

Bringing Up Great Kids (BUGK)

Facilitating respectful, reflective & effective parenting groups

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The Australian Childhood Foundation acknowledges Aboriginal and Torres Strait Islander peoples as the traditional custodians and owners of this land and waters. We pay our respects to their Elders past and present and to the children who are their leaders of tomorrow. We acknowledge their history and living culture and the many thousands of years in which they have raised their children to be safe and strong.

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Housekeeping

- Breaks
- Use of mute and unmute
- Online chat
- You already know about and !
- Let's be aware of and accept that technology isn't always working perfectly

From: Beaherwork.com

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The story so far ...

Foundation BUGK

BUGK variations

GOLD Standard BUGK Facilitator Workshop

This workshop is an essential first step for all the people that professionals who want to facilitate a BUGK group or activity. This workshop enables participants to understand the program and learn the developmental outcomes that they will facilitate with and with parent support.

BUGK across borders

This training is facilitated online for local and international professionals who are interested in facilitating a BUGK parent group and who would attend the day in their local area. This training will give an overview of the structure and programming of BUGK and take participants through the program.

Implementing BUGK

- Facilitating an on/online BUGK parent group
- BUGK for Aboriginal Families
- BUGK Parenting after Family Violence
- BUGK in the First 1000 Days
- BUGK in Kinship Care
- BUGK Parenting Adolescents
- BUGK Parenting and Mental Health

Available March 2021 • • Under development

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Resources

Online store:

- Remote controls
- *I Need You* Baby Booklet
- Reflective Parenting Cards
- Behaviour Buster cards

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- Thoughtful Parenting manual & videos
 - Mindful Parenting
 - Connected Parenting

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Online Platform



Childhood.org.au
 Professional tab
 Online store
 Prosody

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LinkedIn


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 **The Primary Aim of BUGK** 

To increase reflective capacity in parents



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 **Table of Contents** 


- CHAPTER 1: The Message Centre
- CHAPTER 2: Messages from the Past
- CHAPTER 3: Giving & Receiving Messages
- CHAPTER 4: The Messages of Behaviour
- CHAPTER 5: Messages about Me
- CHAPTER 6: Passing on Messages

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 **Mindfulness for Parents** 



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 **Stop....Pause....Play** 



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 **Deep Listening** 



‘To listen in reciprocal relationships with no judgment, just to try to understand’

(JUDY ATKINSON 2017, the Value of Deep Listening-The Aboriginal Gift to the Nation)

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 **Storytime** 

The reading of children’s stories to parents, re-engages parents with their childhood experiences of having stories read or told to them and the inherent “messages” within them.




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Parent Journal: My Story as a Parent

A powerful predictor of secure attachment in children, is coherent self-narrative in parents.



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Chapter contents

Outline

- Key Messages
- Pre-session Facilitator Reflection
- Preparation/set-up/resources

Part 1

- Welcome/reconnect
- STOP...PAUSE...PLAY
- Mindful Listening

Part 2

- Core Activities & Options

Part 3

- Self-Care
- Reflective Journaling
- Storytime
- Summary

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Chapter 1

The Message Centre



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Chapter 1: The Message Centre
Key Messages

- There is no perfect recipe for bringing up children
- There is no such thing as the perfect parent
- Parents' relationships with their children are critical to children's healthy brain development




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Chapter 1: The Message Centre
Facilitator Reflection

How do you think you/your parents may have parented differently had you/they known more about early brain development?

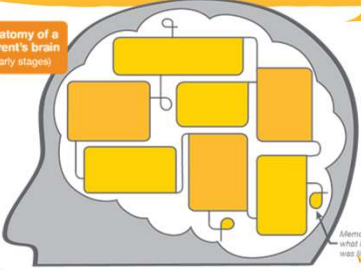


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Chapter 1: The Message Centre
The Parent Brain

Anatomy of a Parent's brain (early stages)



Memory of what life was like www.bringingupgreatkids.org

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Chapter 1: The Message Centre
The Parent Brain

Anatomy of a Parent's brain (early stages)

- WORRY CENTRE**
 - Thinking list of food's child will eat
 - Length of all children's DVDs to be viewed
 - Remembering hearing
 - Control centre
- Ability to distinguish quiet from "too quiet"
- Remembering to send the message to the child's brain
- Use of child's full name when angry
- Remembering whereabouts
- Effective bribes
- Memory of what life was like
- Feeling worse
- New respect for your parents
- Fear of losing behaviour
- Shopping centre

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Chapter 1: The Message Centre
Growing Brains

A child's brain develops through relationships with others. The quality of these relationships shape children's brain development.

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Chapter 1: The Message Centre
Children's brain

- Grapefruit: 400 grams
- Pineapple: 1100 grams
- Butternut squash: 1300-1400 grams

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Chapter 1: The Message Centre
Neuronal Connections

Newborn 2 Years Adult

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Chapter 1: The Message Centre
The brain story

Chapter 4
Understanding your child's brain development

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Chapter 1: The Message Centre
Bottom up brain development

Cortex Reasoning and Judging Centre 3-6 Years
Limbic System Emotional Centre 1-4 Years
Cerebellum Motor Centre Birth-2 Years
Brain Stem Basic Survival Functions Pre-birth - 8 Months

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Chapter 1: The Message Centre
Mindfulness

Deactivation

Medial Pre-Frontal Cortex
The centre of mindfulness/ self-awareness

Mindfulness deactivates the Amygdala (the 'smoke-detector' of the brain) helping us to calm.

Mindfulness
also develops the Medial Pre-Frontal Cortex, helping us to develop reflection and empathy for others.

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Chapter 1: The Message Centre
Lateral Brain Development

RIGHT
Non-Verbal
Big Picture
Sensory

LEFT
Logical
Language
Lists
Linear
Literal

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Chapter 1: The Message Centre
Lateral Brain Development

Math Class
1 + 2 = 3
2 + 2 = 3
Tutu

"My right brain is dominating."

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Chapter 1: The Message Centre
Integrating the brain

YELLOW BLUE ORANGE
BLACK RED GREEN
PURPLE YELLOW RED
ORANGE GREEN BLACK
BLUE RED PURPLE
GREEN BLUE ORANGE

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Chapter 1: The Message Centre
Self-care

**One of life's secrets:
Learn to pause
Emerge positive**


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Chapter 1: The Message Centre

How will you adapt the content of this chapter into your work with parents?

Are there any special considerations you need to take into account?



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Chapter 2

Messages from the Past




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Chapter 2: Messages from the Past
Key Messages

- Messages we received in childhood from our parents/caregivers, impact on our own parenting
- Building relationships with our children is essential.
- Self-care for parents is vital.






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Chapter 2: Messages from the Past
Facilitator Reflection

What are some of the messages - both spoken and implied, that you received from your parents?


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Chapter 2: Messages from the Past
Why messages?

Parents are invited to reflect on:


- the way messages from their past might be impacting on their parenting
- the messages they would like to pass on to their children



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Chapter 2: Messages from the Past
Parenting rainbow



What are some of the influences that have shaped the way that you parent?

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Chapter 4
Pass the Parcel



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Chapter 2: Messages from the Past
 Activity: *Rubbish, Recycle, Reframe*



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Chapter 2: Messages from the Past
 Self-care




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Chapter 2: Messages from the Past

How will you adapt the content of this chapter into your work with parents?

Are there any special considerations you need to take into account?



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Chapter 3

Giving & Receiving Messages





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Chapter 3: Giving & Receiving Messages
Key Messages

- Non-verbal messages are very powerful in our communication with children
- Being in a calm state is crucial to effective communication





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Chapter 3: Giving & Receiving Messages
Facilitator Reflection

Think about your own childhood memories of communication in your family.





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 **Listening intentionally to the music** 



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 **Chapter 3: Giving & Receiving Messages**
Deep Listening 



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 **Chapter 3: Giving & Receiving Messages**
Non-verbal recipe 



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Chinese Symbol for Listening:
'Listen as if you are listening to a king'

聽 Listen

耳 Ear
 眼 Eye
 心 Heart
 一 One (whole body undivided attention)
 王 King



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Chapter 3: Giving & Receiving Messages
Listening to young children

Listening to my **BIG** feelings

SAD ANGRY FRUSTRATED JOYFUL
 EXCITED HAPPY FRIGHTENED



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Chapter 3: Giving & Receiving Messages
Self-care

Give your 10 breaths to anything that seems wonderful to you

Close your eyes, place a hand on your belly and take 3 deep breaths to calm yourself.

Open your eyes and focus on your special object/ person/experience 'count with your body', 10 slow breaths, by pressing and releasing in turn, each finger resting on your belly.

If you are still entranced by your special moment, repeat the 10 breaths practice.




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Chapter 3: Giving & Receiving Messages

How will you adapt the content of this chapter into your work with parents?

Are there any special considerations you need to take into account?

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Chapter 4

The Messages of Behaviour





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Chapter 4: The Messages of Behaviour

Key Messages

- All behaviour has meaning
- Behaviour is an expression of our feelings and needs
- To be calm when responding to children






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Chapter 4: The Messages of Behaviour
Facilitator Reflection

Think about your parents' typical responses to you as a child when you were in a highly emotional state.



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Chapter 4: The Messages of Behaviour
Children's behaviour



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Chapter 4: The Messages of Behaviour
Background music



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Chapter 6
Iceberg/Anthill

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Chapter 4: The Messages of Behaviour
Behaviour Iceberg

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Chapter 4: The Messages of Behaviour
Feelings and Needs

Needs				Feelings			
rest/sleep	safety	shelter	touch	calm	happy	proud	playful
play	creativity	hope	belonging	curious	enthusiastic	angry	mad
empathy	love	nurturing	respect	sad	frightened	lonely	scared
security	trust	comfort	support	bored	excited	fulfilled	relaxed


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Chapter 4: The Messages of Behaviour
'When kids feel right, they act right'

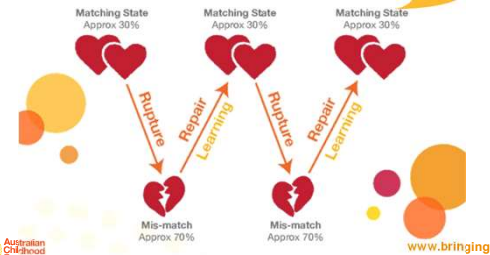
Rather than asking:
 "What are you doing?"
 and
 "How can I stop it?"

Wonder:
 "What are you feeling?/trying to tell me?"
 And
 "What do you need from me?"

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Chapter 4: The Messages of Behaviour
'Good enough' parenting (Ed Tronick)




Matching State
Approx 30%

Mis-match
Approx 70%

Rupture

Repair

Learning

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Chapter 4: The Messages of Behaviour
Self Care



*'What you did is not ok,
 but you are still a good person
 and I still love you'*


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 **Chapter 4: The Messages of Behaviour** 

How will you adapt the content of this chapter into your work with parents?

Are there any special considerations you need to take into account?



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Chapter 5

Messages about me





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 **Chapter 5: Messages about me** 

Key Messages

- Understanding that individual differences in temperament, gender and position in the family can affect children's behaviour
- Calm parents equals calm children




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Chapter 5: Messages about me
Facilitator Reflection

Think about yourself as a child.
 What is your position in the family?
 What did you like or dislike about your position?



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Chapter 5: Messages about me
Activity: Position in the family



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Chapter 5: Messages about me
Self-care



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 **Chapter 5: Messages about me** 

How will you adapt the content of this chapter into your work with parents?

Are there any special considerations you need to take into account?



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Chapter 6

Passing on Messages





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 **Chapter 6: Passing on Messages** 
Key Messages

- All parents need help and support at some time
- The best predictor of how a child copes with stress is how their parents cope.
- Calm parents equals calm children



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Chapter 6: Passing on Messages
Facilitator Reflection

Reflect on your own reactions to stress and how do you respond?

Do you ever hear yourself saying things that your mother or father said to you in exasperation/anger?



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Chapter 6: Passing on Messages
Parenting paradigm



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Chapter 6: Passing on Messages
Managing our stress

Reflect on your own reactions to stress. e.g.

Are you generally a 'bottler' of your emotions?

Do you 'explode' easily?




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Chapter 6: Passing on Messages
Children & Stress

Play, relaxation and fun with family, are protective factors for children who are stressed.



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Chapter 6: Passing on Messages
Self Care & Nurturing Parents



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Chapter 6: Passing on Messages
Self-care




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Chapter 6: Passing on Messages

How will you adapt the content of this chapter into your work with parents?


Are there any special considerations you need to take into account?



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Celebration!!!



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Reflective Evaluation for a Reflective Program



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The graphic features a yellow speech bubble with a house icon on the left and a red heart icon on the right. The text "Contacting us" is centered within the bubble. Below the bubble, the email address "parenting@childhood.org.au" is displayed in orange. At the bottom left is the Australian Childhood Foundation logo, and at the bottom right is the website "www.bringingupgreatkids.org".

Contacting us

parenting@childhood.org.au

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