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The BUGK Story so far...		
Foundation BUGK	<b>GOLD Standard BUGK Facilitator Workshop</b> <i>Face to face / Online</i> This workshop enables participants to understand the program and from the demonstrated activities adapt to their own facilitation style with their parent cohort.	
	BUGK Parenting after Family Violence	*Facilitating an online BUGK group
BUGK Variations	BUGK for Aboriginal and Torre Straight Island Families	*Implementing BUGK
	** BUGK in Kinship Care	**BUGK Parenting & Mental Health
		* By customised arrangement ***Under Development

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### BUGK Resources

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

- The Professional Job:** Opportunities for professionals to connect with us and each other to learn, build evidence and interpret knowledge.
- The Priority 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 [bugk.org.au](http://bugk.org.au) profile

➤ Resources in the Bringing Up Great Kids Website: [bugk.org.au/bugk](http://bugk.org.au/bugk) (available as FREE pdf files.)

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

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### Online Learning Community

**Videos**

Thoughtful Parenting

**Manuals & Handouts**

Foundation BUGK Parenting Program Facilitator Manual  
BUGK Parenting After Family Violence Facilitator Manual

**Extra Resources & Activities**

At Home Together with the Four M's  
Connected Parenting Bookset

**Links to Products & Training**

Bringing Up Great Kids - Behavior Border Cards  
Bringing Up Great Kids - Facilitator Training

**Discussion Forum**

BUGK Team Feed

Share your thoughts, ideas, knowledge in this space

**Blogs**

Explosive Adolescence

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### Primary Aim of BUGK

To increase reflective capacity in parents

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### Aim of BUGK Parenting Adolescents

**Custodian to Consultant**

**Custodian**  
"a person who has responsibility for taking care of and protecting."

**Consultant**  
"a supportive person who provides advice"



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### Custodian to Consultant



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### Mindfulness



Mind full, or mindful?



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### Stop... Pause... Play



**Stop**

- Stop what you are doing.
- Make sure your feet are placed firmly on the ground.

**Pause**

- Focus on your breath.
- Breathe in slowly, right down into your belly, then exhale completely.
- Take 5 more slow breaths, being aware of each breath in and each breath out.
- Smile and enjoy standing like this for a moment. Feel your body relax.
- Reflect. Ask yourself "What do I need?" and "What does my adolescent need?"

**Play**

Respond to your adolescent with new understanding.

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### Deep Listening

**'To listen in reciprocal relationships with no judgment, just to try to understand'**  
Judy Atkinson



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### Chapter Structure

<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 1</b></p> <ul style="list-style-type: none"> <li>• Welcome/reconnect</li> <li>• Stop...Pause...Play</li> <li>• Deep Listening</li> </ul>
<p><b>Part 2</b></p> <ul style="list-style-type: none"> <li>• Content / Core Activities</li> </ul>	<p><b>Part 3</b></p> <ul style="list-style-type: none"> <li>• Self-Compassion</li> <li>• Summary</li> </ul>

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**Table of Contents**

CHAPTER 1: What is going on in my head?

CHAPTER 2: You and Me - We're in this together

CHAPTER 3: What are you doing?!! Adolescent behaviour

CHAPTER 4: What do you see in me? Parent behaviour

CHAPTER 5: Can you hear me?

CHAPTER 6: Everyone's looking at me!!

CHAPTER 7: The new landscape

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**The Three Cards**

-  • Bottom line / non-negotiable / parent sets limit
  - Technology is not allowed at the dinner table
-  • Flexible / negotiable / parent & adolescent
  - School holidays = increase technology allowance
-  • Win-win outcome / flexible / adolescent can choose
  - Adolescent can use whichever technology during agreed hours

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**Parent Resource Booklet**



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**Chapter 1**

**What's going on in my head?**



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**Chapter 1: What's going on in my head?**



**Key Messages**

- An understanding of adolescent brain development can help parents better understand, and more appropriately respond to adolescent's needs and behaviour
- Nurturing relationships are critical to supporting adolescents growing and changing brains.

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**Chapter 1: What's going on in my head?**

**Facilitator Reflection**

- What do you already know about the adolescent brain and how it grows and changes?
- How does this impact your understanding of adolescents?



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**Chapter 1: What's going on in my head?**



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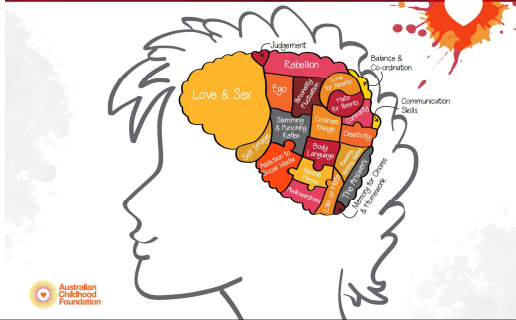
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**The Adolescent Brain**



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**Chapter 1: What's going on in my head?**



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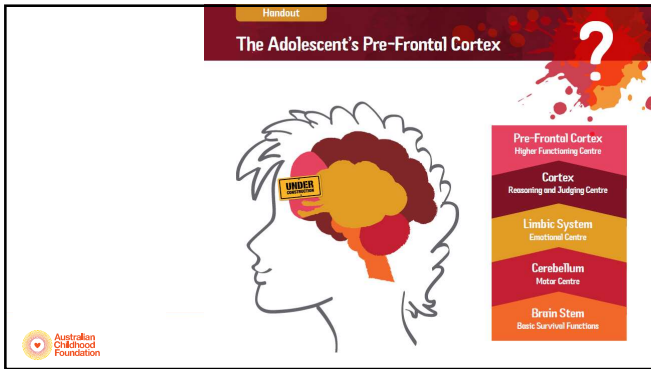
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**Chapter 1: What's going on in my head?**

“There is an alternative to that harsh self-talk: self-compassion. ”  
 “self-compassion provides an island of calm, a refuge from the stormy seas of endless positive and negative self-judgment.” Kristin Neff



**Mindfulness**  
Being aware of the physical, emotional, or mental pain of the moment.



**Self-kindness**  
Treating ourselves with kindness, considering our own needs.



**Common Humanity**  
Recognizing that these experiences are a normal part of being human.

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**Chapter 1: What's going on in my head?**

- 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**

**You and me – we're in this together!**



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**Chapter 2: You and me – we're in this together!**

 **Key Messages**

- Myths about adolescents can influence the way we parent our adolescent children
- Maintaining relationships and strong connections with our adolescent children is essential.

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**Chapter 2: You and me – we're in this together!**

**Facilitator Reflection**

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



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**Chapter 2: You and me – we're in this together!**



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**Chapter 2: You and me – we're in this together!**



**Helpful vs Unhelpful**



**Myths/statements about parenting adolescents**

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**Chapter 2: You and me – we're in this together!**





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- **Bottom line / non-negotiable / parent sets limit**
  - Technology is not allowed at the dinner table
- **Flexible / negotiable / parent & adolescent**
  - School holidays = increase technology allowance
- **Win-win outcome / flexible / adolescent can choose**
  - Adolescent can use whichever technology during agreed hours

The Three Cards

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**Handout**

### Pick Your Battles

Take the time to consider situations where a disagreement, a difference of opinion or a difference of choice occurs between yourself and your adolescent. Using the table below, you may consider where your own view, or opinion has come from, take the time to reflect on how your own parents responded when you were an adolescent. Once the table is completed, using the highlighters provided, consider which situations are red, orange, or green.

Parents' choice/opinion/taste/practice	My adolescent's choice/opinion/taste/practice	Where might your views have come from?	How do you wish your parents had responded to you?
Your clothing is too revealing to be worn out.	Everyone is wearing this.		
When you are invited to a family event you will attend.	I don't like them, and you can't make me to go!		
Your music is too loud.	It needs to be loud to be enjoyed.		
You are just eating junk food.	I don't like your boring foods.		
Your friends are a bad influence.	It's none of your business who I hang around with.		
While you're living under my roof, I expect you to follow my rules.	Your rules aren't fair.		



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**Handout**

### My Journey as an Adolescent



Who were you as an adolescent?

How did you develop from an adolescent to an adult?

How long did it take you to get to where you are now?



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## Chapter 2: You and me – we're in this together!




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**Chapter 2: You and me – we're in this together!**

- 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**

**What are you doing?!!  
Adolescent Behaviour**



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**Chapter 3: What are you doing?!! Adolescent Behaviour**



**Key Messages**

- Adolescents are behaving through their limbic system
- An understanding of the emotional needs of adolescents assists us to appropriately respond to them

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**Chapter 3: What are you doing?!! Adolescent Behaviour**

Facilitator Reflection

- What was some of the behavior you engaged in?
- How do you reflect on those behaviours now?



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**Chapter 3: What are you doing?!! Adolescent Behaviour**

The Volcano



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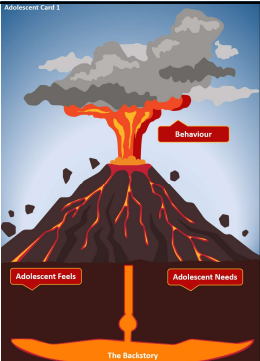
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Adolescent Case 1




**Behaviour**

**Adolescent Needs**

**Adolescent Feels**

**The Backstory**

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**Chapter 3: What are you doing?! Adolescent Behaviour**

Refuses to go to school

My adolescent does that because they are feeling... What they need is...

My adolescent does that because they are feeling... What they need is...

My adolescent does that because they are feeling... What they need is...

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**Test Your Strength**

The challenge \_\_\_\_\_

What supports me \_\_\_\_\_

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**The High Striker**

Reflect on the comic and fill in the six spaces according to a real experience with your adolescent(s).

1. What thoughts or feelings may cause BIG emotions in your adolescent?

2. What is the act of high striking in your adolescent? (e.g. throwing things or screaming)

Sandra and Woo by Oliver Knibzer (Writer) and Powree (Artist) - sandraandwoo.com

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**Chapter 3: What are you doing?!! Adolescent Behaviour**



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**Chapter 3: What are you doing?!! Adolescent Behaviour**



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**Chapter 3: What are you doing?!! Adolescent 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 4**

**What do you see in me?  
Parent Behaviour**




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**Chapter 4: What do you see in me? Parent Behaviour**



**Key Messages**

- This is new terrain for the parent of the adolescent
- Adolescents need parents who are strong and wise (consultants)



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**Chapter 4: What do you see in me? Parent Behaviour**

**Facilitator Reflection**

- What was some of the behavior you engaged in?
- How do you reflect on those behaviours now?




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**Handout**

### Crossing the Red Line

Possible questions to consider at the time of conflict

1. How are you feeling? How will you share your feelings with your adolescent safely?
2. How do you think your adolescent is feeling? How can you check in with them?
3. Are you open to deeply listen to their side of the story?
4. How do you assess the situation?
5. What values of your family have been damaged now?
6. What the red line close to them?
7. How can you help them understand the value that the adolescent has violated?
8. Who is involved in this issue?
9. What can we do to minimize the damage to the relationship?
10. How do you think resolving the issue with the adolescent makes him/her?
11. Who may be available to you for consultation/support in this situation?
12. Have you communicated the situation with the other parent? Any you in agreement?
13. Who is the best person to deal with this issue?
14. Are you ready to have an objective, open-minded and safe conversation with them?
15. How can you both first repair and move forward?

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### Chapter 4: What do you see in me? Parent Behaviour

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### Chapter 4: What do you see in me? Parent Behaviour

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Handout

### Little Prince




**Soot**  
What prevents adolescents from expressing themselves?

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**Cleaning soot**  
Things parents can do to enhance adolescent expression

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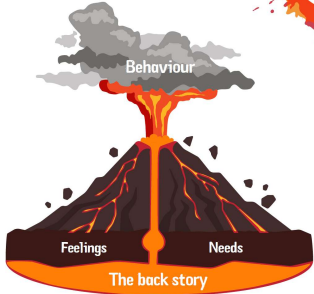
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Handout


### The Cross Section Volcano



Behaviour

Feelings      Needs

The back story



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### Chapter 4: What do you see in me? Parent Behaviour

-  Playfulness
-  Acceptance
-  Curiosity
-  Empathy



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**Chapter 4: What do you see in me? Parent 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**

**Can you hear me?**



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**Chapter 5: Can you hear me?**



**Key Messages**

- Messages we received from our childhood can create barriers to or enhance effective communication with our adolescents
- Mindful listening is a valuable skill to support strong relationships

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**Chapter 5: Can you hear me?**

Facilitator Reflection

- How were you spoken to by your parents?
- Did you feel listened to?
- What do you think about adolescents having a say in what happens in their lives?



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**Chapter 5: Can you hear me?**



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**Chapter 5: Can you hear me?**



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**Handout**

### Communication Barriers

- Cliche**  
You are still young and your entire life is ahead of you. Ohn up. Smile and the whole world will smile with you. I hope this because you will be over your dreams before they hatch!
- 'Take me for instance'**  
When I was your age and went looking for my first job I cleaned my shoes, put on clean clothes, maintained my hair. I know how to make a good impression.
- Self-pity**  
I am so sorry I don't know what to say. We have trouble in your life to do about a matter of fact and we are not a family and we never look. We don't know anyone who can do us a favour.
- The problem with you!**  
The problem with you is that you always say the wrong thing, you look selfish and you brag all the time, you are too keen and not patient enough. You don't listen. Because you always take things too personally.
- Philosophical**  
Everything happens for the best. If you miss one bus another will come along soon. When one door closes another one opens. That job was just not meant for you. You know what we always say in this family when the phone you someone there tomorrow.
- Minimizing the situation**  
I don't know why you feel so strongly. There is really no good reason for you to be disappointed. By that time you will not work out, it's not even worth being about.
- Reassuring**  
What did you expect? To get the first job you wanted? Don't not like that. You may have to go for 10 jobs before you get lucky.

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### Chapter 5: Can you hear me?

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### Chapter 5: Can you hear me?

Like you strengthen a muscle by working it, you can train your attention muscle by using all of the senses

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Text adapted and image adopted from: *Sitting Still Like a Frog: Mindfulness Exercises for Kids and Their Parents* by Eline Senel

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**Chapter 5: Can you hear me?**

Parent Resource Booklet

*What are some of your memories of being spoke to, and listened to, by your parents?*

*What do you think might have been some of the things which influenced your parents' approach to communicating with their adolescent?*

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**Chapter 5: Can you hear 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**

**Everyone's looking at me!!**



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**Chapter 6: Everyone's looking at me!!**



**Key Messages**

- Understand individual differences, the affects of adolescent's view of themselves, relationships and the world around them
- How do parents hold their own belief's, values and culture while accepting their adolescents emerging belief's, values and culture may be different



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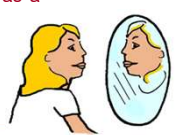

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**Chapter 6: Everyone's looking at me!!**

**Facilitator Reflection**

- What are the stories your family tell about you as a child/adolescent?

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**Chapter 6: Everyone's looking at me?**




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**Chapter 6: Everyone's looking at me!!**

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**Chapter 6: Everyone's looking at me!!**

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**Chapter 6: Everyone's looking at me!!**

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**Chapter 6: Everyone's looking at 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 7**

**The New Landscape**



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**Chapter 7: The New Landscape**



**Key Messages**

- Adolescents need understanding, reassurance, safety, nurturing and to be able to explore their independence.
- All parents need help and support at some time
- When parents ask for help this shows strength and courage

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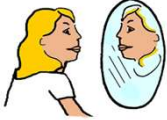
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**Chapter 7: The New Landscape**

Facilitator Reflection

- How do you manage stress and calm down? What does your own self-care look like?
- Are you able to ask for and accept help?
- How does this feel for you



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**Chapter 7: The New Landscape**



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**Chapter 7: The New Landscape**



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**Fertile Ground**

Volcanoes can be scary...  
But they are the origin of fertile soil and minerals

How do you deal with the eruption in a way that doesn't harm the relationship?

How do you feel when the relationship volcano erupts?

How do you feel when you see signs of change & growth?

How can you support nurture and connection?

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**Chapter 7: The New Landscape**

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**Chapter 7: The New Landscape**

- 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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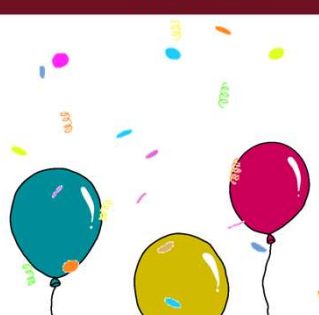
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**Celebrations!**



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**Reflections & Evaluations**



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**Contact Us**

 [parenting@childhood.org.au](mailto:parenting@childhood.org.au)

 [Bringing Up Great Kids Parenting Programs Professionals Network](#)

 [Bringing Up Great Kids Online Learning Community](#)

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