



# INTRODUCTION



## Background

The 'Bringing Up Great Kids' (BUGK) Parenting Program has been developed by ACF in 2011 and deemed to meet the evidence-based program criteria by the Australian Institute of Family Studies (<https://apps.aifs.gov.au/cfca/guidebook/programs/bringing-up-great-kids>). This updated version was completed in 2019 and includes more content about the impact of trauma on the relationships within the family and a deeper explanation of content and topics .

The program has been developed into an easy to access facilitator's package comprising of facilitator manual, handouts and a parent journal and can be used by professionals working with families and/or supporting parents and any other adults supporting children.

The program is written as six chapters or 12 hours that can be flexibly delivered in a format that best meets the needs of the participants less or more hours, less chapters, more chapters or chapters in a different order.

Each chapter has been divided into four sections:

- 1. Set up - contains all the information the facilitator needs to prepare for the session**
- 2. Introductory and Connecting Activities**
- 3. Content/topics/activities**
- 4. Mindful/Reflective Activities and Self-care**

BUGK program and resources are underpinned by a philosophy of promoting and supporting respectful, caring and nurturing relationships between parents and their children. Parents and all other adults involved in the care of children, are encouraged to become more reflective and mindful in their parenting approach.

BUGK programs and resources support parents to:

- learn more about the origins of their own parenting style and how it can be more effective;
- identify the important messages they want to convey to the children in their care and how to achieve this;
- learn more about brain development in children and its influence on their thoughts, feelings and behaviour;
- understand the meaning of children's behaviour;
- discover how to overcome some of the obstacles getting in the way of them being the kind of parents they would like to be; and,
- discover ways for parents to take care of themselves and to find support when they need it.

# Introduction



The BUGK program aims to support parents to review and change their patterns of interacting with their children which promotes more respectful interactions and encourages children's positive self-identity. BUGK aims to identify and address the sources of unhelpful or hurtful attitudes held by parents. BUGK also works to establish a new relationship context for children and their parents through facilitating opportunities for positive exchanges.

The program centres on the building of positive relationships and interactions between parents and children. It works from a child-centered perspective and aims to resource parents to:

- identify and evaluate the source of their parenting approach and philosophy;
- develop an increased understanding about the 'messages' that they communicate to their children through their behaviours, acts and attitudes;
- increase their ability to understand and acknowledge the impact of these messages on their child;
- develop skills in identifying and managing their stress associated with parenting; and
- seek further professional assistance about their parenting if required.

The key themes of the approach are:

- all behaviour and interaction has meaning attached to it;
- the meaning parents attach to behaviours and interaction is determined by how they have come to see their world;
- these messages are conveyed via their content and manner of delivery; and
- it is critical to both understand what drives the message given as well as what determines the meaning for the message receiver.

The theoretical underpinnings of the 'messages' approach derive from a child-centred perspective, neurobiology of trauma and attachment, narrative and solution focused therapy and a strengths perspective.



## Program Resources

This manual is part of the complete set of resources required to facilitate this program.

For ease of reproduction the following are contained as separate files.

### Facilitator's Manual

This manual is for use by group facilitators and includes all the information required to prepare for and facilitate the 'Bringing Up Great Kids' program. It includes background information, session preparation and comprehensive outlines of each of the six 'chapters' or sessions that comprise the program.

It is essential that facilitators read the questions and answers, this resource in its entirety and be aware of the terms and conditions of use prior to undertaking the facilitation of the group program.

### 'My Story as a Parent' Journal

The 'My Story as a Parent' journal can be provided to each parent to review or complete for themselves over the course of the program or can be used as an optional resource.

### Handouts for Parents

Handouts for parents used in each chapter of the program are included at the end of each chapter of and as separate files for the convenience of the facilitator.

### Evaluation Tools

There are a variety of evaluations tools offered as part of the package including a template for facilitator reflection.

### Extra Resources

These include:

- Possible template for an invitation to the group
- Certificate of completion for participants





## Glossary

### Chapters

The program uses the metaphor of ‘chapters’ to refer to the session structure of the program on the basis that the parenting journey is conceptualised as an unfolding story.

### Mindfulness

Mindfulness can be defined as ‘*consciously bringing awareness to your here-and-now experience with openness, interest and receptiveness*’ (Harris, 2008).

Throughout BUGK mindfulness is used to encourage adults to create a “metaphorical space” between when the child’s behaviour occurs and when the adult responds.

For the purposes of clarity and succinctness, the term ‘mindfulness’ rather than ‘mindful awareness’ is used throughout this manual. The program uses “Stop, Pause, Play” as a mindful practice to enable parents create the metaphorical space.

### Deep Listening

BUGK uses the definition of Deep Listening as taken from Judy Atkinson (2017). The Value of **Deep Listening-The Aboriginal Gift to the Nation** “To listen in reciprocal relationships with no judgment, just to try to understand’.

### Parent

The program recognises that, today, a variety of adults can be involved in parenting children, including biological parents, step-parents, adoptive parents, grandparents and foster carers.

For reasons of succinctness, the word ‘parent’ is used throughout this manual. However the program is relevant to all adults involved in parenting or caring for children.

### Child/Children

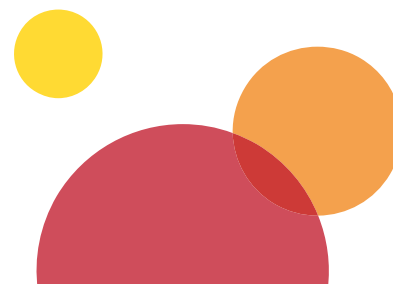
The term “child” and “children” are the term used throughout the manual to signify children and young people. It is not to diminish the differential needs of adolescents. However, “child” and “children” are preferred for ease of communication.

### Participants

This is the term used for all who attend the BUGK parent group and who the activities are designed for.

### He/she

References to babies and young children throughout the program will be alternatively described as he or she to embrace all genders.





### Setting the context for use of 'Bringing Up Great Kids' with a group of parents

Parenthood has been described as “the last stand of the amateur” where adults across the world take on the role of parenting without any qualifications, skills or training. There is a mythical belief that parents will instinctively know how to provide nurturing environment for their children where they can develop, feel loved, connected and flourish. Parents may have managed their parenting role in this way throughout previous generations because support, skills and training were available through their families who they either lived with or lived close by.

The role of parents in modern society has changed as parents are more likely to be living in more isolated circumstances without support yet are under public scrutiny as the governments take on more responsibility in the welfare of children and feel under increasing pressure to be viewed as ‘good’ parents.

Moqvist (2003) in Bloch, Holmund, Moqvist and Popkewitz wrote of the emergence of “the child with human rights, internationally recognised and under protection of the United Nations, a complete human being” (p118). Moqvist also recognised that a child is positioned differently in the community and society and therefore needs a different type of parenting experience.

Moqvist (2003) suggested that in Sweden parent education was seen as having a three fold purpose:

- to prevent the assault and battery of children
- to promote a good understanding of and the right support for children’s development
- to support the parent’s understanding of him/herself in connection with the child.

The above supports the idea that nurturing parenting is not innate and that many parents require support and information to become more actively engaged with their children (Tasmanian Early Years Foundation, 2009). Shonkoff and Phillips, (2000) and others have identified that parents can benefit from “education” to change and modify their parenting.

These early definitions of parent education took the form of “instruction” that was delivered to parents by “experts”. Parents were instructed on ways to “manage” children’s behaviour according to the research and thinking of the day. Many of the most widely adopted parent support and education programs focus on how parent-child interactions can be managed so as to secure parental control over the child’s behaviour, particularly where matters of discipline are concerned (McGurk 1996). The focus of these programs tends to be equipping parents with a set of skills which can be applied to a range of child behaviours that are deemed problematic.

Over time parent “education” turned into parent “support” when writers such as Gottman (1997) identified the importance of supporting parents in their nurturing relationships with their children. Moqvist defines parenthood as “a relationship, and the partners are the parent and the child. More importantly that the parent is not “seen as supreme to the child other than in experience and wisdom, which puts a greater demand on the parent to be reasoning and patient” (p 123). Parental warmth, sensitivity and acceptance of children’s basic needs are core features associated with positive outcomes for children, just as harsh, coercive parenting is regarded as detrimental (Centre for Community Child Health, 2004, citing Teti and Candelaria, 2002). Although there is apparently no grand unifying theory of effective parenting, different kinds of evidence suggest strong links between the quality of the parent-child relationship and children’s well-being (O’Connor, 2002).



## Why 'Bringing Up Great Kids'?

BUGK acknowledges the above research and was developed to promote positive and nurturing relationships between parents and children and support parents to reflect on the nature of their relationship with their children.

'BUGK' also helps parents to appreciate their child's perspective or experience of the world. Parents are supported to understand children's brain development with a focus on their emotional development and reasoning abilities and reflect on how this understanding may influence their parenting approach.

Parents are encouraged to reflect upon and understand the meaning behind their child's behaviour. Together with an awareness of the parent's own triggers, this insight gives parents the ability to contain strong emotions and to think through their responses to the child, rather than respond with 'knee-jerk' reactions.

The program is also built upon a belief that all parents need good support and self-care to be the kind of parent they aspire to be for their children. Acknowledging the significant challenges faced by all parents, the notion of accessing support is normalised and encouraged throughout the program.

## Why use the metaphor of 'messages'?

Using the metaphor of '*Messages*' as a basis for building supportive parent/child relationships, parents are encouraged to explore and reflect upon messages they received from their own experience of being parented.

Parents are invited to consider the ways in which these messages might be impacting on their own parenting style and the messages they, in turn, are sending their own children.

The concept of communication from parent to child is more complex than just the verbal and non-verbal forms of *how* we communicate. Communication is also about what parents communicate to their children and *why*. This is influenced by dominant messages arising from their own experiences and histories, the dominant parenting dialogues around them and the shared experiences of their relationship with their children.

These themes combine and translate meanings associated with parenting into resonant 'messages' that communicate parental values, priorities, beliefs and attitudes. 'Messages' are not only transmitted through what parents say, they are also communicated in parental behaviour, feelings and interactions. They form the basis through which children come to understand the meaning, rules and expectations of relationships.

'Messages' can contain intentional and unintentional meaning. In this sense, parents may not always be aware of the 'messages' they are communicating. They may also not recognise whether these 'messages' are leading children to learn the life lessons that parents intend.

# Section 1 - Preparing to deliver 'Bringing Up Great Kids' (BUGK)



The key themes of 'messages' as a parenting metaphor include:

- All behaviour and interaction has meaning attached to it;
- The meaning parents attach to their children's behaviours and interaction is determined by their own experiences, beliefs and attitudes;
- Messages are conveyed via their content and manner of delivery; and,
- Messages can be intentional or unintentional.

Throughout the program, the metaphor of 'messages' is used to help parents reflect on where their beliefs, ideas and attitudes about parenting and children come from and how they influence their parenting approach and relationships with their own children. The meaning of 'messages' can be a transformative metaphor for parents. It can help develop a framework for reviewing and evaluating the outcomes that parents want to achieve with their parenting and support their success.

## The important role of mindfulness and reflection

There is a strong focus on personal reflection for parents throughout this program. The practise of mindfulness can support parents in their efforts to develop contingent and thoughtful rather than reactive ways of responding to their children.

Practicing mindfulness can produce transformational change in parents that is reflected in improved relationships and better ways of communicating and connecting with their children (Slade et al, 2005a, 2005b; Grienenger, 2006; Slade, 2006; Singh et al, 2010; Kabat-Zinn, 2013; Creswell; 2017).

Being mindful:

- helps parents be more aware of their own feelings, thoughts and bodily sensations;
- helps parents become more aware of their children's non-verbal and relationship needs;
- increases a parent's ability to stand back from situations without responding immediately or inappropriately;
- gives parents more choices in their behaviour; and
- engages parents' thoughts and feelings (emotional and cognitive selves) in the choices that they make in responding to their children.

In this calmer more rational state a parent is much more likely to make a more thoughtful reasoned decision on how to proceed and thus is much less likely to lash out reactively, reducing possible harm to the child.

Throughout the program, parents are provided with a range of opportunities to practise mindfulness and develop their 'mindful strategies' toolbox. For example, Stop...Pause...Play and breathing exercises are practised each week.





### Facilitator comments

The BUGK parent program has been designed to be reflective in every aspect, and at every level. As such, we encourage participants to be reflective in their evaluation of the program. Overwhelmingly trained facilitators commented on the reflective, 'thought provoking' aspects of this program with comments such as:

*'This program gets parents thinking about how they parent instead of just responding.'*

*'The focus on parents' childhood experience makes it easier for parents to put themselves in their children's shoes.'*

Most telling were the many comments made about the program offering opportunities for self-reflection for facilitators themselves:

*'It made me think about my childhood.'*

*'This program resonated with me as it reinforced the importance of parents (me included) having their own journey with their children.'*

*'A lot has come together for me in terms of mainstream parenting courses and the emphasis on mindfulness, reflection and brain development.'*

*'This program connects the dots.'*





### Participant Comments

Parents who had undergone the program have given this kind of feedback:

*"I am more calm and listening better. The girls seem not to be fighting as much and I hope this will improve when I put in place more of the things I have learnt"*

*"The kids are responding better when I deal with them calmly. Their tantrums do not last as long".*

*"I have found myself being more mindful of what causes behaviour. Stop, Pause, listen rather than just reacting"*

*[I have learnt to] "be more understanding of my child's feelings and emotions"*

### Managing vulnerability

Facilitators need to be aware that parents can bring with them experiences from their past. Some have had relationships that have been resourcing and affirming. Others have had relationships which have not been attuned to them, disruptive, full of stress and at times abusive. Facilitators support parents with difficult early experiences by validating and acknowledging the efforts they have made to survive and commit to develop positive and nurturing relationships with their children.

Facilitators should hold a non-judgemental and supportive orientation as part of the program. This can support parents to experience memories from their past and find ways to reconcile relational challenges for themselves.

The reflective nature of the program supports parents to review the messages from their past. Facilitators should be aware of the signs of distress that parents can demonstrate. Facilitators can offer parents support to engage with other services as needed. Debriefing should be offered to any parent who shows signs of distress or discomfort.

### Father/male carer

Growing evidence supports the critical role of fathers/male caregivers in the life of the child and a child's development, particularly in terms of facilitating play exploration which helps a child to develop emotional and behavioural self-regulation. By role modelling positive behaviours like being accessible, engaging and responsible, fathers are contributing to better psychosocial adjustment, better social competence and maturity for their children.



## Principles underpinning the program

There are several core principles which shaped the design and content of 'BUGK program:

### **The Rights of the Child**

Underpinning the development of this program is a commitment to upholding all the articles in the United Nations Convention on the Rights of the Child. The program particularly refers to Article 12, the child's right to be heard, "the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child".

### **The Centrality of Relationship**

It is within the context of warm, loving relationships that children learn to trust, to feel safe to explore their world and to develop a sense of self-esteem and identity. The primary attachment relationship between parent and child builds a template for all future relationships in the child's life.

As with children, adults learn best within the safety of respectful, reciprocal relationships with others. These relationships, in turn, provide us with the opportunity to reflect upon our own beliefs, explore new ideas and practise new skills.

### **The Importance of Narrative**

Self-narrative is the ability for parents to tell their own story, helping them to make meaning of their lives. How sense is made of childhood experiences has a profound effect on their parenting experience. When parents have a deeper understanding of themselves and their motivations we can build a more nurturing and enjoyable parent-child relationship. Without this self-understanding negative patterns of interactions may be passed on through the generations.

### **Learning unfolds within a cultural context**

We each come to the learning environment connected to their family and culture of origin. An understanding of the influence of culture and respect for cultural diversity are essential to effective group facilitation.



## Program Objectives

The main objectives of this program are to increase reflective capacity in parents and to promote positive, respectful parent/child relationships.

## Group Facilitation

The program needs to be facilitated by professionals who have completed the one day 'BUGK' foundation training. Where possible the sessions would have two facilitators. There are many benefits for parents when there are two facilitators including one facilitator tracking participation opportunities for parents, be able to give time to an individual parent, be able to pick up side conversation threads while the other facilitator stays with the main conversation.

Facilitators need to be:

- **Reflective**

Relationship and reflective practise are the heart of the program.

It is expected that facilitators of 'BUGK' will model this practise in every interaction and create relationships with parents in the group that are built on trust, support and growth. The quality of these relationships will profoundly affect the quality of the program. The relationship between the facilitator and the parent begins with the engagement process, from the moment of first contact, through supporting parents to attend the program and then continues with each interaction with every parent throughout the program.

Reflective group facilitation is characterised by self-awareness, careful and continuous observation and respectful, flexible responses. Thus, the most important preparation for facilitation of the group is on-going self-reflection on the part of facilitator/s themselves.

To this end, an opportunity for facilitator reflection is provided at the end of the manual

The most important consideration in a reflective group is to ensure that parents feel safe enough to share their thoughts and feelings and know confidentiality will be respected.





- **Mindful**

Facilitator Practice - Pausing for Mindful Communication

Whether we're speaking, texting, emailing, or just plain thinking, most of us communicate all day long. Learning ways to bring more mindfulness to our communication gives us more time to practice, provides a powerful way to learn about our minds, and can improve the quality of our personal and professional relationships.

One of the best ways to begin is to experiment by taking a short pause before speaking (or texting, or emailing...). In the space of that pause, take a breath or feel your body. Consider what you are about to say and where it's coming from. In this space of awareness, what other options arise for how to respond?

This program is intentionally designed in a way that enhances with practice knowledge rather than skills/strategies. It is the practice that enables the facilitator or the parent to act mindfully. It is practice that builds a capacity that let parents to respond rather than react. We have learned that reading and memorising the material provided in BUGK does not make a real difference by itself, neither in facilitators nor in parents. Just like swimming: reading a handbook on swimming does not prevent you from drowning! It is a requirement for a reflective and transformative program like BUGK that facilitators practise the concepts introduced in the program in their real life. This enables them to share each concept from what they have lived. Providing first hand and fresh anecdotes gives facilitators a power to change lives.

## The Importance of Group Safety Guidelines

It is important to lead a group discussion in the first session regarding the establishment of group guidelines or rules.

Parents are involved in developing a set of guidelines that will suit the group for the duration of the group. These can be written up on butchers paper and displayed every week or typed up and a copy given to each participant. Sometimes you may need to remind parents of these agreements in subsequent sessions.

Considerations might include:

- Confidentiality
- Starting and finishing time – expectations about punctuality
- Mobile phones – on/off/silent
- Being respectful of other people thoughts and opinions that may be different to your own
- Giving everyone an opportunity to participate
- All parents have a choice as to whether to participate in any activity
- Reminder to have fun



## Program chapters

The program is structured into six ‘chapters’ or sessions with each chapter focussing on a particular theme.

All chapters can be rearranged or blocked together – use in a way that works for you and your group.

**Chapter 1 – “The Message Centre”**

**Chapter 2 – “Messages from the Past”**

**Chapter 3 – “Giving and Receiving Messages”**

**Chapter 4 – “The Messages of Behaviour”**

**Chapter 5 – “Messages about Me”**

**Chapter 6 – “Passing on Messages”**

## Structure of each chapter

For each chapter the manual includes:

- An outline of the chapter
- Key messages related to the theme of the chapter
- Pre-session reflective activity for facilitators
- Preparation and setup including required resources, handouts and power point graphics
- A step-by-step guide to facilitation of the chapter

Throughout the program participants will be given opportunities to explore the content through a mix of:

- Experiential activities
- Small and whole-group discussions
- Self-reflection through:
  - Mindfulness exercises
  - Journal writing in ‘My Story as a Parent’
- Case studies
- Role plays



Each chapter includes a range of activities to choose from to both:

- give the facilitator choice and variety; and,
- address the varying needs of the parents.

Activities can be adapted and changed and can be facilitated separately or joined together into a bigger activity.

## Acknowledgement of Country

An ‘Acknowledgement of Country’ is a way that all people can show awareness and respect for Aboriginal and Torres Strait Islander culture and heritage and the ongoing relationship the traditional owners have with their land.

Both Aboriginal and non-Aboriginal people can perform an ‘Acknowledgement of Country’. It is a demonstration of respect dedicated to the traditional custodians of the land (or sea) where the event, meeting, function or conference takes place. It can be formal or informal.

An acknowledgement of Country should be delivered at the commencement of each session.

In performing the Acknowledgement of Country, facilitators can use the following wording. If a facilitator is certain about the name of Traditional Owners of an area, the facilitator should say:

*“Our training today is being held on the traditional lands [or country] of the [Traditional Owner group’s name] people and I wish to acknowledge them as Traditional Owners. I would also like to pay my respects to their Elders, past and present, and the Elders from other communities who may be here today.”*

Facilitators should make every effort to determine the Traditional Owners of the Country where they are delivering training. However, if they are uncertain about whom the Traditional Owners of an area, they should say:

*“I acknowledge the Traditional Owners of the land [or country] on which we are meeting. I pay my respects to their Elders, past and present, and the Elders from other communities who may be here today.”*



## Use of Icons in the manual

Icons are used throughout the manual to assist facilitators to deliver the program content.

The following icons have been used to aid navigation:

### Facilitator Conversation



This icon indicates those parts of the session where the facilitator delivers content or information to the group as either context setting for the next part of the session or specific content learning for participants.

### Activity



This icon indicates the work of the content and provides a variety of ways that the participants can explore the content such as: small group work, large group work, scenarios, roleplays, craft work and discussions within each chapter.

### Male Carer



This icon indicates those activities that specifically identify the male role in parenting.

### Culture



This icon indicates reflections about cultural aspects of activities.

### Repeated Activities



This icon indicates an activity that is repeated in each chapter.





## Repeated Activities

This program uses a range of reflective and mindfulness exercises throughout each chapter.

It is important to appreciate that for some parents, mindful or reflective exercises may feel challenging or uncomfortable. It is therefore important to introduce the concepts of mindfulness and reflection, its purpose and application to parenting, before suggesting to parents that they participate in reflective activities. For similar reasons, it is recommended that the facilitator/s be available to debrief participants, where required and provide referral information to local support services if necessary.

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

The *Stop..Pause..Play* is a reflective tool that is practised in each chapter to reinforce the importance of mindfulness. Parents are encouraged to include this in their daily life. Opportunities for parents to share their experience of using/thinking about using this practice are provided each session.

### The role of the 'Deep Listening' Activity

The 'Deep Listening' exercise is a mindful listening practice that is repeated each week.

Current research tells us that when parents relate to their children with deep listening they activate a part of their brain (the medial prefrontal cortex) which allows their defensive system to slow down, putting them in a more relaxed state and allowing them to think and act more rationally and be more present to their children's needs.

#### How to facilitate the 'Deep Listening' activity.

The philosophy behind the *Deep Listening* activity came from: "To listen in reciprocal relationships with no judgment, just to try to understand". (Judy Atkinson)

Parents are invited to break into pairs and one parent is given the opportunity to talk about what's on their mind (in relation to their parenting). Then the activity is reversed so that both parents have the experience of talking and listening.

Adaptions to the 'Deep Listening' activity:

- Generally, 2 minutes is recommended for the parent to talk and the other parent to listen however this may be decreased down to 30 seconds depending on the parent group and the parents' capacity to manage talk or listen for two minutes.
- Parents may need containment and support in understanding appropriate parenting topics to share throughout the manual there are prompts that facilitators may use to encourage the parents to be able to talk out appropriate parenting issues.

Feedback from our evaluation of BUGK by the Australian Institute of Family Studies was that parents found this deep listening exercise very challenging initially but after a couple of weeks, parents reported that it was one of the most important elements of each session. Parents are challenged to "listen as if they were going to win an Academy Award for listening".

In the first chapter time is spent exploring what it feels like when someone really listens to us? What are they "doing"? We conclude that listening is very much a "doing" word – it's not just the time where we wait for our turn to talk – it requires us to tune into what the other person is saying and create a listening space where they feel heard without judgement or "fixing"/offering solutions.

# Preparing to deliver BUGK



Parents are reminded that the Chinese symbol for listening is made up of 5 different parts. We listen with ears, eyes and heart, open mind, without judgement

By bringing awareness to the way that we listen, we are able to stay open to what the other person is saying and recognise our own judgments and thoughts as they arise. Our intention in the deep listening activity is to pay careful attention to what the other person is saying without interruption, and without a need to always be right or make a point. Sometimes easier said than done!

This activity has proven effective in “holding” the parents’ concerns whilst opening up the reflective space in each session.

## Using Children’s Storybooks

The creation and telling of stories and creating meaning through story are integral to the program. The reading of children’s stories to parents re-engages parents with their childhood experiences of story time, the ‘messages’ inherent in the stories and the telling of them. Parents can then consider whether they want to pass these ‘messages’ on to their own children through the reading and telling of stories.

A facilitator may choose to open the chapter with a story, use it as one of the activities in the session, or close the session with a story. A selection of books has been suggested at the back of the manual or use any book of your choice.

## Evaluation

BUGK is an evidence-based program evaluated by the Australian Institute of Family Studies (AIFS) and is now deemed to have met the criteria and is listed as an evidence-based program (<https://apps.aifs.gov.au/cfca/guidebook/programs/bringing-up-great-kids>).

There are many types of evaluations around and often facilitators have to fill in particular templates for funding bodies and the like. BUGK sees a pre- group reflection for participants as a useful tool. This does not need to be formal and can just be a few questions.



## Pre-group reflection

At the beginning of the first chapter or perhaps in a meeting with the family before the group starts some questions that may be useful to ask include:

- What do you think this group is about?
- Why did you decide to attend this group?
- What do you hope to gain from attending this group?

## Facilitator Notes Form

A Facilitator Notes Form has been included, It is a simple way for facilitators to keep track of what has worked well and not worked well and supports discussion and adjustments as needed.

## Participant Evaluation Tools

Also included are 3 possible Participant Evaluation Tools using different formats and asking different questions. One has a more reflective nature and ask participants to share some of their experiences from the group experience with a focus on healing, repairing relationships and hope for the future.

