

**Bringing Up Great Kids (BUGK)  
Across Borders**

Australian Childhood Foundation

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
- You already know about    and  !
- Let's be aware of and accept that technology isn't always working perfectly

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## Learning together online

- Use headphones (better sound and privacy and confidentiality)
- Nurture yourself throughout the training
- Use mute when not talking
- Hand up button or use the chat to share
- When sharing, be aware of the children around
- Cameras on, unless you need to take a break



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## The story so far ...

**Foundation BUGK**

**GOLD Standard BUGK Facilitator Workshop**

This workshop is an experiential one to help you develop the participants who want to develop a BUGK group for parents. The workshop allows participants to understand the evidence and how the experiential activities align to their own facilitation style and their career goals.

**BUGK across borders**

This training is facilitated online for local and international professionals who are interested in facilitating a BUGK parent group and who cannot attend the face-to-face workshop. This training will give an overview of the philosophy and underpinnings of BUGK and how participants through the program.

**Implementing BUGK**

Facilitating an *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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## BUGK Resources *handout*

Resources in the Australian Childhood Foundation's Website: [Childhood.org.au](http://Childhood.org.au)

- The Professional tab: Opportunities for professionals to connect with us and each other in order to learn, build evidence and interpret knowledge.
- The Family blog: A blog that hosts articles and stories dedicated to innovation, research and practice with children and young people.
- The Online store:



Bringing Up Great Kids Reflexive Learning Cards



Talk, Play, Play, Parents Connect



Bringing Up Great Kids Reflexive Buster Cards



How Do You A-Z Toolkit For Understanding Your Baby's Needs



Useful Tools A-Z Toolkit



Concept Spinners



Mindful Parenting



Thoughtful Parenting

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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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 **Rationale** 

- Why yet another parenting program?
- Why the focus on reflection?
- Why the focus on relationship?
- Why self-care & support?
- Why narrative?
- Why mindfulness?

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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** 

<p><b>Outline</b></p> <ul style="list-style-type: none"> <li>• Key Messages</li> <li>• Pre-session Facilitator Reflection</li> <li>• Preparation/set-up/resources</li> </ul>	<p><b>Part 2</b></p> <ul style="list-style-type: none"> <li>• Core Activities &amp; Options</li> </ul>
<p><b>Part 1</b></p> <ul style="list-style-type: none"> <li>• Welcome/reconnect</li> <li>• STOP....PAUSE....PLAY</li> <li>• Mindful Listening</li> </ul>	<p><b>Part 3</b></p> <ul style="list-style-type: none"> <li>• Self-Care</li> <li>• Reflective Journaling</li> <li>• Storytime</li> <li>• Summary</li> </ul>

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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**  
3 wishes handout

If you had three wishes for your children 20 years from now, what would they be?

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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](http://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: Ability to distinguish quiet from "too quiet", Taking advice, New respect for your parents, Fear of losing the winner, Bringing cards, Effective bribes.

Other labels: Remembering how to hold a child, Length of all childrens DVDs to the second, Watching childrens TV, Use of child's full name when angry, Curse center, Sleep gland, Memory of what life was like [www.bringingupgreatkids.org](http://www.bringingupgreatkids.org)

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**Chapter 1: The Message Centre**  
*Children's Brain*



400 grams  
1100 grams  
1300-1400 grams

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**Chapter 1**  
**Brain Development video**



*Brain development*

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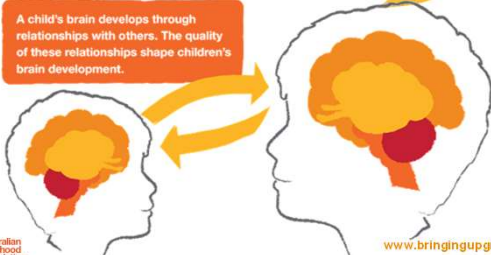
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**Chapter 1: The Message Centre**  
*Growing Brains*

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**  
*Neuronal Connections*



Newborn    2 Years    Adult

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**Chapter 1: The Message Centre**  
*Neuronal Connections*



NEURONAL CONNECTIONS

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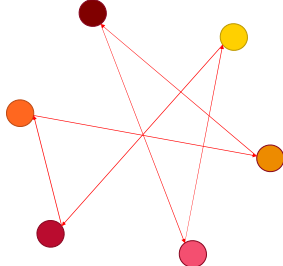
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**Neuronal Connections**  
*Traumatised Brain*



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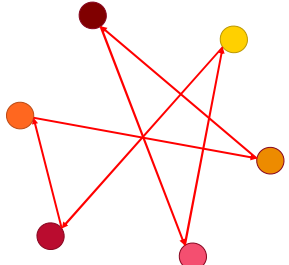
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**Neuronal Connections**  
*Traumatised Brain*



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The diagram shows a network of six colored nodes (dark red, yellow, orange, pink, light pink, and dark red) connected by a sparse set of red lines, representing a brain with limited neuronal connections.

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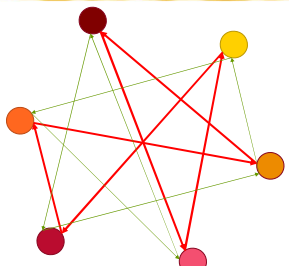
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**Neuronal Connections**  
*Nurtured Brain*



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The diagram shows the same six colored nodes as in the previous slide, but with a moderate number of red lines connecting them, representing a brain with more developed neuronal connections.

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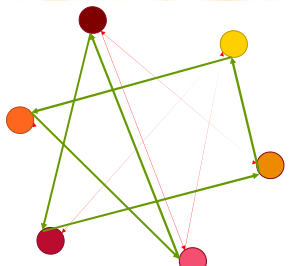
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**Neuronal Connections**  
*Healing Brain*



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The diagram shows the same six colored nodes, now with a dense network of green and pink lines connecting them, representing a brain with a rich and complex neuronal network.

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**Chapter 1: The Message Centre**  
*Neuronal Connections*



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**Chapter 1: The Message Centre**  
*The Brain Story*



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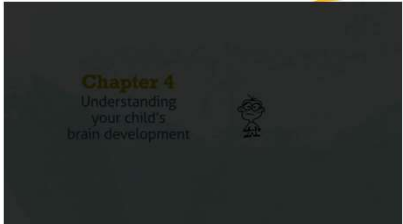
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**Chapter 1: The Message Centre**  
*The Brain Story*



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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  
1-3 Years
- Cerebellum**  
Motor Centre  
Birth-2 Years
- Brain Stem**  
Basic Survival Functions  
Pre-birth - 6 Months

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**Chapter 1: The Message Centre**  
*The Traumatized Brain*

Three Core Concepts in Early Development

**3** Toxic Stress Derails  
Healthy Development

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Center on the Developing Child HARVARD UNIVERSITY

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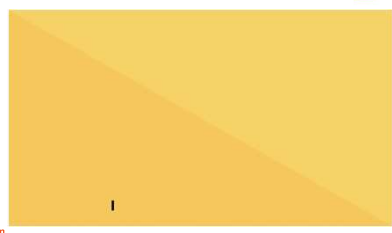
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**Chapter 1: The Message Centre**  
*Lateral Brain Development*



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**Chapter 1: The Message Centre**  
Lateral Brain Development

"My right brain is dominating."

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**Chapter 1: The Message Centre**  
The Midline handout

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**Chapter 1: The Message Centre**  
Waddley Archer

*Waddley Archer, Waddley Archer  
Doodley-doo, Doodley-doo*

*Waddley Archer, Waddley Archer  
Doodley-doo, Doodley-doo*

*It's just a simple song and there's  
nothing to it  
All you have to do is doodley-do it.*

*I like the rest but the part I like best  
Doodley-doo, Doodley-doo – YEAH!!!*

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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: Ten Breaths handout*

When something stressful happens, you need the opportunity to pause. To breathe. To bring your mind and emotions back to the present. To see the situation. To respond in a way that works for you.

**Give your 10 breaths to anything that seems meaningful to you:**

- something beautiful from nature
- a special memory with your caregiver/friend
- a place of peace
- being something helpful
- a pet or cat
- the outdoors you're in
- something you love
- something you're proud of
- something you're grateful for
- something you're looking forward to
- something you're proud of
- something you're proud of
- something you're proud of

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**Chapter 1: The Message Centre**  
*Self-care*



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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 nurturing 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**  
Bingo of Family Facts handout



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**Chapter 2: Messages from the Past**  
*Parenting Rainbow handout*



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

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**Chapter 2: Messages from the Past**  
*Values and Goals*



Values & Goals

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**Chapter 2: Messages from the Past**  
*Values and Goals handout*


What are your goals for yourself as a parent?  
\_\_\_\_\_

What are your values in parenting?  
\_\_\_\_\_

If you were to choose, which one would be your choice to focus on? Values or goals?  
\_\_\_\_\_

Where did these goals come from?  
\_\_\_\_\_

From where your values come from?  
\_\_\_\_\_



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 **Chapter 2: Messages from the Past**  
*Pass the Parcel* 



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 **Chapter 2: Messages from the Past**  
*Pass the Parcel* 



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 **Chapter 2: Messages from the Past**  
*Pass the Parcel* 



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 **Chapter 2: Messages from the Past**  
*Pass the Parcel* 



*It takes a village to raise a child*

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 **Chapter 2: Messages from the Past**  
*Pass the Parcel* 



*Parents have all the resources they need*

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 **Chapter 2: Messages from the Past**  
*Pass the Parcel* 



*All parents are role models for their children*

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 **Chapter 2: Messages from the Past**  
*Pass the Parcel* 

  
Parents are humans who make mistakes and learn from their mistakes

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 **Chapter 2: Messages from the Past**  
*Pass the Parcel* 

  
Parents are supposed to be perfect

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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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**Chapter 3: Giving & Receiving Messages**  
*Birthday Line*



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 Chapter 3: Giving & Receiving Messages  
Non-Verbal Communication 



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 Chapter 3: Giving & Receiving Messages  
Intentionally to the Music 



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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 (which body and mind attend)  
王 King



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**Chapter 3: Giving & Receiving Messages**  
*Self-care*



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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**  
*Children's Behaviour handout*

Situation	Behaviour	Understanding <small>(emotion, reason, intention)</small>
		
		

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**Chapter 4: The Messages of Behaviour**  
*Background Music*

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**Chapter 4: The Messages of Behaviour**  
*Behaviour Iceberg/Anthill*



**Behaviour**  
Young child lies on couch and does not respond to parent.

**Parent needs**  
angry, sad

**Parent needs**  
respect, love

**Parent needs**



**Behaviour**  
Young child lies on couch and does not respond to parent.

**Child needs**  
tired, relaxed

**Child needs**  
rest/sleep, nurturing

**Child needs**

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**Chapter 4: The Messages of Behaviour**  
*Iceberg/Anthill*

The slide features two illustrations. On the left, an iceberg floats in blue water, with a small portion above the surface and a much larger portion submerged. On the right, an anthill is shown in a cross-section, with a small mound of earth and grass above ground and a large, complex tunnel system below ground. Both illustrations include a small red heart icon with a pair of scissors.

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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**  
**Manage BIG Feelings** *handout*

- Listen to the child's feelings with your whole body**
  - stop what you're doing
  - get down to your child's level
  - look at child (their focus is on the expression on your face)
  - speak using a calm voice (their focus is on the tone of your voice)
- Put your child's feelings into words**

Eg "It looks like you're pretty angry/frustrated about that."  
 "You sound pretty cross."
- Help him to notice what's happening in his body**

Eg "How does that feel in your tummy/head?"  
 "Your arms look stiff and tight."
- Empathise with him**

"It's tough when..."  
 "I can understand that you might feel annoyed when..."  
 "If my friend did that, I'd feel angry too."
- Help him to solve his own problem**

"What could you do about that?"  
 "What could you do next time that happens?"

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**Chapter 4: The Messages of Behaviour**  
**Self-care: 'Good enough' Parenting** *handout*

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**Chapter 4: The Messages of Behaviour**  
**Self-care: You are not your Behaviour**

*'What you did is not ok,  
 but you are still a good person  
 and our relationship is still strong'*

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 **Chapter 4: The Messages of Behaviour**  
*Self-care* 



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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**  
*Position in the Family*



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**Chapter 5: Messages about Me**  
*Family Case Scenario*

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**Chapter 5: Messages about Me**  
*Family Case Scenario handout*

Consider the children in the scenario and what the change of circumstances may mean for each one, take into account each child's:

- Stage of development
- Personality / Temperament
- Gender
- Position in the family

Consider possible impacts on the child's:

- Feelings
- Sense of security
- Friendships
- Behaviours

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**Chapter 5: Messages about Me**  
*Personality handout*

★ Complete the scales for each of your children.

1 ..... 10  
Very intense ..... Very easy going

1 ..... 10  
Very active ..... Prefers to sit and watch

1 ..... 10  
Easily frustrated ..... Very patient

1 ..... 10  
Can't cope with change at all ..... Adjusts easily to change

1 ..... 10  
Takes a long time to feel comfortable with new people ..... Loves meeting new people

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**Chapter 5: Messages about Me**  
*Reflection on Culture handout*

Draw a visual representation of your own culture.

Try to include some aspects of:

- your beliefs, values and philosophies and ambitions
- your symbols, languages
- your customs, traditions, dress, food, home, lifestyle, behaviours, health practices

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**Chapter 5: Messages about Me**  
*Self-care: Pause on the Positives*

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

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**Chapter 5: Messages about Me**  
*Self-care Prescription handout*

Prescription (My self-care activity)	Dose (How long?)	Daily	Weekly	Frequency	Monthly	Yearly
Call or visit a friend or family						
Practice breathing / muscle relaxation						
Walk, play sport or exercise						
Have a bath						
Read a book or magazine						
Have some one-on-one time with your partner						
Watch a movie						
Listen or dance to music						
Write, paint or play an instrument						
Cook your favourite meal						
Go out for dinner						
Do some gardening						
See a counsellor						
Go away for a weekend						
Go on holiday						

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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 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**  
*Hand Model of the Brain*



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**Chapter 6: Passing on Messages**  
*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 6: Passing on Messages**  
*Pressing your Buttons*

Over-achievement button  
Push button to start

Appreciation button  
Push button to start

Fix-it button  
Push button to start

Approval button  
Push button to start

Responsibility button  
Push button to start

Incompetence button  
Push button to start

Guilt button  
Push button to start

Reassurement button  
Push button to start

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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**  
Stress Thermometer handout

**100 Toxic Stress**  
Chronic, frequent and persistent stress that interferes with a child's ability to think, learn and play.

**50 High Impact Stress**  
Chronic stress that interferes with a child's ability to think, learn and play.

**25 Moderate Stress**  
Stress that interferes with a child's ability to think, learn and play.

**0 Positive Stress**  
Stress that provides a child with the resources and skills to cope with challenges.

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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**  
Asking for Help handout

"It's my job to look after my children, no one else's job."

"It takes a village to raise a child."

"Every parent needs help at times."

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**Chapter 6: Passing on Messages**  
*Self-Care & Nurturing Parents*

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**Chapter 6: Passing on Messages**  
*Self-care: The Life Tree handout*

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**Chapter 6: Passing on Messages**  
*Self-care: The Story Continues handout*

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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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**Contacting Us**

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