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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 & Foster Care	**BUGK Parenting & Mental Health	* By customised arrangement **Under Development



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BUGK Resources

Available to Purchase



Websites

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

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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

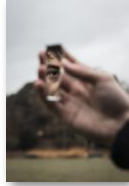


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Chapter 1: The Message Centre Facilitator Reflection

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?



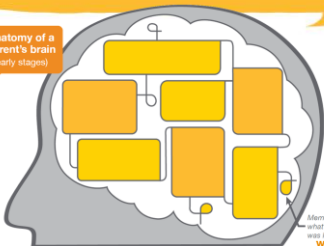
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Chapter 1: The Message Centre The Parent Brain

Anatomy of a Parent's brain (really slugs)



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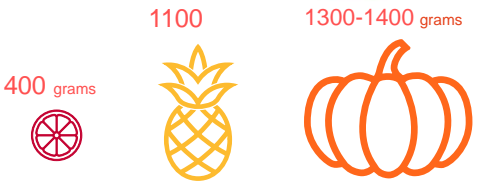
Chapter 1: The Message Centre The Parent Brain



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Chapter 1: The Message Centre Children's Brain



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Chapter 1 Brain Development video



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Chapter 1: The Message Centre Growing Brains

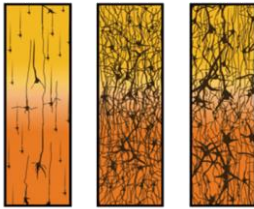
A child's brain develops through relationships with others. The quality of these relationships shape children's brain development.



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Chapter 1: The Message Centre Neuronal Connections



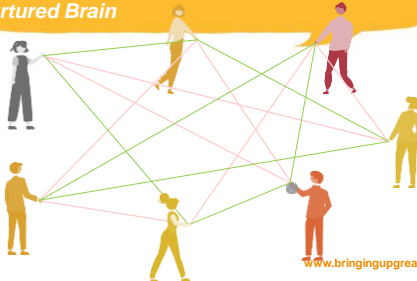
Newborn 2 Years Adult



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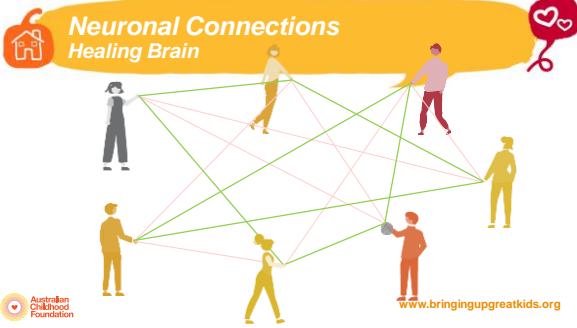
23

Neuronal Connections Nurtured Brain



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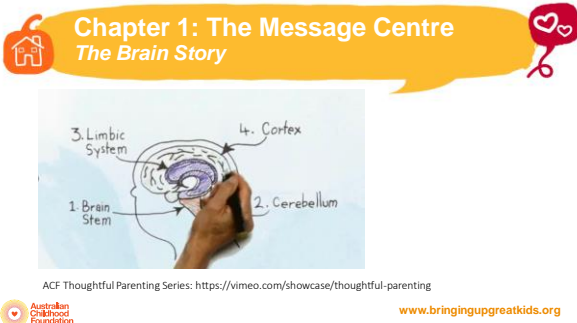
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Chapter 1: The Message Centre Bottom Up Brain Development



Cortex Reasoning and Judging Centre 3-4 Years
Limbic System Emotional Centre 1-4 Years
Cerebellum Motor Centre Birth-2 Years
Brain Stem Basic Survival Functions Pre-birth - 8 Months

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Chapter 1: The Message Centre Bottom Up Brain Development



Cortex Reasoning and Judging Centre
Limbic System Emotional Centre
Cerebellum Motor Centre
Brain Stem Basic Survival Functions

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Chapter 1: The Message Centre Hand Model of the Brain



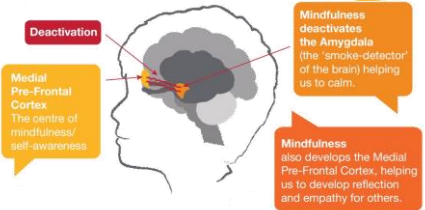
<https://www.youtube.com/DrDanielSiegel> presenting a Hand Model of the Brain

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Chapter 1: The Message Centre Mindfulness



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Chapter 1: The Message Centre The Traumatized Brain



<https://developingchild.harvard.edu/science/key-concepts/toxic-stress/>
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Chapter 1: The Message Centre Lateral Brain Development



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Chapter 1: The Message Centre Lateral Brain Development

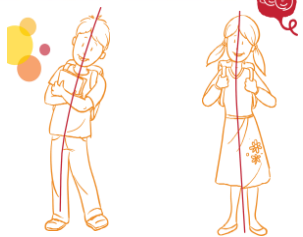


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Chapter 1: The Message Centre The Midline handout



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Chapter 1: The Message Centre Waddley Archer

*Waddley Archer, Waddley Archer
Doodley-doo, Doodley-doo*

*Waddley Archer, Waddley Archer
Doodley-doo, Doodley-doo*

*It's just a simple song and there's
nothing to it
All you have to do is doodley-do it.*

*I like the rest but the part I like best
Doodley-doo, Doodley-doo - YEAH!!!*



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Chapter 1: The Message Centre
Integrating the Brain

YELLOW BLUE ORANGE
BLACK RED GREEN
PURPLE YELLOW RED
ORANGE GREEN BLACK
BLUE RED PURPLE
GREEN BLUE ORANGE



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Chapter 1: The Message Centre
Self-care

Self- Care

*“the practise of taking an active
role in protecting one’s own
wellbeing...”*

(Oxford Dictionary)



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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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Chapter 2: Messages from the Past
Facilitator Reflection

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



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Chapter 2: Messages from the Past Why messages?

Parents are invited to reflect on:



- the way messages from their past might be impacting on their parenting
- the messages they would like to pass on to their children



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Chapter 2: Messages from the Past Bingo of Family Facts handout



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Chapter 2: Messages from the Past Parenting Rainbow handout



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



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Chapter 2: Messages from the Past
Pass the Parcel



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Chapter 2: Messages from the Past
Pass the Parcel



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Chapter 2: Messages from the Past
Pass the Parcel



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Chapter 2: Messages from the Past
Pass the Parcel



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Chapter 2: Messages from the Past
Pass the Parcel



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Chapter 2: Messages from the Past
Pass the Parcel



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Chapter 2: Messages from the Past
Pass the Parcel



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Chapter 2: Messages from the Past
Pass the Parcel



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Chapter 2: Messages from the Past
Activity: Rubbish, Recycle, Reframe



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Chapter 2: Messages from the Past
Storytime & 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

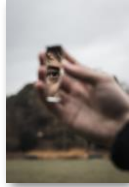


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Chapter 3: Giving & Receiving Messages Facilitator Reflection

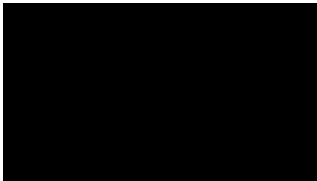
Think about your own childhood memories of communication in your family



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Chapter 3: Giving & Receiving Messages Non-Verbal Communication

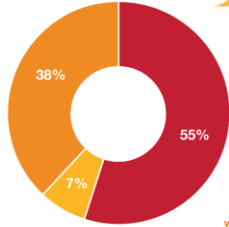


<https://www.youtube.com/LittleGirlExperiencesRainForTheFirstTime>

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



■ Body Language
■ Words
■ Voice Qualities



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Chapter 3: Giving & Receiving Messages Intentionally to the Music



- 1.
- 2.
- 3.



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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 Self-care

Give your 10 breaths to anything that seems wonderful to you

- Something beautiful from Nature
- A special moment with your child/partner/friend
- A piece of music
- Eating something delicious
- A work of art



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Chapter 3: Giving & Receiving Messages Storytime



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Chapter 3: Giving & Receiving Messages

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

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



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Chapter 4
The Messages of Behaviour



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Chapter 4: The Messages of Behaviour
Key Messages



- All behaviour has meaning
- Behaviour is an expression of our feelings and needs
- To be calm when responding to children



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Chapter 4: The Messages of Behaviour
Facilitator Reflection

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



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Chapter 4: The Messages of Behaviour
Children's behaviour



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

Situation	Behaviour	Understanding (thoughts, reasons, feelings)

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Chapter 4: The Messages of Behaviour

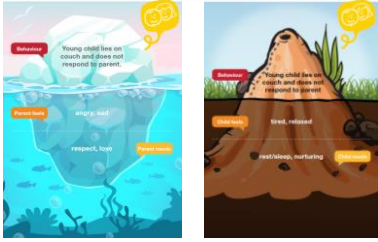


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Chapter 4: The Messages of Behaviour Behaviour Iceberg/Anthill



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Chapter 4: The Messages of Behaviour Iceberg/Anthill



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Chapter 4: The Messages of Behaviour Feelings and Needs

Needs				Feelings			
rest/sleep	safety	shelter	touch	calm	happy	proud	playful
play	creativity	hope	belonging	curious	enthusiastic	angry	mad
empathy	love	nurturing	respect	sad	frightened	lonely	scared
security	trust	comfort	support	bored	excited	fulfilled	relaxed



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Chapter 4: The Messages of Behaviour *'When kids feel right, they act right'*

Rather than asking:

"What are you doing?"
and
"How can I stop it?"

Wonder:

"What are you feeling?/trying to tell me?"
And

"What do you need from me?" www.bringingupgreatkids.org



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

1 Listen to the child's feelings with your whole body
• stop what you're doing
• get down to your child's level
• look at child (their focus is on the expression on your face)
• speak using a calm voice (their focus is on the tone of your voice)

2 Put your child's feelings into words
Eg "It looks like you're pretty angry/frustrated about that."
"You sound pretty cross."

3 Help him to notice what's happening in his body
Eg "How does that feel in your tummy/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."

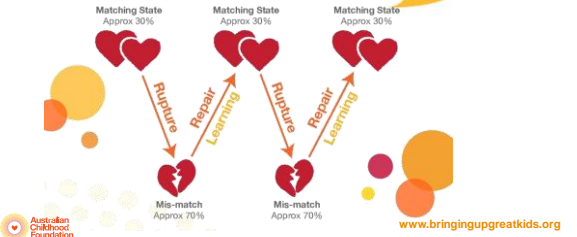
5 Help him to solve his own problem
"What could you do about that?"
"What could you do next time that happens?"



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Chapter 4: The Messages of Behaviour *Self-care: 'Good enough' Parenting handout*



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Chapter 4: The Messages of Behaviour Self-care: You are not your Behaviour



'What you did is not ok, but you are still a good person and our relationship is still strong'



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Self compassion: waving not drowning

Encourage parents to acknowledge their difficulties with children's behaviour, to normalise that, and to be kind to themselves in the midst of that.

- *'When he does that, I find it really hard.'*
- *'All parents find this tricky.'*
- *'It makes me feel...'*
- *'What I need is.....'*



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Chapter 4: The Messages of Behaviour Storytime



Source: <https://www.youtube.com/TheDinkyDonkey> - The Scottish Granny

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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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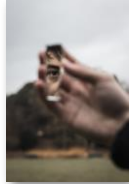
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Chapter 5: Messages about me
Facilitator Reflection

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

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 has 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.



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Chapter 5: Messages about Me Reflection on Culture handout

Draw a visual representation of your own culture.

Try to include some aspects of:

- your beliefs, values and philosophies and ambitions
- your symbols, languages
- your customs, traditions, dress, food, home, lifestyle, behaviours, health practices



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Chapter 5: Messages about Me Self-care: Pause on the Positives

One of life's secrets:
Learn to pause
Emerge positive



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Chapter 5: Messages about Me Self-care Prescription handout

Prescription (My self-care activity)	Dose (How long?)	Daily	Weekly	Frequency	Monthly	Yearly
Call or visit a friend or family						
Practice breathing / muscle relaxation						
Walk, jog, court or exercise						
Take a bath						
Read a book or magazine						
Have one-to-one time with your partner						
Watch a movie						
Listen or dance to music						
Write, paint or play an instrument						
Drink your favourite meal						
Go out for dinner						
Do some gardening						
See a counsellor						
Go away for a weekend						
Go on holiday						



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Chapter 5: Messages about me

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

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



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Chapter 6

Passing on Messages



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Chapter 6: Passing on Messages

Key Messages



- All parents need help and support at some time
- The best predictor of how a child copes with stress is how their parents' cope.
- Calm parents equals calm children



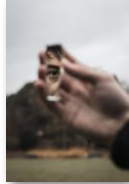
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Chapter 6: Passing on Messages Facilitator Reflection

Reflect on your own reactions to stress and how 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 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 6: Passing on Messages Stress Thermometer handout



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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

Three decorative speech bubble boxes with orange outlines and scrollwork, each containing a quote:

- "It's my job to look after my children, no one else's job."
- "It takes a village to raise a child."
- "Every parent needs help at times."



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Chapter 6: Passing on Messages Children & Stress



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



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Chapter 6: Passing on Messages Self Care & Nurturing Parents



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Chapter 6: Passing on Messages Handout: The Life Tree



The Fruit
Identify what you are proud of in your life. Write it down in a place that you can see it every day.

The Leaves
Identify your values and your goals.

The Branches
Identify your hopes and dreams for your future.

The Trunk
Identify your strongest supports.

The Earth
Identify all those things which have you supported and which you are grateful for.

The Roots
Identify where you have come from. Write down your family and cultural heritage and people from your past.



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Chapter 6: Passing on Messages
The Story Continues handout



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Chapter 6: Passing on Messages

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

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



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Celebration!!!



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Reflective Evaluation for a Reflective Program



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BUGK Resources

Available to Purchase



Websites

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 - Shop
 - Resources
 - Prosody Blog
- Free to Download
- www.bringingupgreatkids.org
 - Free Resources
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Contacting Us



parenting@childhood.org.au



Bringing Up Great Kids Parenting Programs Professionals Network



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