

Bringing Up Great Kids (BUGK)

Online



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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The story so far ...

Foundation BUGK

GOLD Standard BUGK Facilitator Workshop
Face to face / Online
 This workshop enables participants to understand the program and from the demonstrated activities adapt to their own facilitation style with their parent cohort.

BUGK variations

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

Available July 2021 | Under development
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BUGK Resources *handout*

Resources in the Australian Childhood Foundation's Website: Childhood.org.au

- The Professional Hub:** Opportunities for professionals to connect with us and each other to, update skills, build evidence and interpret knowledge.
- The Primary Blog:** A blog that hosts articles and stories dedicated to innovation, research and practice with children and young people.
- The Online store:**

The Bringing Up Great Kids Lifestyle profile

Resources in the Bringing Up Great Kids Website: bringingupgreatkids.org (available as FREE pdf files.)



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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

Outline

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

Part 1

- Welcome/reconnect
- STOP....PAUSE....PLAY
- Deep 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 3 wishes handout

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



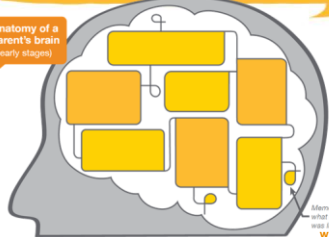
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Chapter 1: The Message Centre The Parent Brain

Anatomy of a Parent's brain (early stages)



Memory of what the world like

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Chapter 1: The Message Centre The Parent Brain



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Chapter 1: The Message Centre Children's Brain



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Chapter 1 Brain Development video

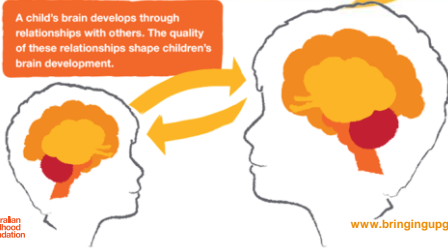


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Chapter 1: The Message Centre Growing Brains

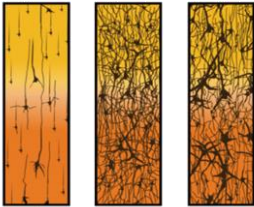
A child's brain develops through relationships with others. The quality of these relationships shape children's brain development.



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Chapter 1: The Message Centre Neuronal Connections



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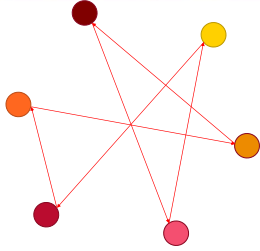
Chapter 1: The Message Centre Neuronal Connections



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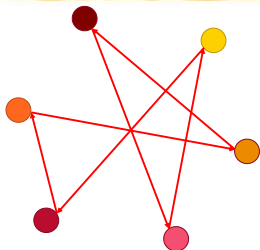
Neuronal Connections
Traumatised Brain



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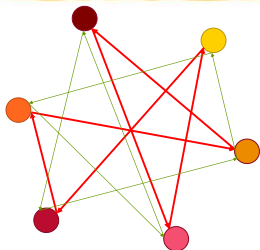
Neuronal Connections
Traumatised Brain



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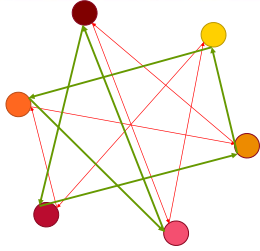
Neuronal Connections
Nurtured Brain



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Neuronal Connections
Healing Brain



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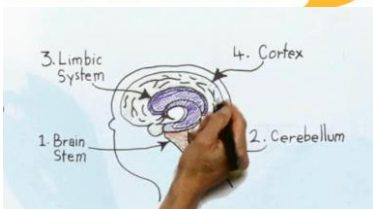
Chapter 1: The Message Centre
Neuronal Connections



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Chapter 1: The Message Centre
The Brain Story



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Chapter 1: The Message Centre *Bottom Up Brain Development*



Cortex Reasoning and Judging Centre 3-8 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 *The Traumatized Brain*



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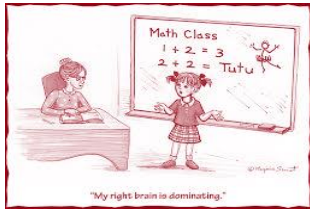
Chapter 1: The Message Centre *Lateral Brain Development*



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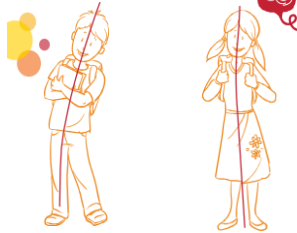
Chapter 1: The Message Centre
Lateral Brain Development



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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

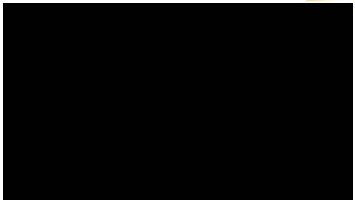
Handout titled 'Ten Breaths' with a list of ten self-care tips. The tips include: 1. Breathe in for 4 counts, hold for 4 counts, and breathe out for 4 counts. 2. Listen to your body. 3. Take a break from your computer/phone. 4. Take a walk. 5. Eat something healthy. 6. Drink water. 7. Get outside. 8. Do something you are good at. 9. Spend time with people you love. 10. Do something that makes you feel good. The handout is decorated with colorful icons and a floral border.



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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



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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



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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

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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.

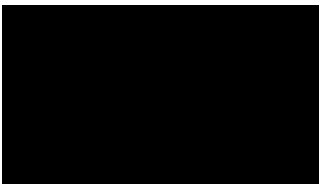


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Chapter 3: Giving & Receiving Messages
Non-Verbal Communication



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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
王 King



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Rights of the Child handout

Children are born with certain rights. These rights are the same for everyone, no matter where they live. They are called the Rights of the Child. The Rights of the Child are written in a document called the United Nations Convention on the Rights of the Child. This document is the most widely ratified human rights treaty in history, with over 110 countries that have agreed to be bound by its provisions.

Article 1: All children are born free and equal in dignity and rights. They are born free from all forms of discrimination, such as race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status.

Article 2: No child shall be subjected to any form of physical or mental torture, or to any other form of cruel, inhuman or degrading treatment or punishment. No child shall be held in slavery or to be sold into slavery.

Article 3: In all actions concerning children, the best interests of the child shall be a primary consideration.

Article 4: States Parties shall take all appropriate legislative, administrative, social and educational measures to ensure that the child, to the maximum extent possible, enjoys the full rights and freedoms set forth in this Declaration.

Article 5: States Parties shall ensure that the principles and provisions of the Declaration are fully reflected in their domestic legal systems and that they take all such measures as may be necessary to give effect to these provisions.

Article 6: Every child has the right to life, survival and development.

Article 7: The child shall be registered immediately after birth and shall have a name. The child shall enjoy the same rights with respect to his or her name as the law of the State provides.

Article 8: The child has the right to maintain contact with his or her family, in particular with his or her parents, unless it is proved that such contact would be detrimental to the child's well-being.

Article 9: The child shall not be separated from his or her family against his or her will, except when such separation is necessary for his or her best interests.

Article 10: Where the interests of the child so require, and where it is not contrary to the law of the State, the child may be separated from his or her family and be entrusted to the care of his or her relatives or other persons.

Article 11: The child shall be protected against all forms of neglect, abuse, or exploitation, including organised prostitution and other illicit forms of sexual exploitation. The child shall be protected from being used in armed conflict.

Article 12: The child has the right to be heard in any judicial and administrative proceedings affecting the child, unless it is proved that the child is incapable of being heard on such matters. An appropriate authority or court shall ensure that the views of the child are given weight in accordance with his or her age and maturity.

Article 13: The child has the right to freedom of expression; he or she shall have the right to hold and to express his or her opinions, and to seek, receive and impart information and ideas through any media and regardless of frontiers.

Article 14: The child has the right to freedom of thought, conscience and religion; this right shall include the freedom to change his or her religion or beliefs.

Article 15: The child has the right to freedom of association and to join with other children in peaceful activities.

Article 16: The child has the right to privacy. No child shall be the subject of arbitrary or unlawful interference with his or her privacy, family, or correspondence, or with his or her honour, name, family name, or national identity.

Article 17: The child has the right to access to information, and in particular, to educational information, and to mass communication media.

Article 18: The child has the right to a high standard of living, and the child shall be protected from economic exploitation and hazardous work.

Article 19: The child shall be protected from all forms of neglect, abuse, or exploitation, including organised prostitution and other illicit forms of sexual exploitation. The child shall be protected from being used in armed conflict.

Article 20: The child who is separated from his or her family shall be cared for by his or her relatives or other persons.

Article 21: The child has the right to special care and protection if he or she is abandoned.

Article 22: States Parties shall take special measures of protection and care for the child who is in need of such care.

Article 23: The child who is physically, mentally, or socially handicapped shall be given the opportunity, to the maximum extent possible, to benefit from education and training, health care, rehabilitation, employment, and leisure activities.

Article 24: States Parties shall take all appropriate measures to ensure that the child enjoys the highest attainable standard of health and to develop the child's physical, mental, and social well-being.

Article 25: The child has the right to periodic review of the living conditions in which he or she is living.

Article 26: The child has the right to benefit from social security, and shall be protected from any discrimination in the enjoyment of that security.

Article 27: The child has the right to a standard of living adequate for his or her physical, mental, and social well-being, and in particular, to adequate nutrition, clothing, and housing.

Article 28: The child has the right to education, and shall have access to free and compulsory primary education. Higher education shall be made available to all.

Article 29: The child has the right to education that shall develop his or her personality, talents, and abilities, and shall be directed to the child's best interests. The child shall be educated to respect the rights and freedoms of others, and to live in peace, tolerance, and understanding with one another and with the natural environment.

Article 30: The child who is a member of a minority or indigenous community shall have the right to enjoy his or her own culture, to profess his or her own religion, and to use his or her own language.

Article 31: The child has the right to leisure, to play, and to participate in cultural and artistic activities.

Article 32: States Parties shall protect the child from economic exploitation and hazardous work.

Article 33: States Parties shall take all appropriate measures to protect the child from the use of narcotic drugs and psychotropic substances.

Article 34: States Parties shall protect the child from sexual exploitation and sexual abuse.

Article 35: States Parties shall take all appropriate measures to protect the child from trafficking in persons.

Article 36: States Parties shall protect the child from the sale or trafficking of children for any purpose.

Article 37: The child shall not be subjected to any form of torture, or to any other form of cruel, inhuman, or degrading treatment or punishment. No child shall be held in slavery or to be sold into slavery.

Article 38: States Parties shall protect the child from being recruited or used in armed conflict.

Article 39: States Parties shall take all appropriate measures to ensure that the child who has been victim of any of the above-mentioned violations of his or her rights is able to recover physically and psychologically, and to reintegrate into society.

Article 40: States Parties shall ensure that the child who is accused of any offence is treated in a manner consistent with the child's best interests and the rights of the child.

Article 41: States Parties shall ensure that the child who is a victim of any of the above-mentioned violations of his or her rights is able to recover physically and psychologically, and to reintegrate into society.



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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



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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 (emotion, reason, intention)

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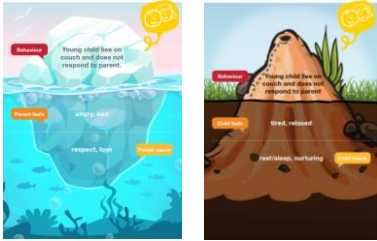
Chapter 4: The Messages of Behaviour



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Chapter 4: The Messages of Behaviour Behaviour Iceberg/Anthill



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Chapter 4: The Messages of Behaviour Iceberg/Anthill



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Chapter 4: The Messages of Behaviour *Feelings and Needs*

Needs			
rest/sleep	safety	shelter	touch
play	creativity	hope	belonging
empathy	love	nurturing	respect
security	trust	comfort	support

Feelings			
calm	happy	proud	playful
curious	enthusiastic	angry	mad
sad	frightened	lonely	scared
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?" www.bringingupgreatkids.org



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Chapter 4: The Messages of Behaviour *Manage BIG Feelings handout*

- 1 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)
- 2 Put your child's feelings into words**

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

Eg "How does that feel in your tummy/heart?"
"Your arms look stiff and tight."
- 4 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."
- 5 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

The diagram illustrates a cyclical process of relationship repair. It starts with a 'Matching State' (Approx 30%) represented by two red hearts. An arrow labeled 'Rupture' points down to a 'Mis-match' state (Approx 70%) where one heart is broken. From there, an arrow labeled 'Repair Learning' points up back to the 'Matching State'. This cycle is repeated three times. The Australian Childhood Foundation logo and the website www.bringingupgreatkids.org are also present.

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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

The Australian Childhood Foundation logo and the website www.bringingupgreatkids.org are also present.

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Chapter 4: The Messages of Behaviour

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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 reserved 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 (Add self-care activity)	Days (How long?)	Daily	Weekly	Frequency (How often?)	Monthly	Yearly
Call or visit a friend or family						
Practice breathing / muscle relaxation						
Walk, play sport or exercise						
Take a bath						
Read a book or magazine						
Have one-to-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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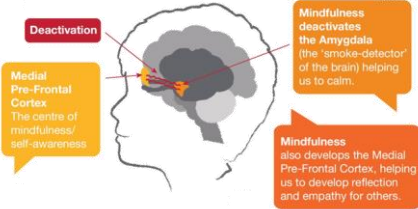
Chapter 6: Passing on Messages
Hand Model of the Brain



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Chapter 6: Passing on Messages
Mindfulness



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Chapter 6: Passing on Messages Pressing your Buttons



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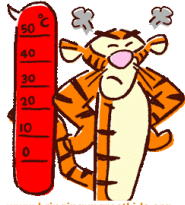
103

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?

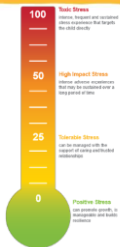
Do you 'explode' easily?



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Chapter 6: Passing on Messages Stress Thermometer handout



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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 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: The Life Tree handout



The Fruits
 * Clear, fresh air your face to breathe that will help you thinking about each child.

The Leaves
 Represent all your values and your beliefs.

The Branches
 Represent your hopes and wishes for your children.

The Trunk
 Represent your strongest beliefs.

The Earth
 Represent all those things which keep you grounded and make you feel stable and strong.

The Roots
 Represent what you have done for, and family, friends, and community which support you and give you strength.

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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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