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

**BUGK Variations**

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**BUGK Resources**

**Available to Purchase**



**Websites**

- [www.childhood.org.au](http://www.childhood.org.au)
  - Shop
  - Resources
  - Prosody Blog
- [www.bringingupgreatkids.org](http://www.bringingupgreatkids.org)
  - Free Resources
  - Information & Education
- [www.bringingupgreatkids.org](http://www.bringingupgreatkids.org)

**Free to Download**

- Bringing Up Great Kids: Reflective Planning Cards
- Stop, Please, That's Enough! Cards
- Bringing Up Great Kids: Behaviour Builder Cards
- Free and A-Z Booklet for Understanding Your Baby's Intentions
- Free and A-Z Cards to Support Understanding Babies' Needs
- FREE! Parenting
- FREE! Parenting
- FREE! Parenting

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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
- Mindful 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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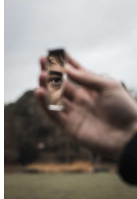
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**Chapter 1: The Message Centre**  
*Facilitator Reflection*

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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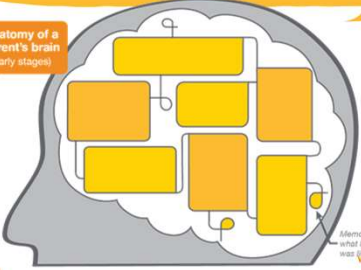
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**Chapter 1: The Message Centre**  
*The Parent Brain*

Anatomy of a Parent's brain (early stages)



Memory of what life was like

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### Chapter 1: The Message Centre The Parent Brain

Anatomy of a Parent's brain (early stages)

- Rotating list of food child will eat
- Worry centre
- Using child's full name when angry
- HELP!
- Memory of what life was
- Ability to distinguish quiet from 'too quiet'
- New respect for parents
- Bragging
- Sleep gland

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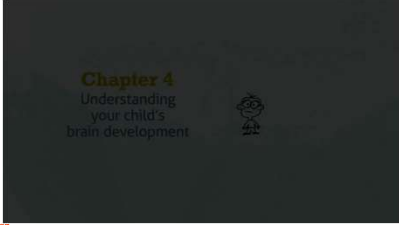
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**Chapter 1: The Message Centre**  
*The brain story*



**Chapter 4**  
Understanding your child's brain development

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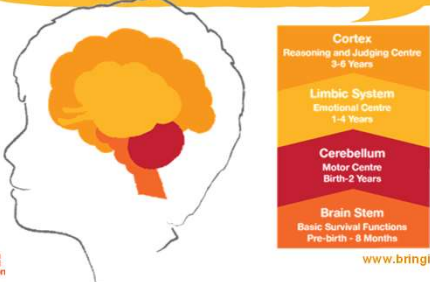
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**Chapter 1: The Message Centre**  
*Bottom up brain development*



**Cortex**  
Reasoning and Judging Centre  
3-8 Years

**Limbic System**  
Emotional Centre  
1-4 Years

**Cerebellum**  
Motor Centre  
Birth-2 Years

**Brain Stem**  
Basic Survival Functions  
Pre-birth - 9 Months

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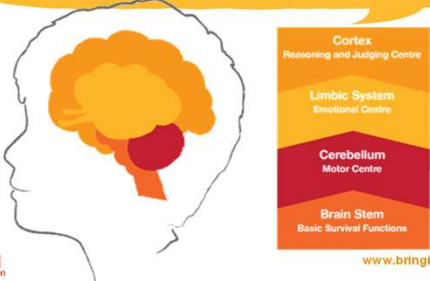
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**Chapter 1: The Message Centre**  
*Bottom up brain development*



**Cortex**  
Reasoning and Judging Centre  
3-8 Years

**Limbic System**  
Emotional Centre  
1-4 Years

**Cerebellum**  
Motor Centre  
Birth-2 Years

**Brain Stem**  
Basic Survival Functions  
Pre-birth - 9 Months

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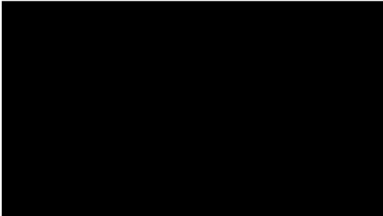
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**Chapter 1: The Message Centre**  
Hand model of the brain



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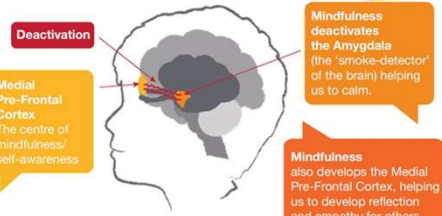
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**Chapter 1: The Message Centre**  
Mindfulness



**Deactivation**

**Medial Pre-Frontal Cortex**  
The centre of mindfulness/ self-awareness

Mindfulness deactivates the Amygdala (the 'smoke-detector' of the brain) helping us to calm.

Mindfulness also develops the Medial Pre-Frontal Cortex, helping us to develop reflection and empathy for others.

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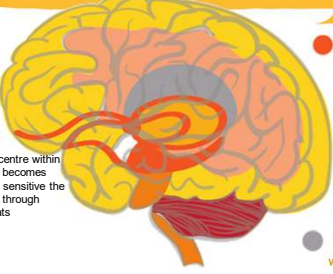
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**Chapter 1: The Message Centre**  
Where trauma affects the brain



**Amygdala**  
Survival response centre within the limbic lobe that becomes enlarged and more sensitive the more it is activated through responding to threats

**Hippocampus**  
Consolidates memory by providing the context/ sequential data for episodic memories. Goes offline if trauma overwhelms and disrupts cortex.

Bridge between the 2 hemispheres. Chronic stress can damage and thin down this bundle of neurons.

**Corpus Callosum**

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

Three Core Concepts in Early Development  
**3** Toxic Stress Derails Healthy Development

NATIONAL SCIENTIFIC COUNCIL ON THE DEVELOPING CHILD  
Center on the Developing Child HARVARD UNIVERSITY

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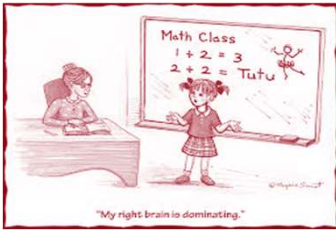
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**Chapter 1: The Message Centre**  
Lateral Brain Development



"My right brain is dominating."

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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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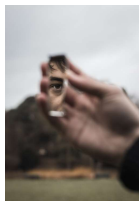

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**Chapter 2: Messages from the Past**  
*Facilitator Reflection*

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**  
*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**  
*Values and goals*

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Values                      Goals

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 **Chapter 4**  
**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**  
*Birthday line*



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**Chapter 3: Giving & Receiving Messages**  
*Intentionally to the Music*



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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  
(whole body undivided attention)



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**Rights of the Child handout**

Abstract all of the countries in the world came together and agreed that all children and young people have an important set of rights that we must follow. No matter what your culture, race, religion, gender, language, or ability, you have the same rights. These rights are called the **UN Convention on the Rights of the Child**. They all have the right to be heard, be cared for, be safe, have an education and be supported. All adults should be their helpers to make sure their children are respected to grow up to become strong adults.

- All adults should be gentle to you. When adults make decisions, they should think about how they will affect you.
- You have the right to be heard. Adults should listen to you and respect your views.
- You have the right to be safe. Adults should not hurt you or make you feel unsafe.
- You have the right to be healthy. Adults should help you stay healthy and safe.
- You have the right to be educated. Adults should help you learn and grow.
- You have the right to be protected. Adults should keep you safe from harm.
- You have the right to be treated fairly. Adults should not discriminate against you.
- You have the right to be heard. Adults should listen to you and respect your views.
- You have the right to be safe. Adults should not hurt you or make you feel unsafe.
- You have the right to be healthy. Adults should help you stay healthy and safe.
- You have the right to be educated. Adults should help you learn and grow.
- You have the right to be protected. Adults should keep you safe from harm.
- You have the right to be treated fairly. Adults should not discriminate against you.

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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*



**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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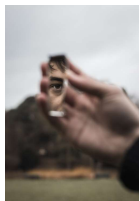
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**Chapter 4: The Messages of Behaviour**  
*Facilitator Reflection*

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 <small>(emotion, reason, intention)</small>
		
		

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**Chapter 4: The Messages of Behaviour**  
*Background music*



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

**Behaviour:** Young child lies on couch and does not respond to parent.

**Parent feels:** angry, sad

**Parent needs:** respect, love

**Child feels:** tired, relaxed

**Child needs:** rest/sleep, nurturing

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**Chapter 6**  
*Iceberg/Anthill*

**Behaviour:** Young child lies on couch and does not respond to parent.

**Parent feels:** angry, sad

**Parent needs:** respect, love

**Child feels:** tired, relaxed

**Child needs:** rest/sleep, nurturing

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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?"

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

- 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)
  - speaking using a calm voice (their focus is on the tone of your voice)
- Put your child's feelings into words**  
 Eg "It looks like you're pretty angry/frustrated about that."  
 "You sound pretty cross."
- 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."
- 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."
- 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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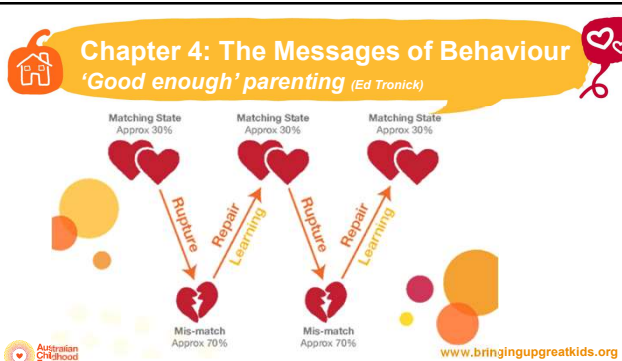
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**Chapter 4: The Messages of Behaviour**  
*'Good enough' parenting (Ed Tronick)*



The diagram illustrates the cycle of emotional states in parenting. It shows three instances of a 'Matching State' (Approx 30%) at the top, each represented by two red hearts. Below each Matching State, an arrow labeled 'Rupture' points to a 'Mis-match' state (Approx 70%), represented by a broken red heart. From each Mis-match state, an arrow labeled 'Repair' points back to a Matching State, and an arrow labeled 'Learning' points to the next Matching State. The Australian Childhood Foundation logo and website are at the bottom.

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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**  
*Storytime & Self-care*



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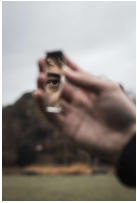
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**Chapter 5: Messages about me**  
*Facilitator Reflection*

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.

1 ..... 10  
 Very intense ..... Very easy going

1 ..... 10  
 Very active ..... Prefers to sit and watch

1 ..... 10  
 Easily frustrated ..... Very patient

1 ..... 10  
 Can't cope with change at all ..... Adjusts easily to change

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

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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 Prescription handout*

Prescription (My self-care activity)	Dose (How long?)	Frequency				
		Daily	Weekly	Fortnightly	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						
Do some gardening						
See a counsellor						
Go away for a weekend						
Go on holiday						

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**Chapter 5: Messages about me**  
*Storytime*



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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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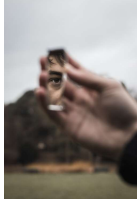
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**Chapter 6: Passing on Messages**  
*Facilitator Reflection*

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**  
**Handout: Asking for Help handout**

"It's my job to look after my children, not one else's job."

"It takes a village to raise a child."

"Every parent needs help at times."

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



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

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



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**Chapter 6: Passing on Messages**  
Handout: The Life Tree

**The Fruits**  
 represent all of the things that you have done for your family and community.

**The Leaves**  
 represent your values and your skills.

**The Branches**  
 represent your friends and family for your children.

**The Trunk**  
 represent your strongest passions.

**The Bark**  
 represent all those things which keep you grounded and make you feel stable and strong.

**The Roots**  
 represent where you have come from, your family history and traditions and people from your past.

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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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 **LinkedIn** Bringing Up Great Kids Parenting Programs Professionals Network

 [www.bringingupgreatkids.org](http://www.bringingupgreatkids.org)

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