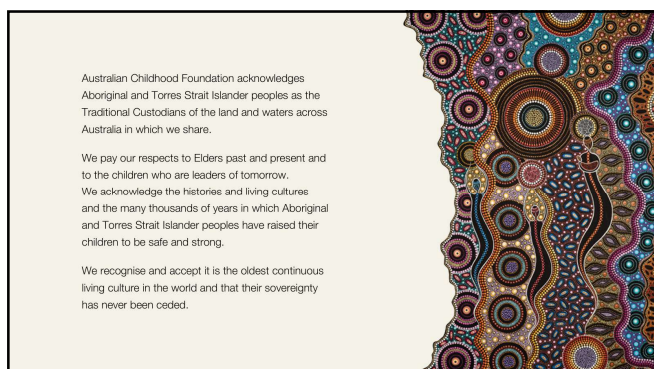




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2



3



BUGK Resources

Available to Purchase







Free to Download






Website

www.childhood.org.au

- Shop
- Resources
- Prosody Blog

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BUGK Resources



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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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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

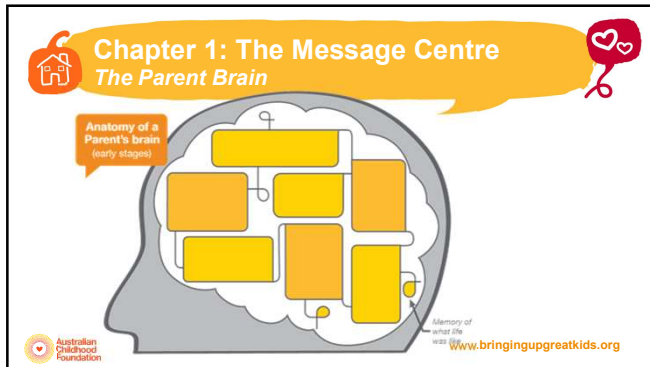


If you had three wishes for your children 20 years from now, what would they be?

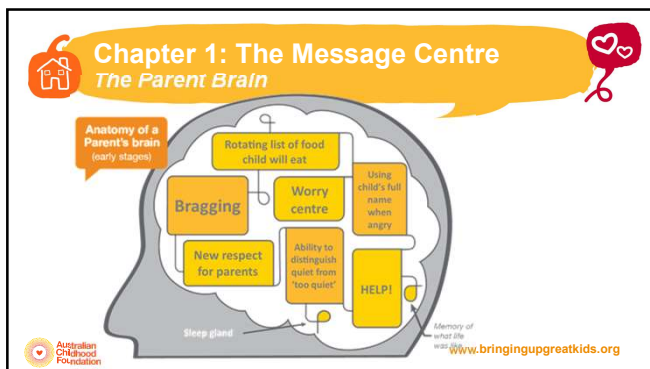



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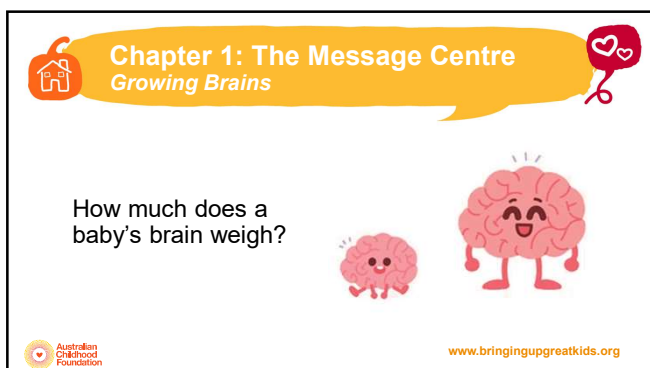
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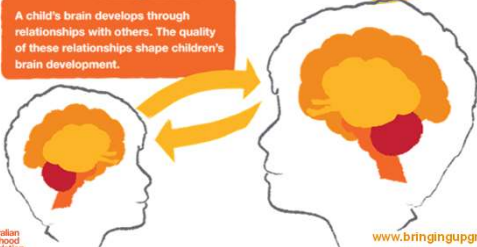


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Chapter 1: The Message Centre

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 3 Years Adult



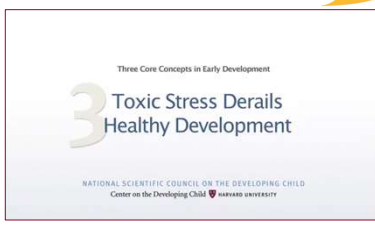
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Chapter 1: The Message Centre

The traumatised brain



Three Core Concepts in Early Development

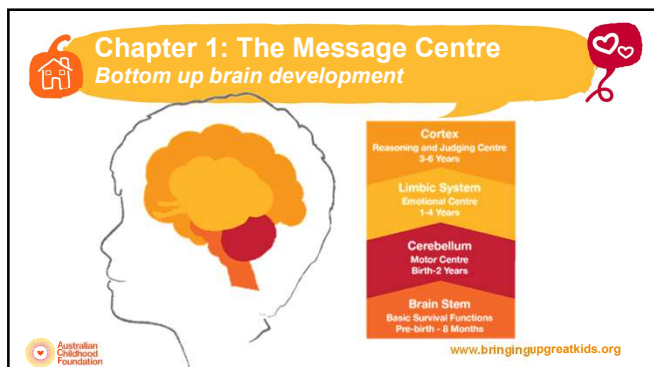
3 Toxic Stress Derails Healthy Development

NATIONAL SCIENTIFIC COUNCIL ON THE DEVELOPING CHILD
Center on the Developing Child • Harvard University

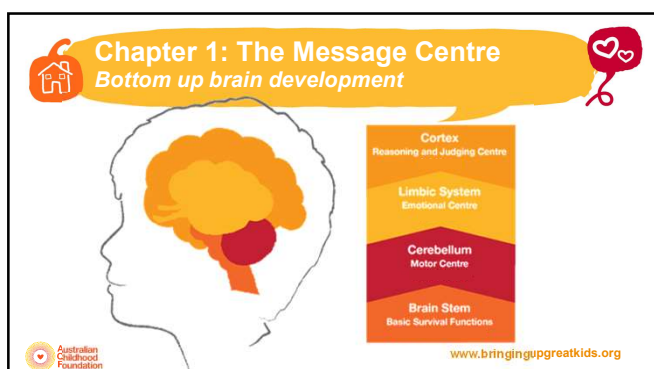


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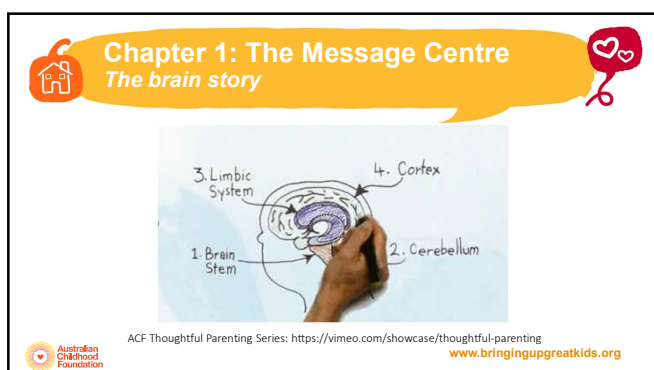
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Chapter 1: The Message Centre

Hand Model of the Brain



The Hand Model of the Brain

Adapted and presented by Emotion Coaching UK


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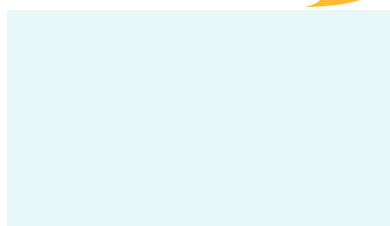
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Chapter 1: The Message Centre

Lateral Brain Development






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Chapter 1: The Message Centre

Lateral Brain Development






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Chapter 1: The Message Centre

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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Chapter 2: Messages from the Past

Facilitator Reflection

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

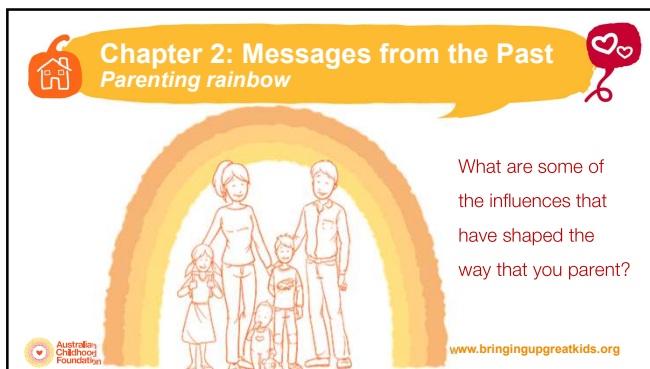




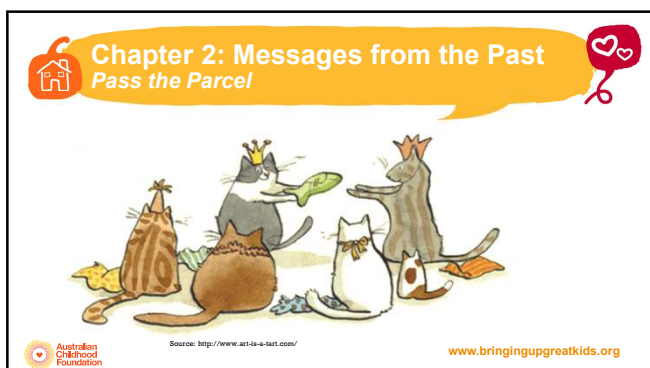
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Chapter 2: Messages from the Past

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



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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

Do as I say






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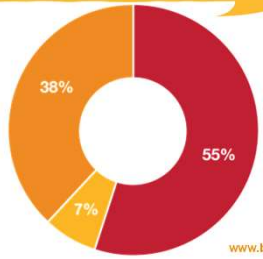
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Chapter 3: Giving & Receiving Messages

Handout: Are we missing anything






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Chapter 3: Giving & Receiving Messages Intentionally to the Music






1. 
2. 
3. 



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[illegible]



Chapter 3: Giving & Receiving Messages

Chinese Symbol for Listening



聽

Listen

耳 Ear

眼 Eye

心 Heart

一 One

王 King

(pron: body-untilized-ahntel)

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Rights of the Child handout

1. To be safe and healthy
All children have the right to be safe and healthy. This means that everyone should take steps to make sure that children are safe and healthy. This includes making sure that children are not in danger of being hurt or killed, and that they have access to food, water, and shelter.

2. To be heard
All children have the right to be heard. This means that everyone should listen to what children have to say, and that children should be able to express their views and opinions. This includes making sure that children are not being silenced or ignored, and that they have access to the media and other communication channels.

3. To be treated equally
All children have the right to be treated equally. This means that everyone should treat children the same, regardless of their race, ethnicity, religion, or social background. This includes making sure that children are not being discriminated against or treated unfairly.

4. To be protected from harm
All children have the right to be protected from harm. This means that everyone should take steps to make sure that children are not being harmed or abused. This includes making sure that children are not being physically or sexually abused, and that they are not being exploited or used for labor.

5. To be protected from sexual abuse
All children have the right to be protected from sexual abuse. This means that everyone should take steps to make sure that children are not being sexually abused or exploited. This includes making sure that children are not being sexually abused by adults or other children, and that they are not being exploited for sexual purposes.

6. To be protected from exploitation
All children have the right to be protected from exploitation. This means that everyone should take steps to make sure that children are not being exploited for labor or other purposes. This includes making sure that children are not being forced to work or perform, and that they are not being exploited for other purposes.

7. To be protected from discrimination
All children have the right to be protected from discrimination. This means that everyone should take steps to make sure that children are not being discriminated against or treated unfairly. This includes making sure that children are not being discriminated against on the basis of their race, ethnicity, religion, or social background.

8. To be protected from slavery
All children have the right to be protected from slavery. This means that everyone should take steps to make sure that children are not being held in slavery or forced labor. This includes making sure that children are not being sold or trafficked, and that they are not being held in slavery or forced labor.

9. To be protected from child marriage
All children have the right to be protected from child marriage. This means that everyone should take steps to make sure that children are not being married or entering into a marriage. This includes making sure that children are not being forced to marry, and that they are not being married at an early age.

10. To be protected from child labor
All children have the right to be protected from child labor. This means that everyone should take steps to make sure that children are not being forced to work or perform. This includes making sure that children are not being forced to work in dangerous or harmful conditions, and that they are not being forced to work for long hours.

11. To be protected from child soldiers
All children have the right to be protected from child soldiers. This means that everyone should take steps to make sure that children are not being recruited or used as soldiers. This includes making sure that children are not being recruited by armed groups, and that they are not being used as soldiers.

12. To be protected from child trafficking
All children have the right to be protected from child trafficking. This means that everyone should take steps to make sure that children are not being sold or trafficked. This includes making sure that children are not being sold or trafficked for labor or other purposes, and that they are not being sold or trafficked into slavery or forced labor.

All these rights and more are written down in a special book called the United Nations Convention on the Rights of the Child.

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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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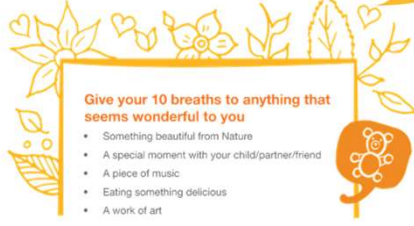
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Chapter 3: Giving & Receiving Messages

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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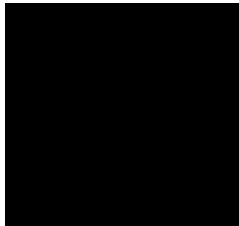
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Chapter 3: Giving & Receiving Messages

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 (emotions, reasons, strategies)
		
		


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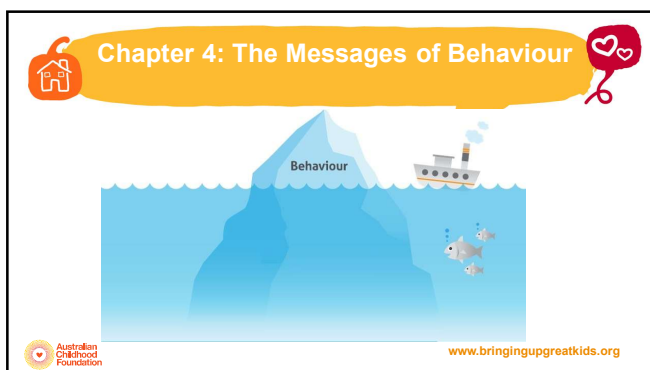
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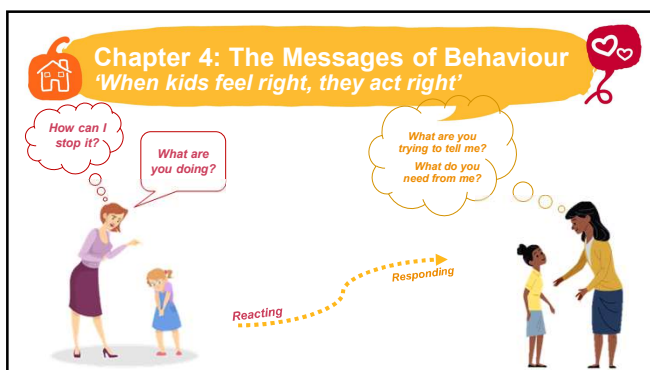
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Chapter 4: The Messages of Behaviour

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 seemed pretty cross."

3 Help the child to notice what's happening in their body

Eg "How does that feel in your tummy/head?"

"Your arms look stiff and tight."

4 Empathise with your child

"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 the child to solve their own problem

"What could you do about that?"

"What could you do next time that happens?"



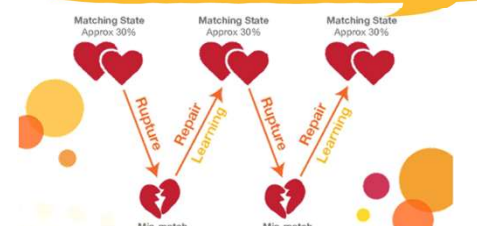
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Chapter 4: The Messages of Behaviour

'Good enough' parenting (Ed Tronick)





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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




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Chapter 4: The Messages of Behaviour



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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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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
Children's Emotional Development: Birth – 10 Years

Birth - 18 Months **18 months - 3 years** **3-6 years** **6-10 years**

What children need:

- Opportunities to practice new skills
- Play with children of the same age
- Opportunities to use my imagination and try new things
- Encouragement to make my own suggestions and decisions

What parents can do:

- Provide opportunities for children to play with their friends
- Give children praise and encouragement for trying, not just for success
- Provide opportunities for him to make decisions about everyday things that concern him
Eg which clothes to wear

A mealtime example:

- Allow him to decide how much food to put on his plate.
- Accept his decision to stop eating when he says, "I'm full."
- Accept spills as normal.
- Allow him to decide whether he will try new foods.
- Respect that he may dislike a new food.

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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

Self-care Prescription handout

Prescription (My self-care activity)	Dose (How long?)	Daily	Weekly	Fortnightly	Monthly	Yearly
Call or visit a friend or family						
Practice breathing / muscle relaxation						
Walk, play sport 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						
Cook your favourite meal						
Go out for dinner						
Do some gardening						
Take a massage						
Go away for a weekend						
Go on holiday						



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Chapter 5: Messages about me

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

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





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Chapter 6

Passing on Messages




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Chapter 6: Passing on Messages

Key Messages





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




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Chapter 6: Passing on Messages

Facilitator Reflection



Reflect on your own reactions to stress and how do you respond

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





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Chapter 6: Passing on Messages

Parenting paradigm






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Chapter 6: Passing on Messages

Pressing your Buttons



Over-sensitivity button

Push button to stop

Appreciation button

Push button to stop

Fix-it button

Push button to stop

Aggression button

Push button to stop

Responsibility button

Push button to stop

Incompetence button

Push button to stop

Guilt button

Push button to stop

Resentment button

Push button to stop


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Chapter 6: Passing on Messages

Managing our stress



Reflect on your own reactions to stress.
Are you generally a 'bottler' of your emotions? Do you 'explode' easily?





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Chapter 6: Passing on Messages

Being there for children

5 Years

8 Years

9 Years

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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

"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: Messages about Me

Self-care: Pause on the Positives



One of life's secrets:
Learn to **pause**,
emerge **positive**

One way I was kind to myself this week was...

One thing I am grateful for this week is...

My favourite moment with my kids this week...

One way I could connect with my kids next week...

A simple pleasure I could treat myself to next week is...

One way that I stayed in touch with friends this week is...



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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!!!





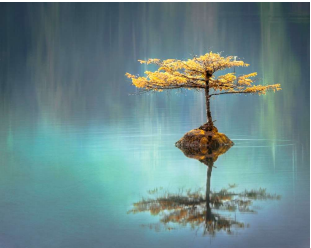

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Reflective Evaluation for a Reflective Program






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Contacting Us





parenting@childhood.org.au



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