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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

BUGK Parenting after Family Violence	*Facilitating an online BUGK group	BUGK Parenting Adolescents
BUGK for Aboriginal and Torres Strait Islander Families	*Implementing BUGK	BUGK In the first 1000 Days
** BUGK in Kinship and Foster Care	**BUGK Parenting & Mental Health	* By customised arrangement **Under Development



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BUGK Resources *handout*

Available to Purchase

- Bringing Up Great Kids: Watchful Parenting Cards
- Play, Please, Play: Parents' Choice
- Bringing Up Great Kids: Detective's Game Cards
- 1000 Fun A-Z Words for Strengthening Your Baby's Words

Free to Download

- 1000 Fun A-Z Words for Strengthening Your Baby's Words
- Watchful Parenting Cards
- Play, Please, Play: Parents' Choice
- Bringing Up Great Kids: Detective's Game Cards
- Coached Parenting

Websites

- www.childhood.org.au
 - Shop
 - Resources
 - Prosody Blog
- www.bringingupgreatkids.org
 - Free Resources
 - Information & Education

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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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 **Names of the Stories** 

- Story 1 The Message Centre**
- Story 2 Messages Past Present and Future**
- Story 3 Giving and Receiving Messages**
- Story 4 Messages of behaviour**
- Story 5 Me and My Messages**
- Story 6 Safety Net**

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 **Repeat Activities (Foundation)** 

- **Mindfulness activities**
- **Stop Pause Play**
- **Deep Listening**
- **Storytime**

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 **Repeated Activities** 

Stop Pause Play
Mindful Listening
Capturing the journey
Yarning/self care

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Mindfulness for Parents



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

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 **Deep Listening** 

Ngangikurungkurr: Dadirri – listening to one another

Pitjantjatjara: kutini – for listening; **kulini yuku** for listening and wanting to listen

Gamilaraay: whinangarurru – listening deep

Ghungulu: yimbanylrara – listening to Elders

Bungjalung: gan'na – to hear, listen, feel, think, understand

Gunmbayngirr: junga-ngarraanga miinggi – hearing, listening, understanding, knowing from the heard.

Kadaaniny – listening, learning, sitting.

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 **Dadirri** 



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 **Storytime/yarning** 

The reading/telling 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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Capturing the Journey

Parents may want to record their journey in the group



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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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 **Content of each story** 

Each "story" is broken up into 3 sections

...

1. **What you will need**
2. **Introduction – connecting activities.**
3. **Yarning Circle/Healing**
 - A. **Deep listening**
 - B. **Content/Activities**
 - C. **Mindfulness/ self care**

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Chapter/Story 1

The Message Centre




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 **Chapter/Story 1: The Message Centre. Key Messages** 

1. **Parents' relationships with their children are critical to children's brain development.**
2. **An understanding of early brain development can help parents better understand and more appropriately respond to children's behaviour.**

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Chapter/Story 1: The Message Centre
Before you start, think about

1. Whilst parenting your own children, how much did you know about early brain development?
2. If you had known more, how might they have responded to your behaviour differently?

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Chapter/Story 1: The Message Centre
The Parent Brain

Anatomy of a Parent's brain (early stages)

Memory of what life was like

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Chapter/Story 1: The Message Centre
The Parent Brain

Anatomy of a Parent's brain (early stages)

Rotating list of food child will eat

Using child's full name when angry

Worry centre

Ability to distinguish quiet from 'too quiet'

HELP!

Bragging

New respect for parents

Sleep gland

Memory of what life was like

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Chapter/Story 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/story 1: The Message Centre
Neuronal Connections

Newborn 2 Years Adult

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Story 1: The Message Centre
 Yarning circle : River story

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Chapter/Story 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 - 8 Months

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Chapter/Story 1: The Message Centre.
Yarning circle: Healthy Brain

- CONTROL CENTRE (stories & thinking)
- EMOTIONS & family
- YIPPEE! (good feeling)
- MEMORY
- LIFE (heartbeat & breathing)
- Balance body
- Feel body
- Move body

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Chapter/Story 1: The Message Centre
Yarning Circle: The brain story

Chapter 4
 Understanding your child's brain development

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Chapter/Story 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/Story 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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Story 2

Messages from past, present and future



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Chapter/Story 2: Messages past, present and future *Key Messages*


1. There is no such thing as a perfect parent
2. How we parent is usually culturally & community determined
3. Messages we received in childhood impact on our own parenting

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Chapter/Story 2: Messages past, present and future: Before you start, think about

1. How can I create a safe, warm, respectful environment that will help parents explore their parenting journey in an enjoyable way
2. how was I cared for when I was growing up . What were some of the messages about myself that I learned from people in my family or community.....

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Chapter/story 2: Messages from the Past
Pass the Parcel

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 Source: <http://www.art-is-a-tart.com/>
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Chapter 2: Messages from the Past
 Activity: *Rubbish, Recycle, Reframe*

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Story 2: Messages: Yarning Circle:
 Keeping Safe and Strong

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Chapter/Story 2: Messages, Past, present and future: Self-care/yarning



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Chapter/Story 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/Story 3

Giving & Receiving Messages



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 **Chapter/Story 3: Giving and receiving messages: *Key Messages*** 

1. **Non-verbal messages are very powerful in our communication with children**
2. **Messages we receive from our childhood can create barriers to effective communication with our children**
3. **Being calm is essential to effective communication with children**

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 **Chapter/Story 3: Giving and receiving messages: *Before you start, think about*** 

- **Think about your own childhood memories of being spoken to, and listened to, by your parents/caregivers.**
- **How was that experience for you?**
- **What do you think might have contributed to your parents' way of communicating with you?**

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 **Chapter 3: Giving & Receiving Messages** 
Non-Verbal Communication

 <https://www.youtube.com/LittleGirlExperiencesRainForTheFirstTime> www.bringingupgreatkids.org

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Story 3: Giving & Receiving Messages
Yarning Circle: Non-verbal



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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 (Learn body and mind attentively)
 王 King



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Chapter 3: Giving & Receiving Messages
Intentionally to the Music



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Story 3: Giving and receiving messages:
Yarning circle : What gets in the way.....

"Yur bairn is so pfworeul, taht it can raed sntcencs wth mexid up wrdos as lng as the frst and lsat lterets are in the rght pacle."

"Waht tnings get in the way of us cmomuntcanig celalry wth our cilhrdn?"

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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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Story 3: Giving and receiving messages
Yarning circle: Communicating Feelings



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Chapter/Story 4
Messages of Behaviour



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Chapter/Story 4: Messages of behaviour Key Messages


1. Every behaviour has a meaning
2. For children , their behaviour is their language – it lets us know how they are feeling and what they are needing
3. When we understand our children's needs we can respond appropriately to them
4. A child learns to manage his behaviour through the experience of being soothed by a calm adult

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Chapter/Story 4: Messages of behaviour. Before you start, think about

Think about your parents' typical responses to you as a child when you were in a highly aroused emotional state e.g. when you were feeling angry, sad or frightened

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Chapter 4: The Messages of Behaviour



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



The diagram shows two models of behavior. On the left, an iceberg with a small tip above water and a large base below. Labels include: 'Behave' (tip), 'Visible parts' (tip), 'Hidden parts' (base), and 'Underneath' (base). Text: 'Young child lies on couch and does not respond to parent.' Below the water: 'angry, sad', 'respect, love'. On the right, an anthill with a small mound above ground and a large tunnel system below. Labels include: 'Behave' (mound), 'Visible parts' (mound), 'Hidden parts' (tunnel), and 'Underneath' (tunnel). Text: 'Young child lies on couch and does not respond to parent.' Below ground: 'fret, rebelled', 'rest/sleep, nurturing', 'Guilt needs'.

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



The diagram shows two simplified models of behavior. On the left, an iceberg with a small tip above water and a large base below. On the right, an anthill with a small mound above ground and a large tunnel system below.

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Chapter/story 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	nuturing	respect	sad	frightened	lonely	scared
security	trust	comfort	support	bored	excited	fulfilled	relaxed

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Chapter/Story 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/Story 4: The Messages of Behaviour

The diagram illustrates a cyclical process of emotional states. It starts with a 'Matching State' (Approx. 30%) represented by three red hearts. An arrow labeled 'Rupture' points down to a 'Mis-match' (Approx. 70%) represented by a red heart with a white lightning bolt. From the mis-match, an arrow labeled 'Repair' points up to a 'Matching State' (Approx. 30%), and another arrow labeled 'Learning' points right to the next 'Matching State' (Approx. 30%). This cycle repeats for the second and third matching states.

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Chapter/Story 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

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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Story 5

Me and My Messages



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Chapter/Story 5: Me and my messages *Key Messages*


- 1. Family and community is important**
- 2. Everyone needs to connect and be connected.**
- 3. Each person has a place in family and community.**

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Chapter/Story 5: Me and my messages. *Before you start, think about*

- **Yourself as a child.**
- **How did you fit into your family?**
- **What are the stories your family tell about you as a child?**
- **What are the messages you've taken with you from your childhood?**

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



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Chapter 5: Messages about me
Handout: Family case scenario

Shalini and Jack Murphy have four children:
 Darren, their sensitive 10 year old son, attends the local primary school;
 Kieran, their sociable 6 year old son, is in his early years at school;
 Three year old Kevina their only daughter, is known as the comedienne of the family and has started an early years program this year; and their placid baby boy, 8 month old mason.

The family has recently moved to the country from their home of the last 10 years in the inner suburbs of a capital city, to a rural area where they now live on a small farm property.

While the family was living in the city, Jack went out to work for 5 days each week. Since the move to the country, he works from home.

Shalini has not returned to the workforce since Mason's birth.

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Chapter 5: Messages about me
Handout: Family case scenario

James, a single dad, cares for his three children.
 Adam, aged 6 who demonstrates some challenging behaviours and has recently been diagnosed with ADHD. Sarah, aged 10, is a very nervous child who struggles to make friends. Sam, aged 3, is a very sociable and friendly child.

The only support James gets each week is from his mum who lives nearby and looks after the children two afternoons a week.

The house James has been renting for five years has been sold and will no longer be available for rent. There are no other houses in the nearby area within James's budget so he no choice but to move to the other side of town to where he can afford to rent. The move will mean a change of schools and finding a new day care for Sam.

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Chapter 5: Messages about Me
Handout: Family case scenario

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 Adapts easily to change

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

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Story 5: Me and my messages
 Yarning Circle: Where is your dreaming place?



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Chapter 5: Messages about Me
Self-care Prescription handout

Prescription (Add more activities)	Dose (How long?)	Frequency	Priority	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 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					
Go 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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Story 6
Safety Net



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Chapter 6: Passing on Messages
Pressing your Buttons



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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/Story 6: Hand Model of the Brain



Australian Childhood Foundation <https://www.youtube.com/Dr-Daniel-Siegel-presenting-a-Hand-Model-of-the-Brain> www.bringingupgreatkids.org

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Chapter/Story 6: Safety Net Yarning Circle: Managing our stress



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Chapter 6: Passing on Messages Asking for Help



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Chapter 6: Passing on Messages
Handout: Asking for Help handout

"It's my job to look after my children, not 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** 



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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Other Resources



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Other Resources: iBOBLY

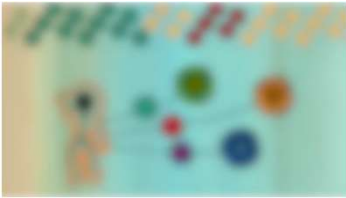


<https://www.blackdoginstitute.org.au/resources-support/digital-tools-apps/ibobbly/>

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Other Resources: iBOBBLy



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 **Other resources: Ready together** 



<https://www.qfcc.qld.gov.au/ready-together> www.bringingupgreatkids.org



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 **Other resources: Ready together** 

WARNING: Aboriginal and Torres Strait Islander viewers are warned that the following video may contain names, images and voices of deceased persons.

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 **Other Resources: Healing Cards** 



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 **Other Resources: Health InfoNet** 



- <https://healthinonet.edu.au/key-resources/resources/14671/?title=Aboriginal%20parent%20easy%20guides>

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 **Other Resources: Koori Parenting** 



- <https://www.vahs.org.au/koori-parenting-resources/>

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