be some red flags if your family are not treating you nicely, why might it feel confusing if your family are not being nice to you.

Workers

Discuss what are workers:

- Workers are the people who are paid to spend time with you or provide you with a service.
- Some examples of workers are: support workers, social workers, support coordinators, doctors, therapists, police, hairdressers, shop assistants, taxi drivers.
- Identify some workers that they might have in their life – what is their role as a worker? Perhaps use visual aids, role play or symbols to explore these relationships.

Discuss what is safe and appropriate with workers:

- Workers should treat you with respect and kindness.
- Workers should listen to you and help you when you need support.
- It is important to remember that workers are not friends – they should be friendly but only as part of their role as a worker.
- Remember that being friendly is different to being friends – friendship is a mutual relationship between two people which is different from a worker and client relationship.
- You should not spend time with workers outside of work and workers should not share personal or private information with you.
- Spend some time talking about personal space and healthy boundaries – what is ok for workers to do and not to do.

- Perhaps discuss or role play some different scenarios with different types of workers – including scenarios about money, asking about or sharing private information, being treated disrespectfully, crossing relationship boundaries.

Further Relationship Discussions

Checking safety in their relationships:

- Ask about the important people in their lives
- Ask about other people they know but may include in their 'important' list. You can use post-it notes to print each name and ask which kind of relationship that person belongs in.
- Check in on who they are, how they know them and if they are safe to be around.
- It is helpful to create visual images of these relationships – like diagrams and pictures.

Introduce different topics and talk about how that works in different relationships:

- Being friendly, respectful, and polite
- Sharing personal information
- Borrowing money, giving gifts, spending time together
- Having disagreements
- Being hurt – physically or emotionally
- Sexual behaviours
- Trusting others

Discuss and make feelings more concrete:

- Build people's understanding of feelings and how they feel in the body e.g. anxious or worried may involve butterflies or pain in the stomach.
- Use feelings cards and visual aids such as a 'gingerbread person' outline and draw on the body accordingly. Match the words with the feelings on the body.
- Continue to build people's concrete understanding of different emotions and then lead this to a discussion of red flags or an alarm in the body.

Discuss being safe and making a safety plan:

If you have concerns about a person's safety in a relationship, discuss red flags and what is not making you feel safe, respected and happy.

- Talk about who you can ask for help
- Talk about what ways you can try to keep yourself safe.
- Talk about what you should do if you are in an unsafe situation.

Feelings Cards

Feelings Cards are used to:

- Increase the person's understanding of the abstract concepts of different feelings.
- To help them express feelings they may not have the language or concepts for.
- To learn to identify how different emotions feel in their body.
- To recognise how other people feel and build positive relationships.
- It is useful to draw on an outline of a 'gingerbread person' to link the feelings to what can happen to the body e.g. sore stomach, feeling sick and heart racing.

Additional conversations when using the Feelings Cards:

- “Can you choose some cards to show me how you are feeling today?” – feeling recognition.
- “Can you choose some cards to show me how it feels when you are sad (or other emotions)?” – feeling identification
- “Can you choose some cards to show me how you feel when you are with...?” – feeling recognition and identification
- “Can you choose some cards to show me how you felt when that happened?” – feeling recognition and identification

“I AM...” Strengths Cards

- The “I AM...” Strengths Cards are strengths cards that assist people to see their own skills and abilities when they have a negative view of who they are.
- The focus for people with intellectual disability is often on the things they can’t do. These cards can help them see that there are things they can and do well.
- So much is out of their control, but they can choose how they behave.
- Use the cards to build self care strategies and self confidence.

Additional conversations when using the “I AM...” Strengths Cards:

- “Can you choose some cards to show me what you do well?”
- “When and where did this happen?”
- “Who else would know this about you?”
- “What other things do you do well?”



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