



**BUGK**

**In the First 1000 days**

**HANDOUTS**



# Stop...Pause...Play



When we can relate to our children with mindful awareness we activate a part of the brain (the medial pre-frontal cortex) which allows our defensive systems to switch off, putting us in a more relaxed state and allowing us to think and act more rationally and to step outside our own experience so that we can **BE MORE PRESENT TO OUR CHILDREN'S NEEDS.**

This is an exercise that we will practice every week or use any time you need to take time out to calm down before you respond to whatever is going on.



## 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.



# Pause on Positives



★ My favourite moment with my kids this week was...

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

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

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

★ One person who supported me this week that I feel grateful for is...

★ One way I could connect more with my kids next week is...

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



# Check In



★ 'What has your baby told you about her/himself since we last met?'

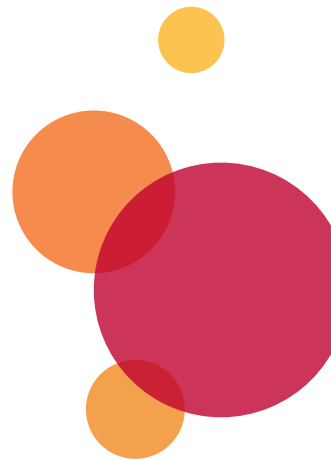
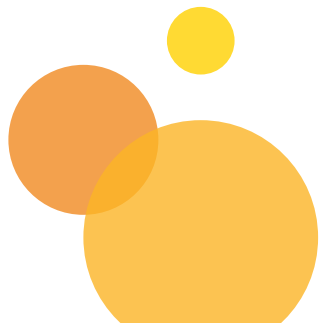
★ 'Has your baby changed in any way that you can tell?'

★ 'Have there been any times when you have felt worried about your baby?'



★ 'Have there been any times that you have felt really close to your baby?'

★ **Extra question for this week:**



# Babe-ometer



Conception

Pregnancy

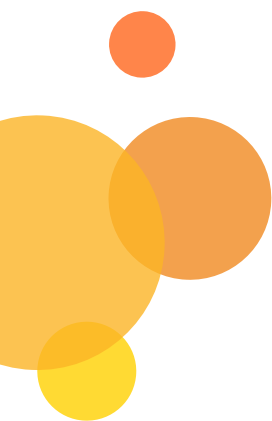
First scan

First movements

Boy or girl?

Preparing for the birth

Birth



# Babe-ometer



Use any of the statements below to identify how you are feeling at each stage of the pregnancy on the BABE-OMETER over the page. Add your own feelings if they are not written here.

1. Finally!

2. This is amazing!

3. Finally, I feel like a grown-up

4. Let's have five children!

5. We made a real person!

6. I can't wait to kick a footy with my child

7. Having a baby won't change my life

8. I'm not sure how I feel about this

9. My life's not my own any more

10. Will I be a good parent?

11. I can't wait to meet you!

12. How will I cope?

13. I won't be able to go out with my mates as much

14. Who will the baby look like?

15. There goes my sex life!

16. I hope the baby's alright

17. I wonder if the baby will grow to like the things I like?

18. What were we thinking?!

19. This is terrifying!

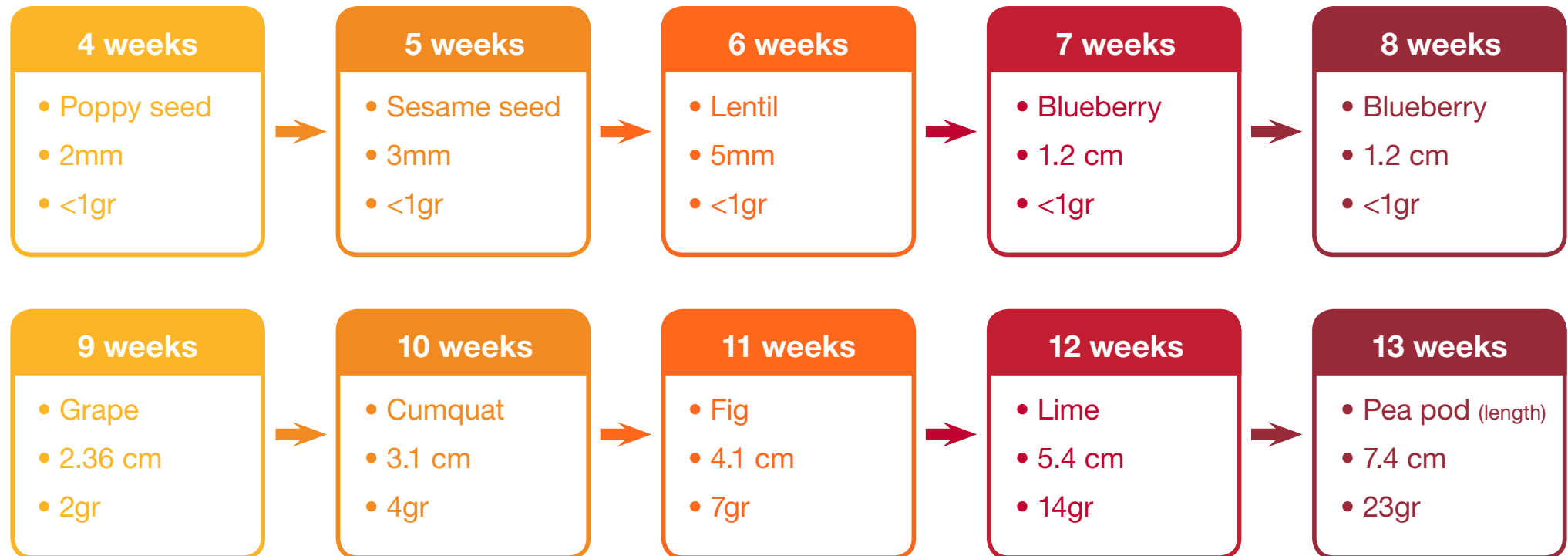
20. Oh no!



# Growing like a mushroom - Tracking the growth of your baby in utero



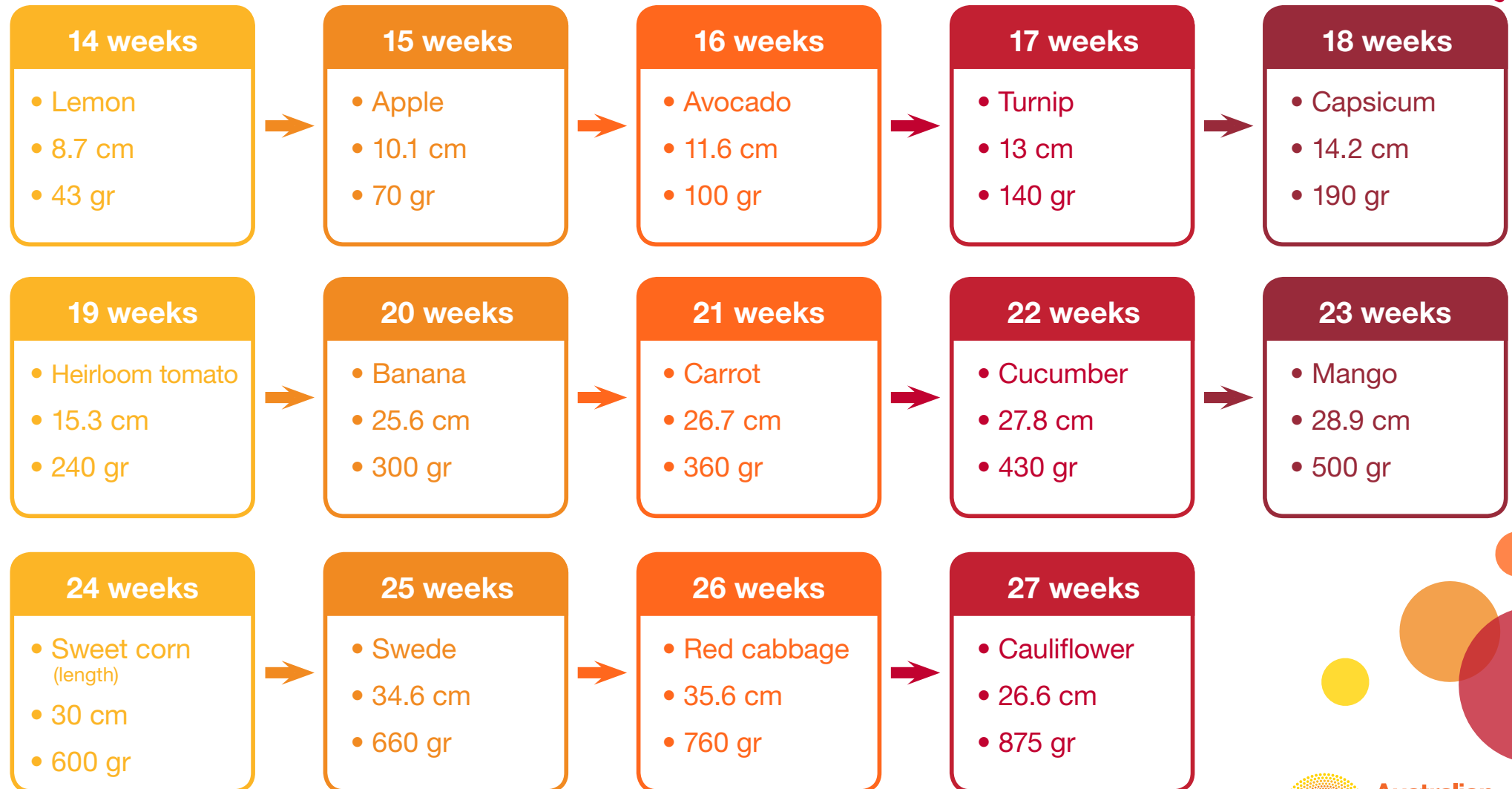
## First Trimester



# Growing like a mushroom - Tracking the growth of your baby in utero



## Second Trimester

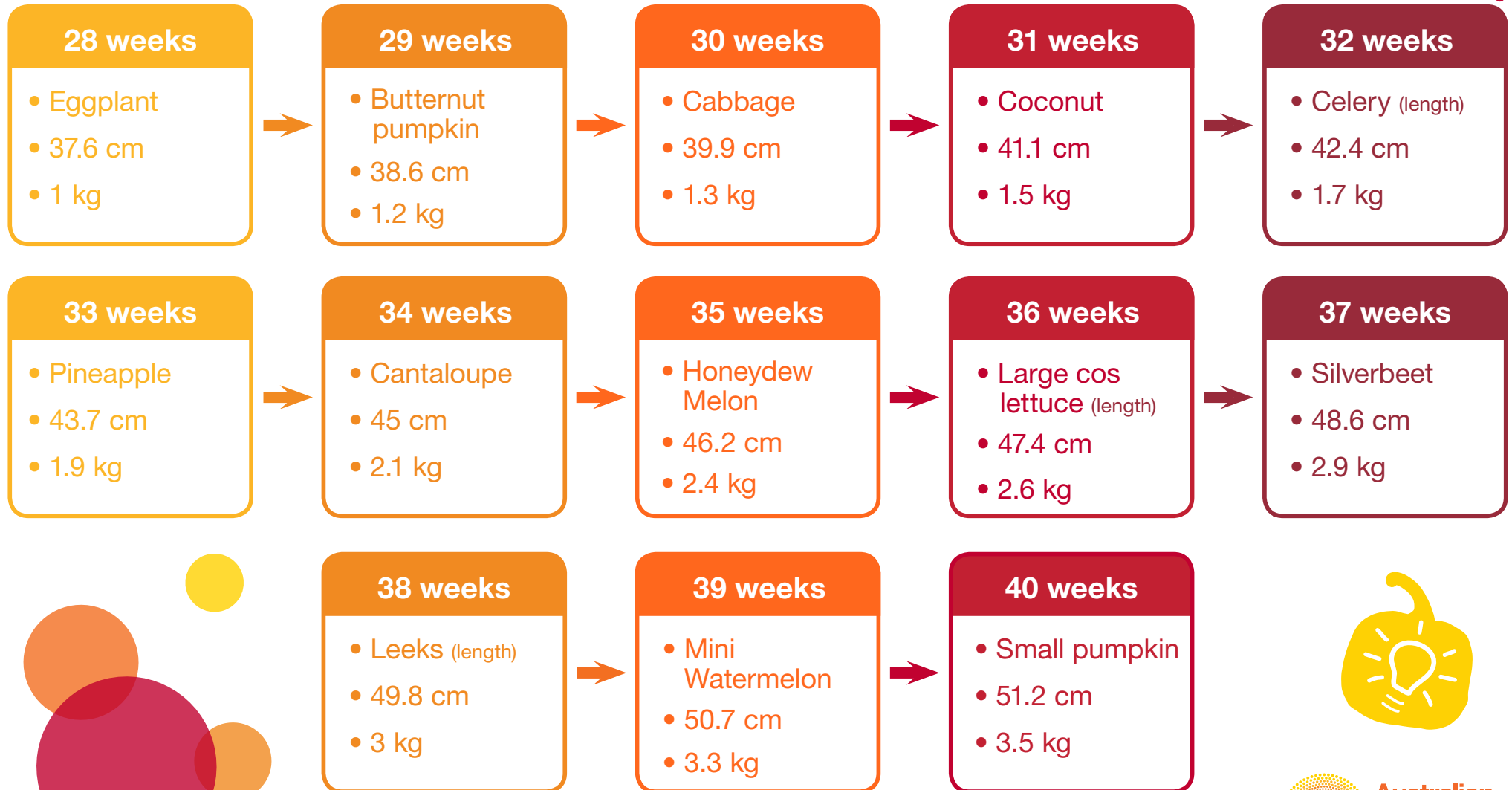




# Growing like a mushroom - Tracking the growth of your baby in utero



## Third Trimester



# Baby brain – development in utero



## Brain Stem

- Hindbrain
- Midbrain
- Forebrain

Neural Tube  
(forms spinal cord)



25 Days



50 Days



100 Days



20 Weeks



28 Weeks



35-40 Weeks (full term)



# Baby brain – development in utero



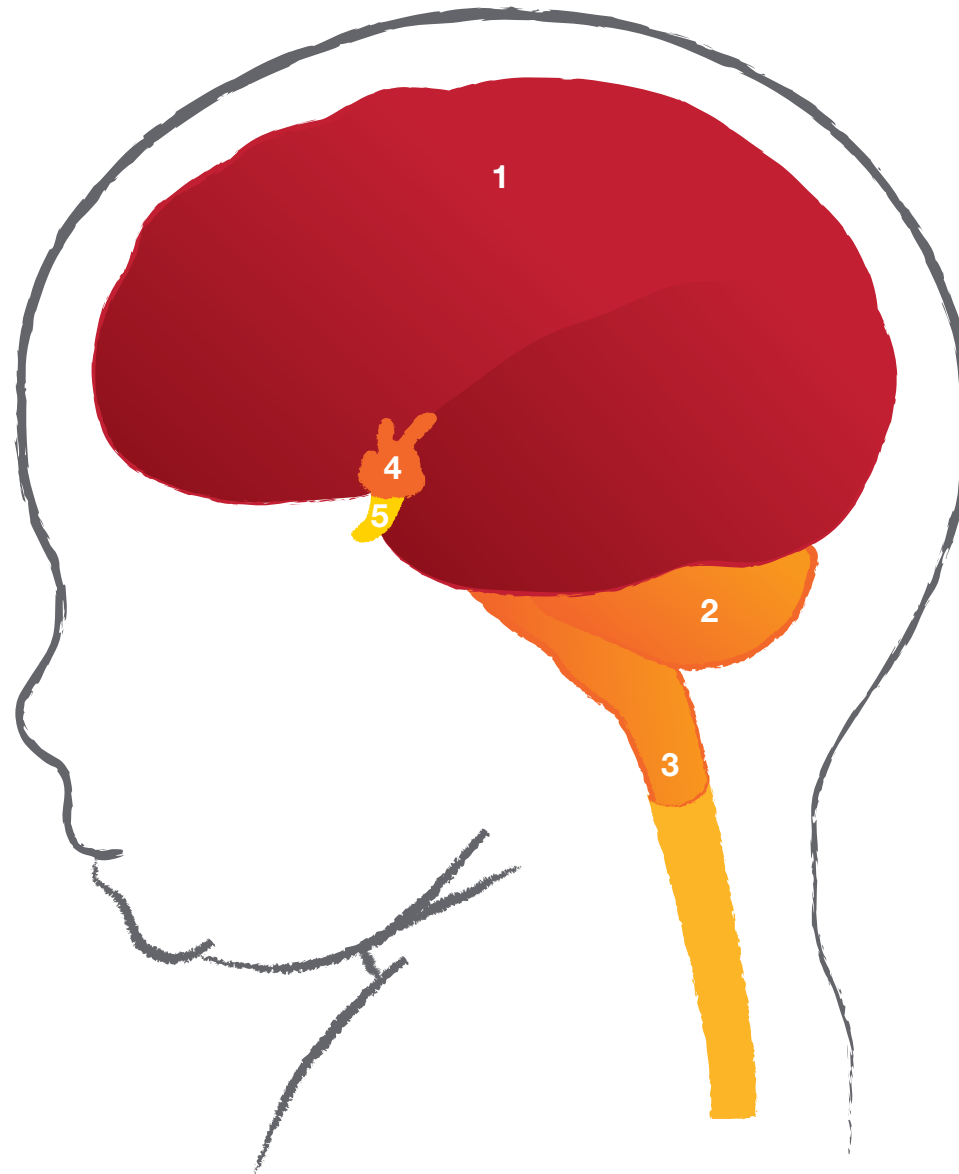
Cerebrum

Pituitary Gland

Hypothalamus

Cerebellum

Brain Stem



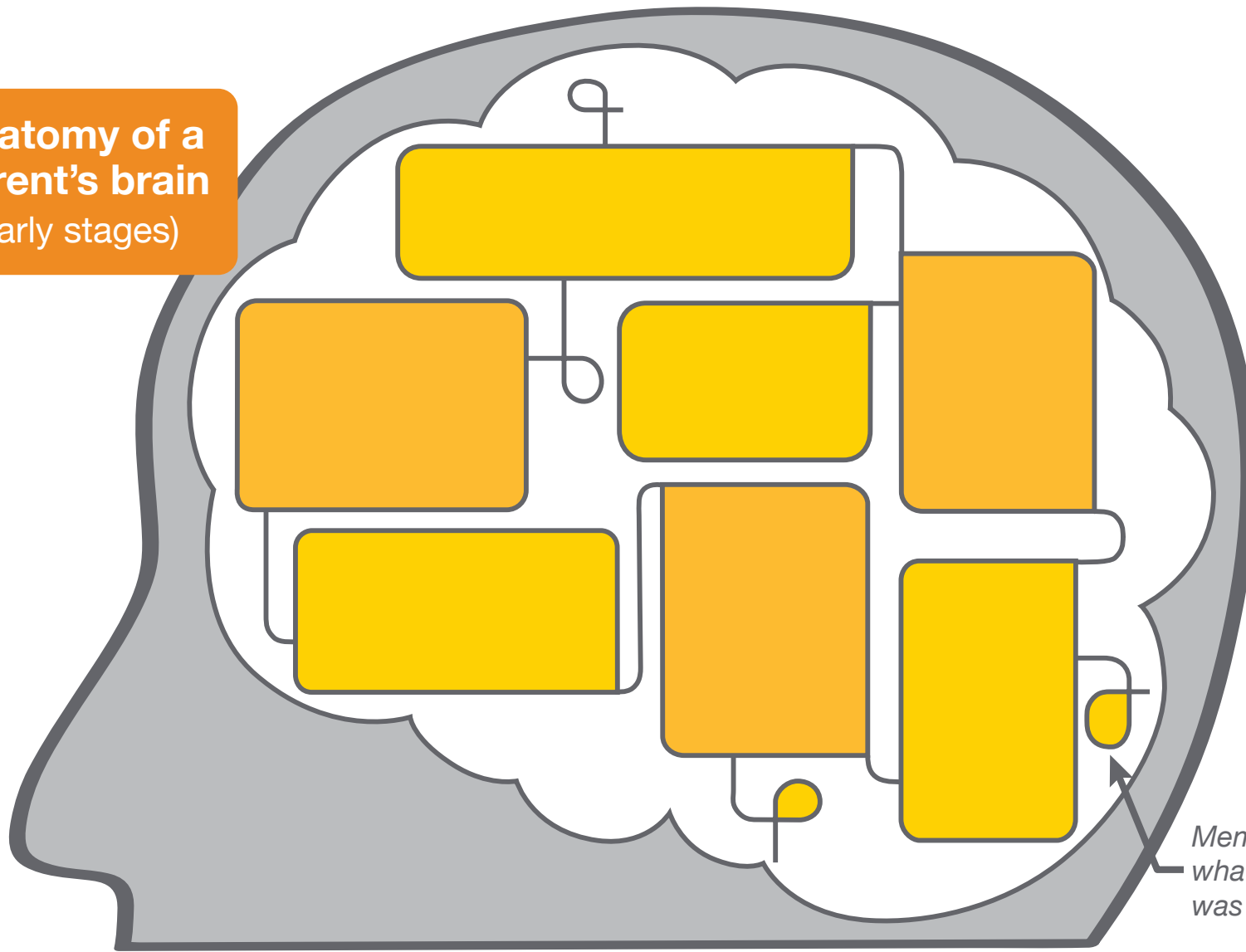
35-40 Weeks (full term)



# Incomplete Parent Brain



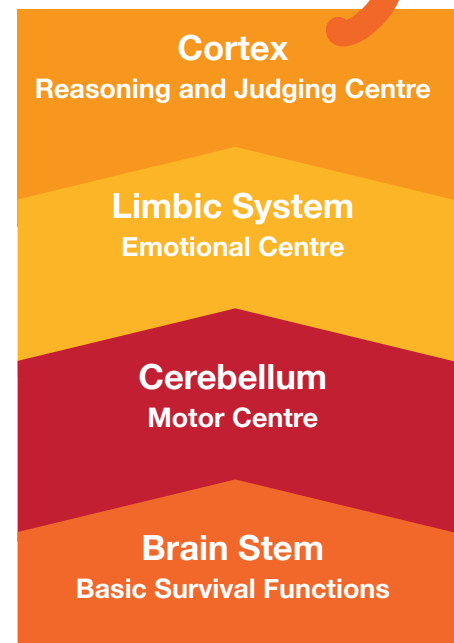
Anatomy of a Parent's brain  
(early stages)



*Memory of what life was like*



# Bottom-Up Brain Development



The brain is comprised of different structures that grow and develop at different rates and different times.

The **brain stem** area of the brain develops first and is responsible for basic functions that **keep us alive** such as heart rate, breathing and regulating our body temperature. The brain stem is fully developed at birth. It is the part of the brain that is 'hard wired' and least susceptible to change.

Connected to the brain stem is the **cerebellum** or motor centre of the brain. This area is responsible for **movement** and develops over the first few years of life. Development in this area is seen in babies gaining head control, sitting, crawling and walking. In the next few years, children will gain greater co-ordination, learn to skip, kick a ball, ride a bicycle, cut, draw and eat with cutlery.

The **limbic system** is the **emotional** centre of the brain and rules the lives of young children up to around four years. During the toddler years, the limbic system goes through a period of rapid development. This helps explain their bursts of irrational behaviour and tantrums. Toddlers need our help to manage their **strong** feelings. Young children **feel** then **act**, they **can't think** then **act**. This is due to the emotional centre of their brain developing before the cortex, or the thinking part of their brain. Young children basically view the world through an emotional lens.

The **cortex**, or thinking part of the brain, is the last part to develop. This is the part of the brain responsible for reasoning, planning and problem solving. This is the part of the brain that enables humans to **think** before they **act**. As children grow and develop, the cortex is gradually able to help us to pause when we are flooded by **strong** emotions, thus allowing us to **feel, think, then act**.

Unlike the brain stem, the limbic system and cortex are highly susceptible to change due to experience and the environment in which the child lives.




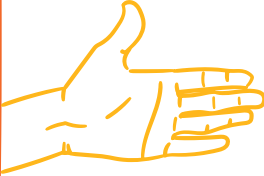



# Have I told you lately that I love you?



Each of us has our favourite ways of receiving messages of love.

Use the chart below to show how you and your partner prefer to receive love. Then wonder about what you can do for your baby so that he/she gets the message, 'I am loved'.

	My Preferences	My partner's preferences	Wondering about our baby
<b>Kind Words</b> 			
<b>Quality time</b> 			
<b>Gifts</b> 			
<b>Doing helpful things</b> 			
<b>Loving touch</b> 			

Adapted from Chapman, G. (2010), *The Five Love Languages*

# 10 Breaths

When something wonderful touches you, savour the experience by offering it 10 full breaths. By paying close attention to special moments, we come to see that opportunities for happiness present themselves many times each day.

## 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

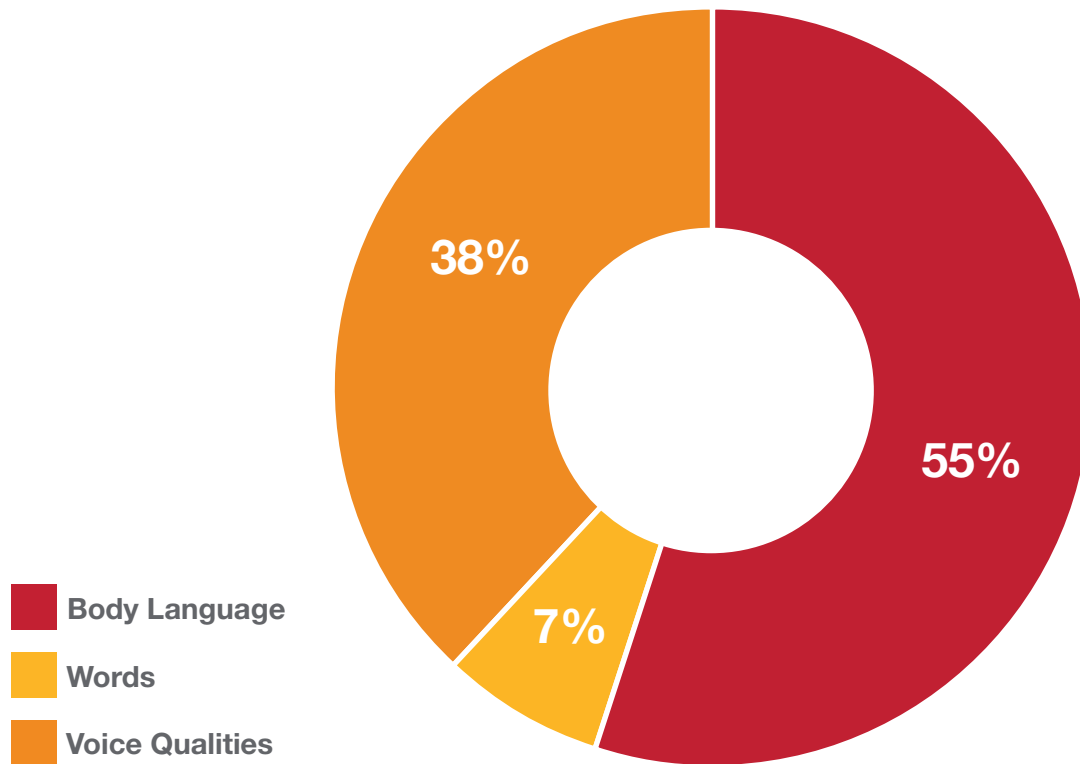
- 1 Stop whatever you are doing
- 2 Close your eyes, place a hand on your belly and take 3 deep breaths to calm yourself.
- 3 Open your eyes and focus on your special object/person/experience
- 4 Stay focused on whatever has caught your attention as you 'count with your body', 10 slow breaths, by pressing and releasing in turn, each finger resting on your belly.
- 5 If you are still entranced by your special moment, repeat the 10 breaths practice.

# Are we missing anything?



When parents have a new baby they learn about the baby through their body language “cues”. Some examples would be when your baby is tired they might rub their eyes or when their tummy hurts they pull their little knees up to their tummies.

## Communication Pie



Somehow when children become verbal, parents forget to use the skill of reading body language and only listen to the words. We are only using 45 percent of the communication pie and missing 55% of opportunities to tune into our children “missing cues”.

Are we putting up communication barriers by not embracing all elements of the communication pie?





# Repairing Relationships



A mother, her 18 month old and newborn baby are in a supermarket carpark. They have just returned to the car with a trolley full of shopping and the mother is putting the baby into her capsule in the car, when the toddler runs off into the carpark and is narrowly missed by a car backing out.

Mum grabs the child's hand and shouts 'what do you think you are doing you stupid thing, you could have been killed' The child is screaming as mum lifts her quickly into the car.

## Time to repair

1

### Restore Calm and Safety

Mum stopped what she was doing and took three deep breaths. She could hear her child crying and needed to be calm to deal with the situation. Mum sat in the back seat of the car beside her children and tuned into her breathing. (Stop, Pause, Play)

2

### See it from your child's point of view

As mums breathing calmed her down she was able to re think what had just happened from her child's point of view. Her child had first been scared by the car backing towards her and then when mum yell at her. Mum felt regret that she had reacted the way she did.

3

### Repairing Relationships

Mum turned to her child and lifted her up, telling her I'm sorry I yelled at you, you must have been scared. It's not ok to run off from mum, I love you and I want you to be safe. Mum strokes her child's hair the way she knew she liked until it calmed them both.

Mum then calmly put her child into her car seat and gave her a kiss. Mum then drove the car home. On the way she sang some of her child's favourite songs and her child clapped her hands and laughed.

4

### Future Plans

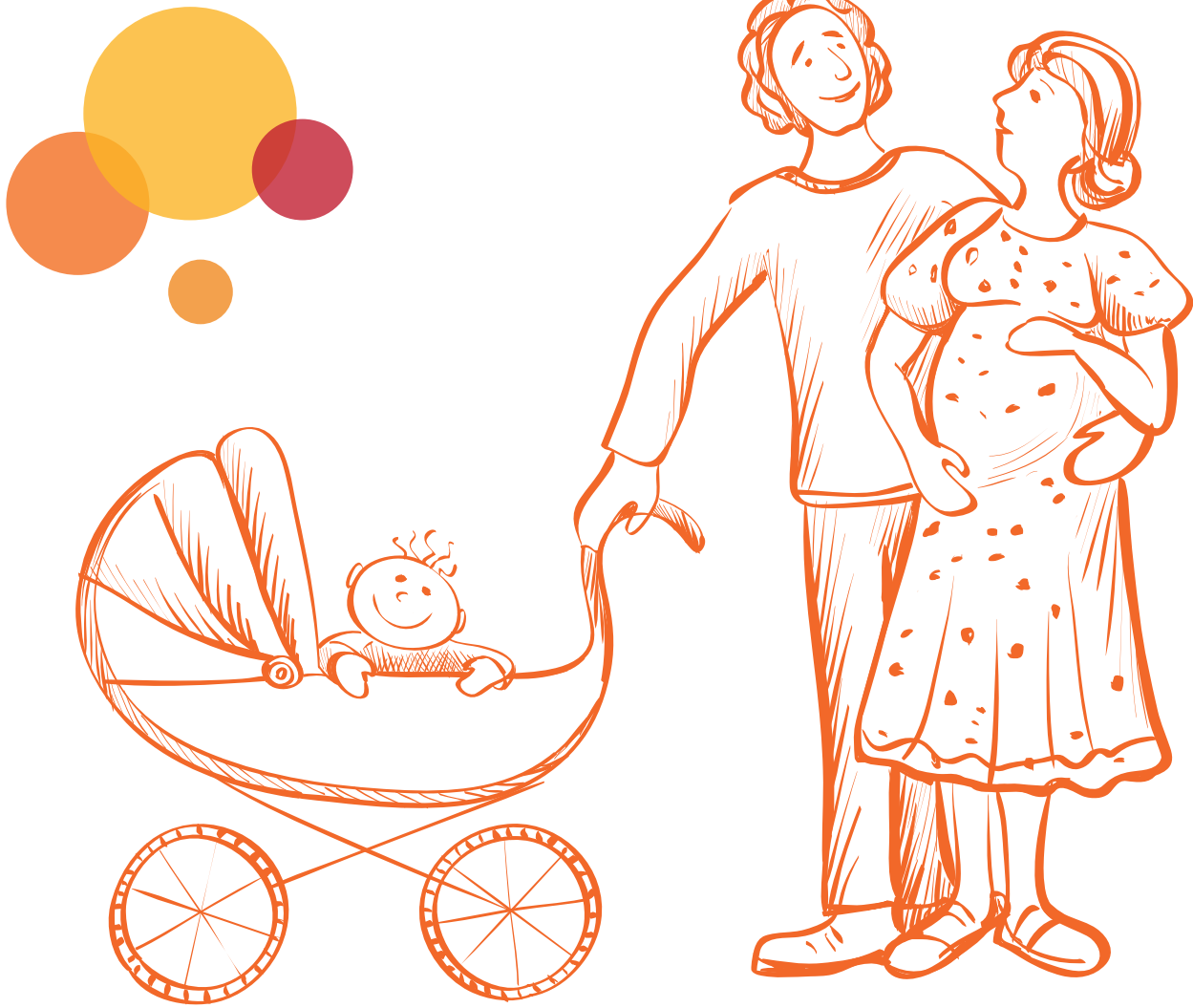
Later that day when the children were sleeping mum reflected on what had happened. Now she felt calmer mum was able to recognise that she had expected too much for her 18 month old to recognise danger. She recognised that an 18 month old can be very curious and wander away.

Next time she knew she would make some changes and plan a bit better so things were not so rushed. She would always now put her 18 month old safely into their car seat first so that they could not wander off into danger.

We thank Family Inclusion Network of WA Inc. (FinWA) for their feedback that helped in writing this handout.



# Connecting with your unborn baby

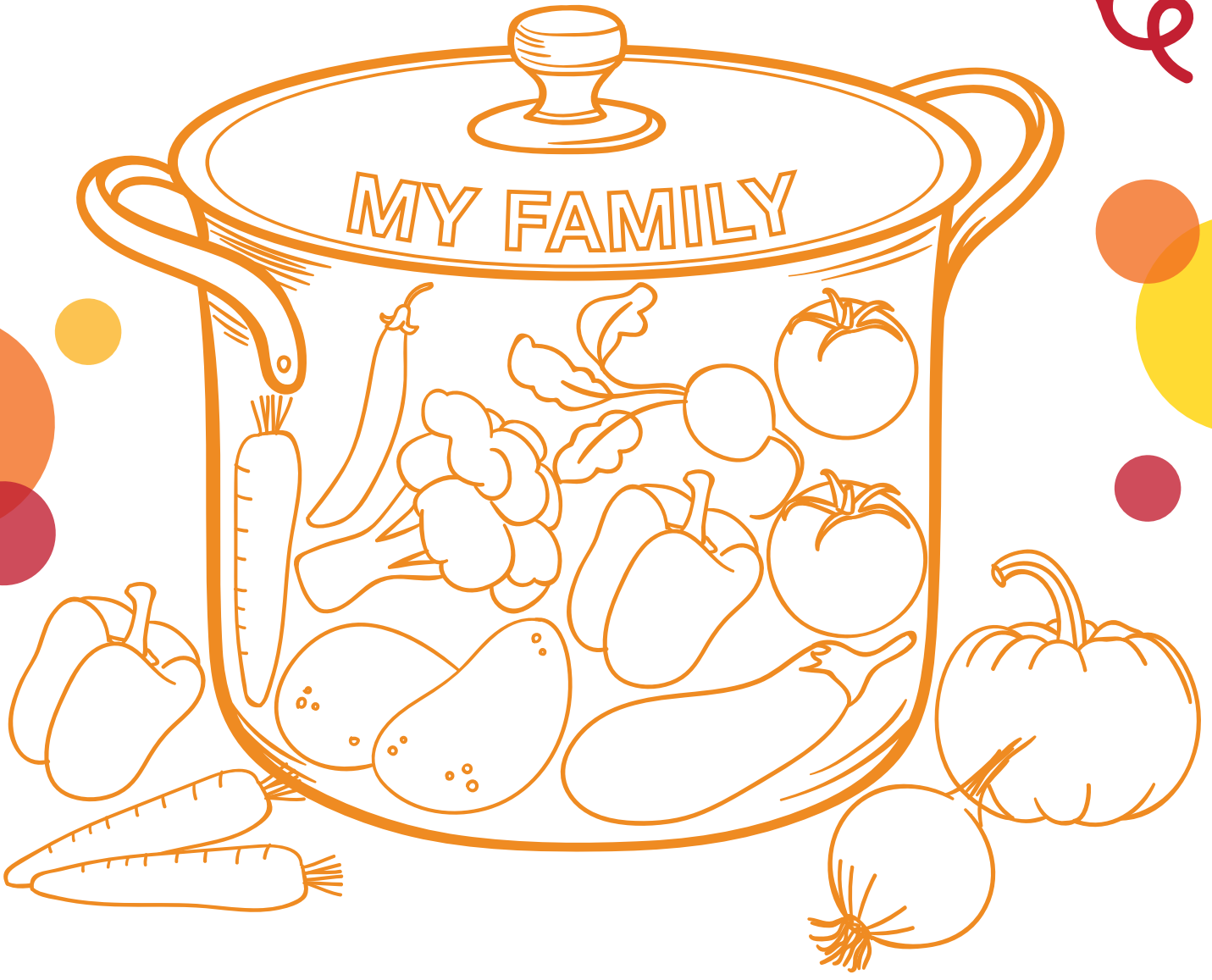


## Research findings show the importance to children and families, of supportive father involvement:

1. When fathers have been with their newborn for at least the first hour after birth, they are able to identify their own baby apart from two others, while blindfolded. (Kaitz et al 1992)
2. A father's presence at the birth of his child, and contact (particularly skin contact), with the baby in the first hours after birth, deepens his involvement with his child in the early months of life. (Rodholm M 1981)
3. Children have strong feelings about what they want in their dads: men who are positive role models, who offer support, stability, guidance, and respect, who spend quality time with them and who show their love and affection through physical contact. (Milligan & Dowie 1999)



# Family Soup



## Notes

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# Reflections on Culture



Name three values you have learnt from your family.

1

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2

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3

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**Then ask yourself:**

- Do you still hold these values today?
- How might they have influenced the way you/ your grandparents/ parents raised their children?
- Are they something you intend to pass on to your own children?

Name three customs that you and your family have around events such as birthdays, Christmas, weddings or funerals.

1

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2

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3

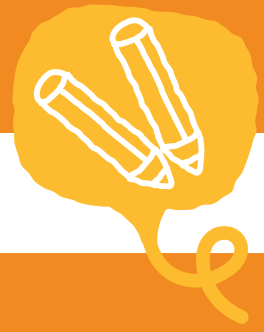
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**Then ask yourself:**

- Are they different from what other people do at these times?  
Think about your friends, people you work with, or people from a different culture.
- How are they different?
- Where do these customs come from for your family?



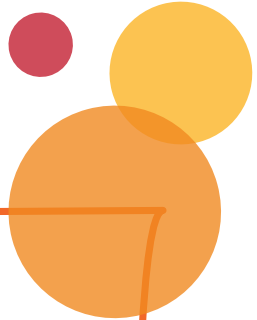
# Reflections on Culture



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

A large, empty rectangular box with a hand-drawn orange border, intended for drawing a visual representation of one's culture.

Share your drawing with another participant from a different culture (is possible).  
Talk about how different or similar your culture is from that of the other person.



# Six theories



If you were asked to name your own 'Six Theories About Raising Children', what would they be?

1

2

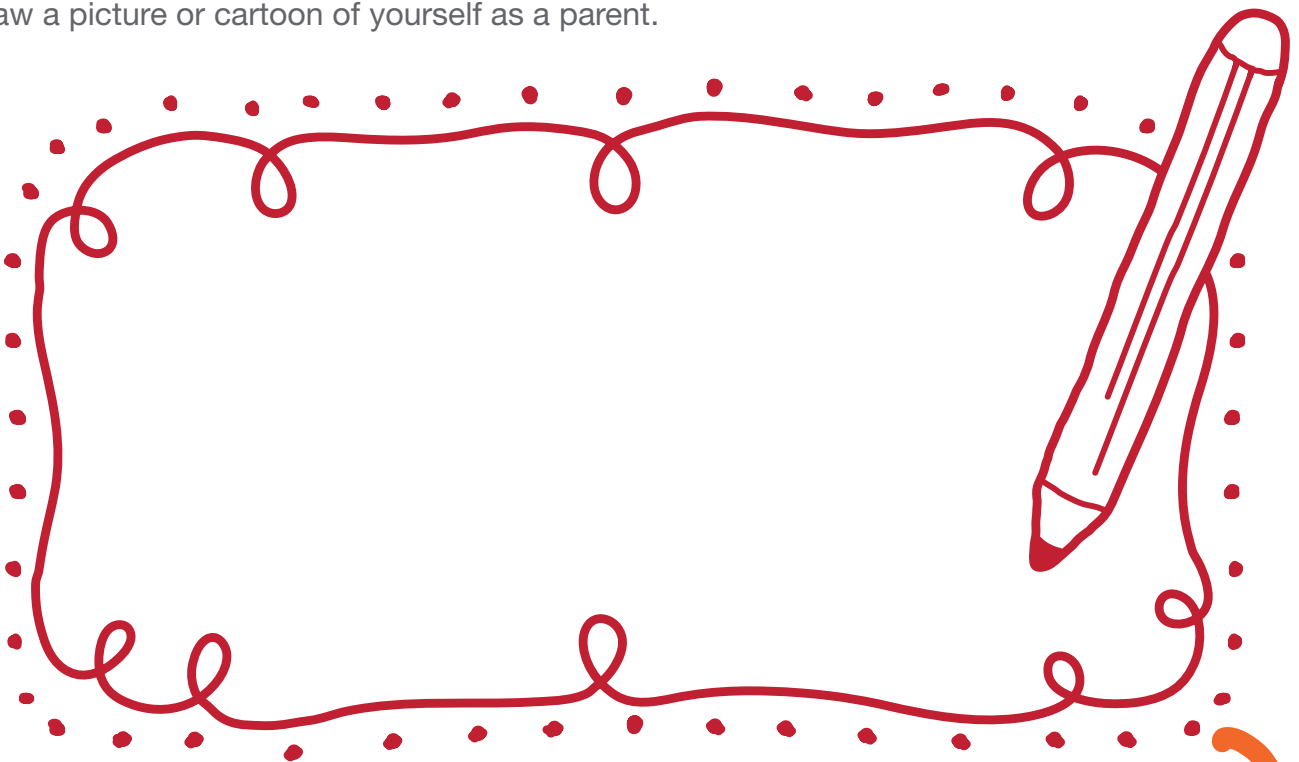
3

4

5

6

When you imagine yourself as a parent what do you see?  
Draw a picture or cartoon of yourself as a parent.



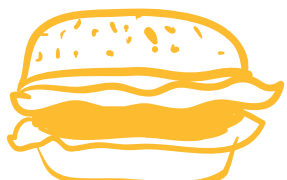
# My Favourite Things



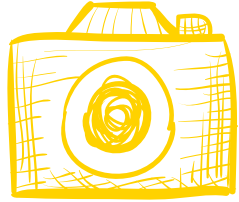
## What's your favourite...?

Make sure you experience at least one of your favourite things each day.

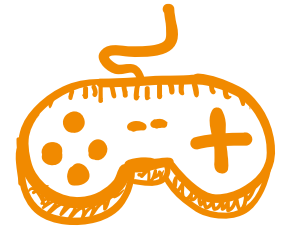
Food



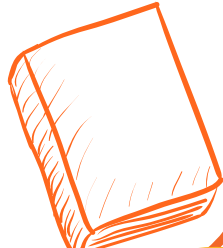
Hobby




Game




Reading




Friends



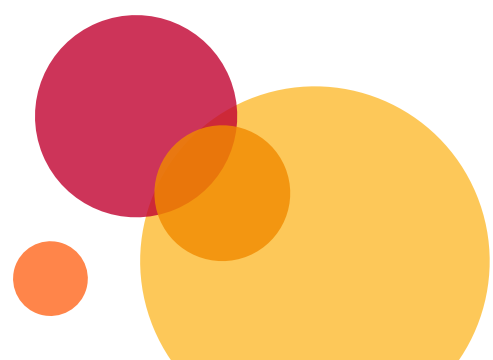

Music



Pet



Place



# Asking for help



**1** How easy do you find it to ask for help?

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**2** When you are upset or having problems, are you more likely to go away by yourself to try to solve the problem, or talk to someone else?

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**3** How do you feel when you leave your child in the care of someone else?

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**4** How well do you think your cries for help were answered when you were a child?

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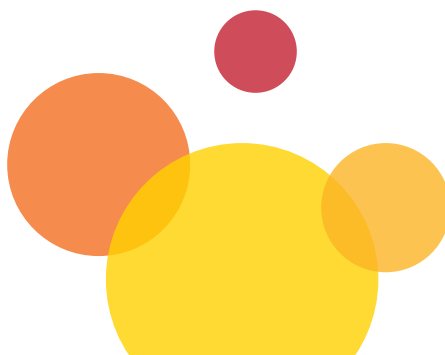
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**5** What might have got in the way of people meeting your needs as a child?

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# Asking for help



**6** How do you feel about these statements?

**“It’s my job to look after my children, no one else’s job.”**

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**“It takes a village to raise a child.”**

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**“Every parent needs help at times.”**

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**7** Who do you feel comfortable to ask for help with your children?

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# Note page



# The Wellbeing Plate

★ Design your own wellbeing plate by using the different ingredients provided or by adding your own ideas, shapes and pictures.



# The Wellbeing Plate



**Physical  
Time**

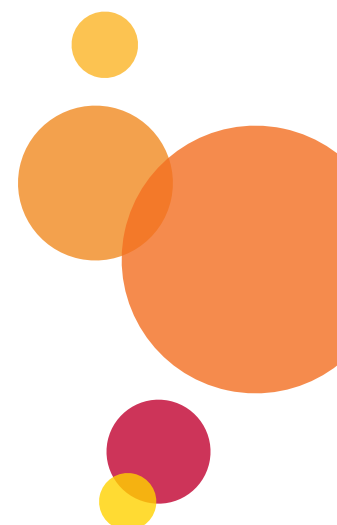
**relationship  
time**

**Sleep  
time**

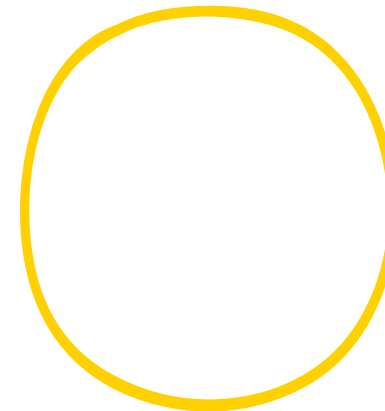
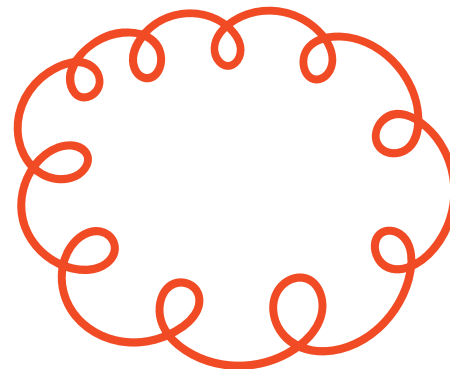
**Nurturing  
time**

**Play  
time**

**Nature  
time**



**Personal  
time**



# Self-care Prescription



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						

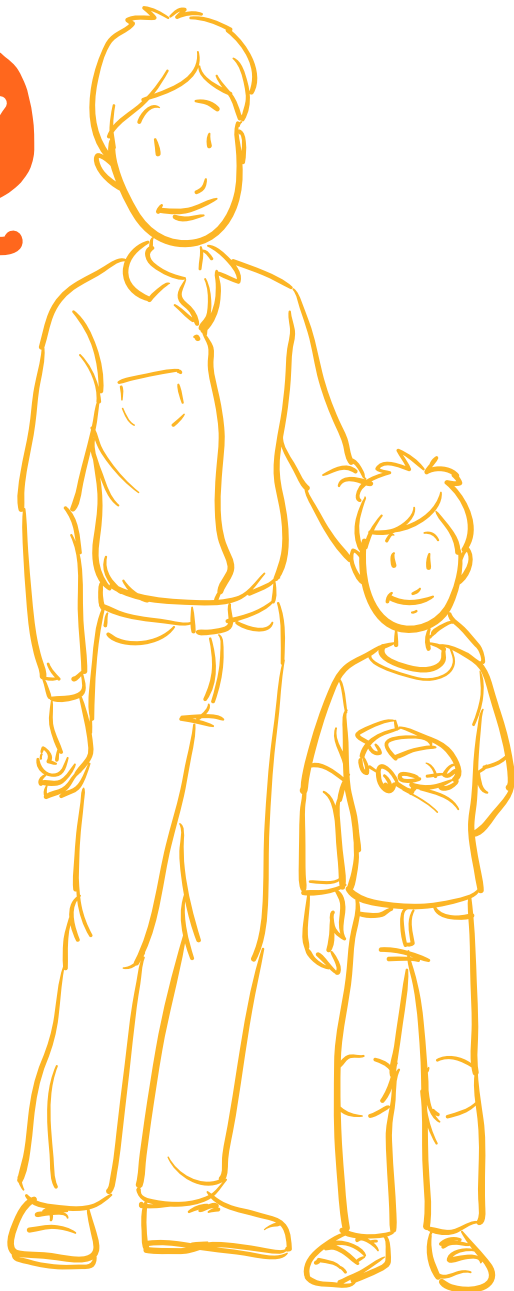


Name: \_\_\_\_\_

Witnessed: \_\_\_\_\_

Displayed: 

# 'Daddy Cool'



- ★ How do you feel about becoming a Dad?
- ★ What are you excited about?
- ★ Who will you talk to about these feelings?
- ★ What are some of your fears?
- ★ Who will you talk to about these fears?
- ★ What kind of dad do you think your kids would like you to be?



# BUGK in the First 1000 days



These webinars continue the story from the face to face sessions elaborating on the concepts and activities, materials and resources, used throughout the program.

**Webinar A:** How to include expectant dads and males in the pregnancy journey and after the birth of the baby.

This webinar will focus on the activities and engagement strategies to connect the growing baby with the adult males involved.

Monday 11 May 10.30 am- 11.00 am and Thursday 4 June 4.00 pm - 4.30 pm

**Webinar B:** Babies video

This webinar explores the documentary “Babies” and how to use it as an introductory activity, explain the discussion opportunities that the documentary supports.

Tuesday 19 May 10.30 am -11.00 am and Friday 5 June 4.00 pm - 4.30 pm

**Webinar C:** The purpose of the repetitive activities

This webinar gives the opportunity to discuss the purpose and use of Stop, Pause, Play, Mindful Listening, Pause on the Positive, Growing Like a Mushroom and Story Reading and different ways of engaging with these activities.

Wednesday 13 May 10.30 am - 11.00 am and Friday 22 May 2.00 pm - 2.30 pm

**Webinar D:** The Practicalities

This session looks at how to make some of the activities in the program such as the brains, the mix and match cards, scenario cards, baby faces cue cards and others

Monday 11 May 4.00 pm - 4.30 pm and Friday 22 May 10.30 am - 11.00 am

**Webinar E:** The Neuroception of Safety enables everyone in the group to feel and be safe

The discussion will be on the need to use the “Check In” and “Babe-ometre” each week and how these activities assist the facilitators to ensure participants are OK and if not what to do next.

Tuesday 19 May 4.00 pm - 4.30 pm and Friday 5 June 2.00 pm - 2.30 pm

**Webinar F:** Frequently Asked Questions

Questions and queries that have come up through the face to face series will be addressed in this session- As the questions arise in the training sessions they will be listed for discussion.

Wed 13 May 4.00 pm - 4.30 pm and Thursday 4 June 2.00 pm - 2.30 pm

