

## Bringing Up Great Kids (BUGK)

**Facilitating respectful, reflective & effective parenting groups**






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




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### 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 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

**BUGK Variations**




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# BUGK Resources *handout*

Available to Purchase



### Websites

- [www.childhood.org.au](http://www.childhood.org.au)
- Shop
- Resources
- Prosody Blog

Free to Download



- [www.bringingupgreatkids.org](http://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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## 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



- 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 child need?"
- Play**
  - Respond to your child 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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## 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 Handout: My children

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)



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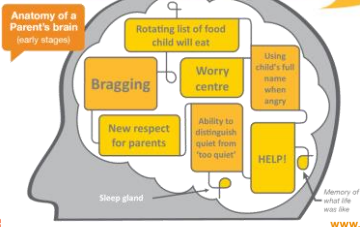
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## Chapter 1: The Message Centre The Parent Brain



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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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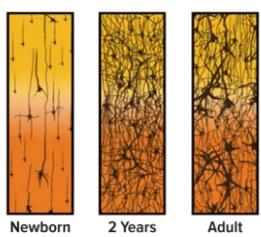
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## Chapter 1: The Message Centre Neuronal Connections



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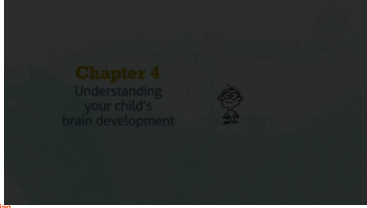
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**Chapter 1: The Message Centre**  
*The brain story*



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**Chapter 1: The Message Centre**  
*Bottom up brain development*



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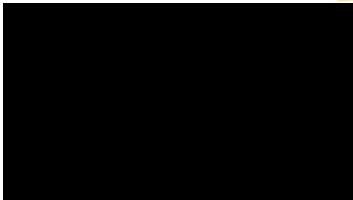
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**Chapter 1: The Message Centre**  
*Hand model of the brain*



<https://www.youtube.com/DrDanielSiegel> presenting a Hand Model of the Brain

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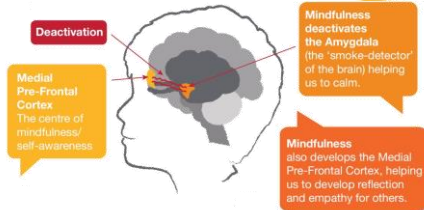
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## Chapter 1: The Message Centre Mindfulness



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## Chapter 1: The Message Centre The traumatised brain



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## Chapter 1: The Message Centre Where trauma affects the 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

**RIGHT**  
Non-Verbal  
Big Picture  
Sensory



**LEFT**  
Logical  
Language  
Lists  
Linear  
Literal



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# Chapter 1: The Message Centre

## Lateral Brain Development



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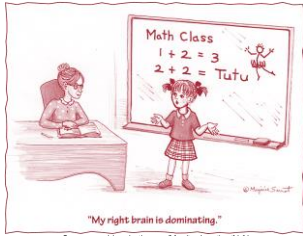
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### Chapter 1: The Message Centre Lateral Brain Development



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Source: [www.primagination.com/blog/tag/creative-thinking](http://www.primagination.com/blog/tag/creative-thinking)

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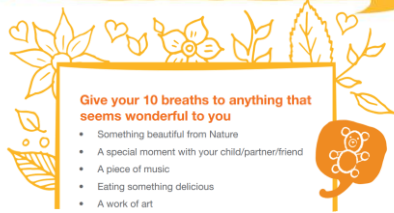
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### Chapter 1: The Message Centre Handout: 10 breaths



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### Chapter 1: The Message Centre

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

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



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**Chapter 2**  
**Messages from the Past**



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**Chapter 2: Messages from the Past**  
*Key Messages*

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



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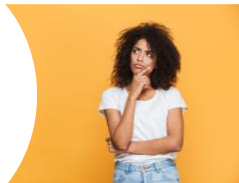
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**Chapter 2: Messages from the Past**  
*Facilitator Reflection*

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



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



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## Chapter 2: Messages from the Past Handout: Values and Goals

What are your goals for yourself as a parent?  
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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



Source: <http://www.art-is-a-tast.com/>

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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

Birthday line



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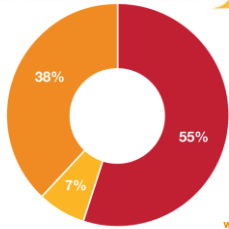
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### Chapter 3: Giving & Receiving Messages Handout: Are we missing anything



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 Body Language  
 Words  
 Voice Qualities

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### Chapter 3: Giving & Receiving Messages Intentionally Listening



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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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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

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



Source: <http://www.drodd.com/>

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### Chapter 4: The Messages of Behaviour Handout: Children's Behaviour handout

Situation	Behaviour	Understanding (emotion, reason, intention)

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### Chapter 4: The Messages of Behaviour



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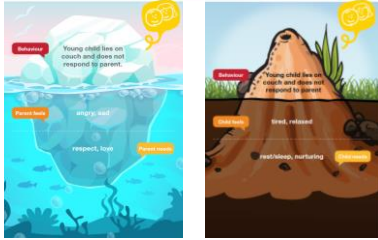
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**Chapter 4: The Messages of Behaviour**  
Behaviour Iceberg



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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](http://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/head?"  
"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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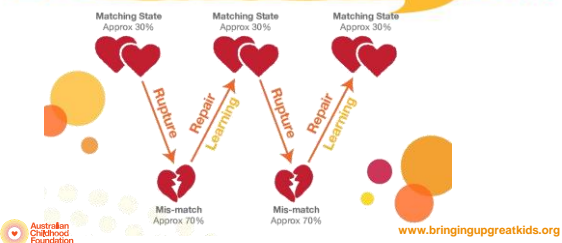
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### Chapter 4: The Messages of Behaviour *'Good enough' parenting (Ed Tronick)*



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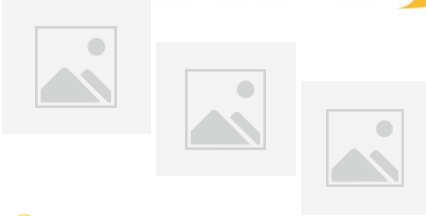
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**Chapter 4: The Messages of Behaviour**  
*Repair after Disconnection*



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



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



Source: <https://www.youtube.com/TheDinkyDonkey-TheScottishGranny>



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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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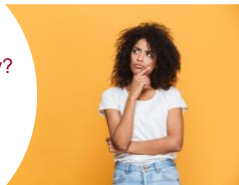
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**Chapter 5: Messages about me**  
*Facilitator Reflection*

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



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



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## Chapter 5: Messages about Me 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.



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

Prescription (All activities are self-care)	Dose (How long?)	Daily	Weekly	Frequency Forever/yes	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 to the garden						
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 do you respond?

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



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## Chapter 6: Passing on Messages Parenting paradigm



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### Chapter 6: Passing on Messages Managing our stress

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

Are you generally a 'bottler' of your emotions?

Do you 'explode' easily?



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### Chapter 6: Passing on Messages Children & Stress



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



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### Chapter 6: Passing on Messages Self Care & Nurturing Parents



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**Chapter 6: Passing on Messages**  
Handout: The Story Continues



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**Chapter 6: Passing on Messages**  
Self-care



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**Chapter 6: Passing on Messages**

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

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



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 Celebration!!! 



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 Reflective Evaluation for a Reflective Program 



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 Contacting Us 



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Bringing Up Great Kids Parenting Programs Professionals Network



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