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The BUGK 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

Available to Purchase

Free to download

Websites

www.childhood.org.au

- Shop
- Resources
- Prosody Blog

www.bringingupgreatkids.org

- Free Resources
- Information & Education

www.bringingupgreatkids.org

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Online Learning Community

Videos

Thoughtful Parenting

Extra Resources & Activities

At Home Together with the Four M's

At home together with the Four Ms

Links to Products & Training

Bringing Up Great Kids - Facilitator Training

Manuals & Handouts

Foundation BUGK Parenting Program Facilitator Manual

Connected Parenting Booklet

Discussion Forum

BUGK Team Feed

Share your thoughts, ideas, knowledge in this group

Blogs

Explosive Adolescence


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Facilitator Manual

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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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 Image: <https://www.mc.mb.ca/mindfulness-in-addiction-recovery/>

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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

Australian Childhood Foundation
 Image: <https://www.nomat.com.au/2019/04/17/active-listening/>

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Chapter Structure

<p>Outline</p> <ul style="list-style-type: none"> • Key Messages • Pre-session Facilitator Reflection • Preparation/ set-up/ resources <p>Part 2</p> <ul style="list-style-type: none"> • Content / Core Activities 	<p>Part 1</p> <ul style="list-style-type: none"> • Welcome/reconnect • Stop...Pause...Play • Deep Listening <p>Part 3</p> <ul style="list-style-type: none"> • Self-Compassion • Summary
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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

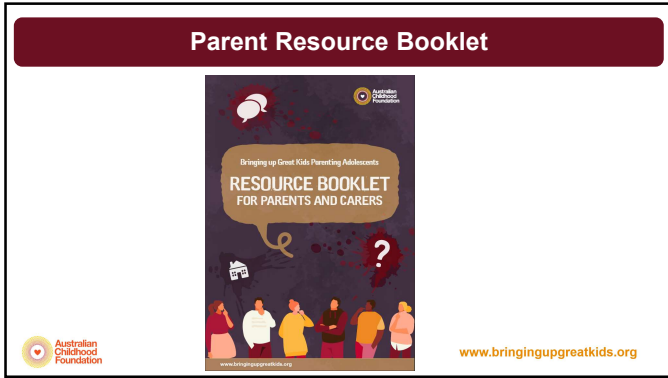
- Bottom line / non-negotiable / parent sets limit
 - Technology is not allowed at the dinner table

- Flexible / negotiable / parent & adolescent
 - School holidays = increase technology allowance

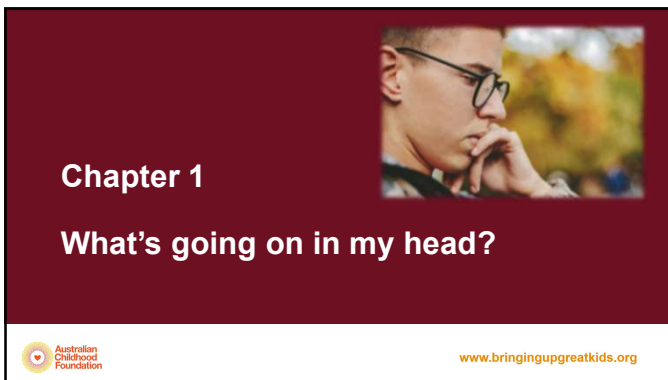
- Win-win outcome / flexible / adolescent can choose
 - Adolescent can use whichever technology during agreed hours

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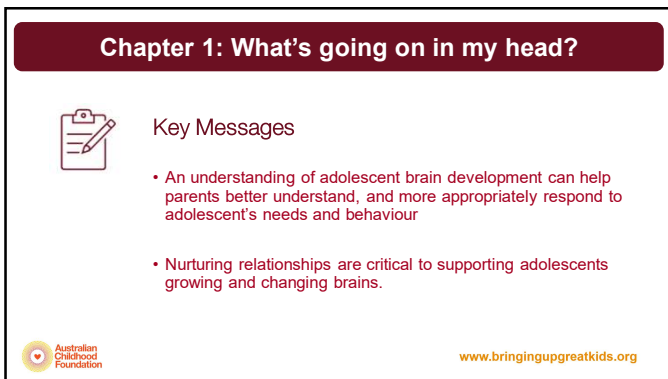
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Chapter 1: What's going on in my head?

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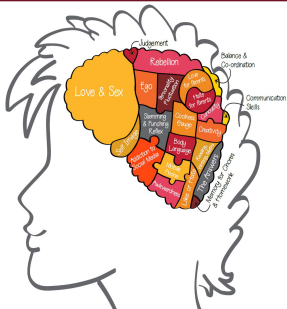
Chapter 1: What's going on in my head?



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



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

UNDER CONSTRUCTION

Newborn 3 Years 14 Years

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

UNDER CONSTRUCTION

- Pre-Frontal Cortex
Higher Functioning Centre
- Cortex
Reasoning and Judging Centre
- Limbic System
Emotional Centre
- Cerebellum
Motor Centre
- Brain Stem
Basic Survival Functions

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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?



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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.


 Image: <https://accelerate.uofuhealth.utah.edu/resilience/how-to-practice-self-compassion-for-resilience-and-well-being> www.bringingupgreatkids.org

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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!

Handle your teenager with care

Teen stabbed by group of 'youths' in Penrith home
 A 16-year-old boy is in hospital after he was stabbed in a western Sydney home overnight.
STABBING - 7:52am Dec 11, 2021

Teenage party mob clashes with police
 Residents' not fans after proccuring youths confront officers in the street

Pregnancy rate for teens rising






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

Pass the Parcel
 Myths/statements about parenting adolescents

 **Helpful vs Unhelpful** 

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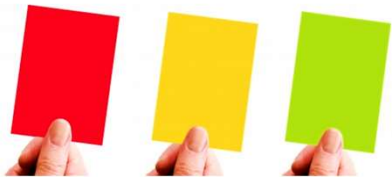
Chapter 2: You and me – we're in this together!




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The Three Cards





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

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 a 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.		


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



What did you not like about yourself as an adolescent?

What do you like about yourself as 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!

Self-care Activities

- A mindful start
- 50 ways to take a break
- Gratitude tree








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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

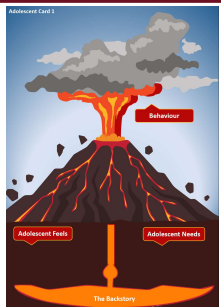
The Volcano



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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



The challenge _____



What supports me _____

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Chapter 3: What are you doing?! Adolescent Behaviour

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)



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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

Self-care activities

- Name It to Tame It
- Breathing activity
- Self-compassion activity
 - negative verses positive self talk







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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

Think about your parents' typical responses to you as an adolescent when you were in a highly aroused emotional state.

- How did this make you feel?
- How did you respond?



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

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. Was the red line clear 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 minimise the damage to the relationship?
10. How do you think raising the issue with the adolescent makes him/her?
11. Who may be available to you for consultation/support in this situation?
12. How you communicated the situation with the other parent? Are 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 best 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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Chapter 4: What do you see in me? Parent Behaviour



Soot
What prevents adolescents from expressing themselves?



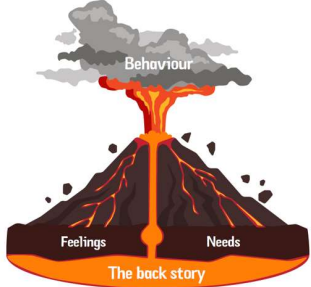
Cleaning soot
Things parents can do to enhance adolescent expression



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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

-  Playfulness
-  Acceptance
-  Curiosity
-  Empathy

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



Self-care activities

- Mindful breathing
- Muscle relaxation
- Self-compassion meditation for parents





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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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Chapter 5: Can you hear me?



Cliché
You are still young and you whole lot is ahead of you. Other do think and the whole world smiles with you. I think this makes you not to hard your choices.

'The problem with you'
The problem with you is that you always say the wrong thing. You lack unity and you lack all the time. You are too hard and not patient enough. You don't listen. Besides you always had things like personality.

Philosophical
Everything happens for the best. If you miss one bus whether 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 at the party when the girls you weren't make laterback!

Take me for instance
When I was your age and want looking for my first job. I cleaned my shoes, got my clean clothes, wash my hair. I know how to make a good impression.

Self-pity
I am so sorry I don't know what to do. My heart breaks for you. Life is so much. It matter of luck and you are not a being that has much luck. We don't know anyone who can do it a better.

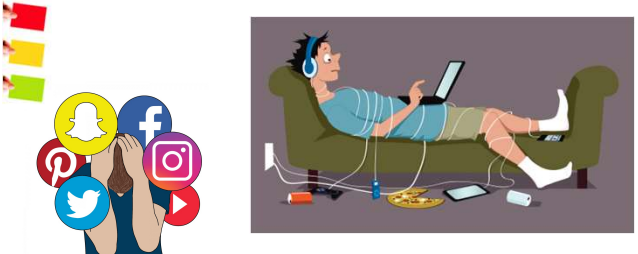
Minimizing the situation
I don't see why you had so sad. You think it could be good reason for you to be so sad. You are not a being that has much luck. We don't know anyone who can do it a better.

Reasoning
What else you expect? To get the first job you want? It's go for the one. The one that 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?

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Text adapted and image adopted from: Sitting Still Like a Frog: Mindfulness Exercises for Kids and Their Parents by Eliza Spel

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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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Adolescent's letter

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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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Chapter 6: Everyone's looking at me!!

Facilitator Reflection

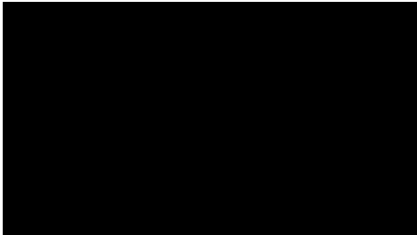
- What are the stories your family tell about you as a child/adolescent?




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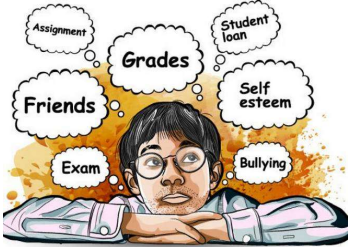
Chapter 6: Everyone's looking at me!!




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Chapter 6: Everyone's looking at me!!



 Image: <https://alligiance.educare.nz/blog/teenage-problems-and-solutions> www.bringingupgreatkids.org

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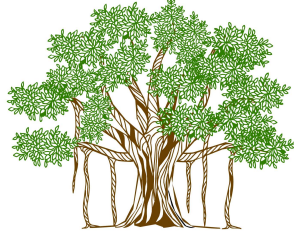
Chapter 6: Everyone's looking at me!!



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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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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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Chapter 7: The New Landscape

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






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Chapter 7: The New Landscape

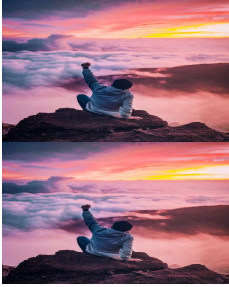
- How will you adapt the content of this chapter into your work with parents?
- Are there any special considerations you need to take into account?




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Celebrations!



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Reflections & Evaluations





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