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 **The aim of this online training** 

- Online BUGK for parents is possible
- Resources you might need
- Discussing the limitations and opportunities
- Group rules for an online BUGK
- How the online affects activities
- How to keep the training attractive for parents



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Resources

- The box/post pack
- Relevant handouts
- The my stories as a parent journal
- The blank anthill or iceberg
- A feeling and needs card
- The Stop Pause Play remote
- A-Z booklet



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Limitations

- Group discussions
- Experiential activities (if everyone is on their own)
- Physical connection
- Potential support network
- Missing some cues from body language and facial expression
- Distracted participants



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Preparations

- Make time for introductions – ask participants to say their name before they speak.
- It is helpful for the facilitator to have a list of participants names and identify who is contributing throughout the session.
- In the parent groups remember to talk to the participants using their names.



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Opportunities

- Greater chance for isolated parents to attend
- Enhanced connection through social media
- Flexible timing of group facilitation
- More opportunities to connect outside the group



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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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Mindfulness for Parents



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Stop....Pause....Play



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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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 Listening intentionally to the music 



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 Storytime 

The reading of children's stories to parents, re-engages parents with their childhood experiences of having stories read or told to them and the inherent "messages" within them.



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 Parent Journal: My Story as a Parent 

A powerful predictor of secure attachment in children, is coherent self-narrative in parents.



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Chapter Contents

Outline

- Key Messages
- Pre-session Facilitator Reflection
- Preparation/set-up/resources

Part 1

- Welcome/reconnect
- STOP....PAUSE.....PLAY
- Deep Listening

Part 2

- Core Activities & Options

Part 3

- Self-Care
- Reflective Journaling
- Storytime
- Summary


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Chapter 1

The Message Centre





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Chapter 1: The Message Centre

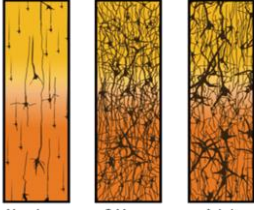
Children's brain



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Chapter 1: The Message Centre
Neuronal Connections



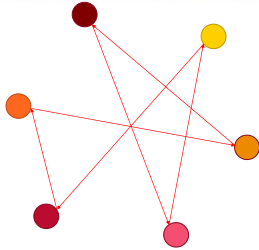
Newborn 2 Years Adult



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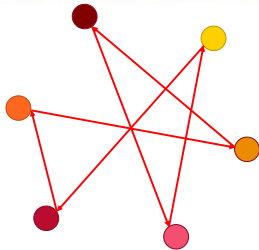
Chapter 1: The Message Centre
Neuronal Connections – Traumatised brain



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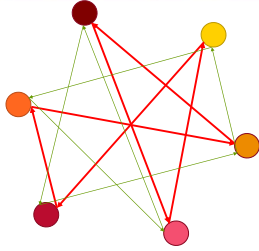
Chapter 1: The Message Centre
Neuronal Connections – Traumatised brain



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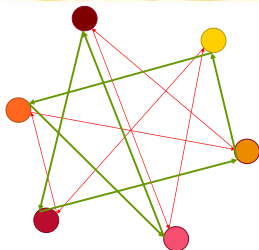
Chapter 1: The Message Centre
Neuronal Connections – Traumatized brain



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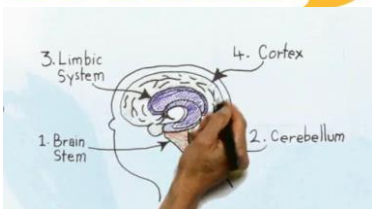
Chapter 1: The Message Centre
Neuronal Connections – Traumatized brain



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Chapter 1: The Message Centre
The brain story



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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 - 8 Months

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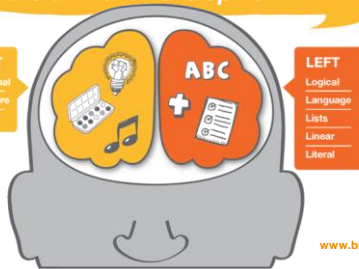
Chapter 1: The Message Centre Hand model of the brain



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Chapter 1: The Message Centre Lateral Brain Development



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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



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Chapter 1: The Message Centre
Journal Reflections



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Chapter 1: The Message Centre

Questions, Thoughts or Ideas



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Handwriting practice lines (7 horizontal lines).

Chapter 2

Messages from the Past



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Handwriting practice lines (7 horizontal lines).

Chapter 2: Messages from the Past
Bingo of family facts



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Handwriting practice lines (7 horizontal lines).

Chapter 2: Messages from the Past
Virtual Pass the Parcel



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Chapter 2: Messages from the Past
Virtual Pass the Parcel



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Chapter 2: Messages from the Past
Virtual Pass the Parcel



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Chapter 2: Messages from the Past
Virtual Pass the Parcel



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Chapter 2: Messages from the Past
Virtual Pass the Parcel



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Chapter 2: Messages from the Past
Virtual Pass the Parcel



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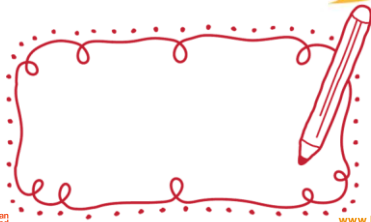
Chapter 2: Messages from the Past
Activity - *Rubbish, Recycle, Reframe*



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Chapter 2: Messages from the Past
Journal Reflections



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Chapter 2: Messages from the Past

Questions,
Thoughts
or Ideas



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Chapter 3
Giving & Receiving Messages



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Chapter 3: Giving & Receiving Messages
Non-verbal Communication



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Chapter 3: Giving & Receiving Messages
Virtual Role Play



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Chapter 3: Giving & Receiving Messages
Collage activity



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Chapter 3: Giving & Receiving Messages
Listening to young children

Listening to my **BIG** feelings

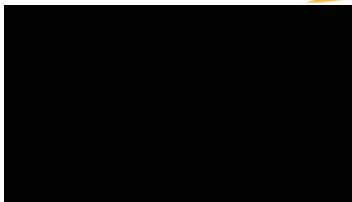
SAD ANGRY FRUSTRATED JOYFUL
EXCITED HAPPY FRIGHTENED



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Chapter 3: Giving & Receiving Messages
Self-care



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Chapter 3: Giving & Receiving Messages
Journal Reflections



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Chapter 3: Giving & Receiving Messages

Questions,
Thoughts
or Ideas



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Chapter 4
The Messages of
Behaviour



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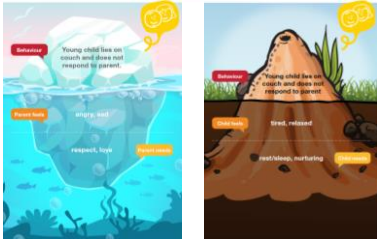
Chapter 4: The Messages of Behaviour



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Chapter 4: The Messages of Behaviour Behaviour Iceberg



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Chapter 4: The Messages of Behaviour Iceberg/Anthill



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Chapter 4: The Messages of Behaviour
Self-care



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Chapter 4: The Messages of Behaviour
Journal Reflections



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Chapter 4: The Messages of Behaviour

Questions,
Thoughts
or Ideas



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Chapter 5
Messages about Me



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Chapter 5: Messages about Me
Activity: Position in the family



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Chapter 5: Messages about Me
Family case scenario



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Chapter 5: Messages about Me
Mindfulness bottle



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Chapter 5: Messages about Me
Pause on Positives

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



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Chapter 5: Messages about Me
Journal Reflections



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Chapter 5: Messages about Me
Self-care



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Chapter 5: Messages about Me

Questions,
Thoughts
or Ideas



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Chapter 6
Passing on Messages



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Chapter 6: Passing on Messages Pressing your buttons



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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
Self-care



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Chapter 6: Passing on Messages
Journal Reflections



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Chapter 6: Passing on Messages

Questions,
Thoughts
or Ideas



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 **Celebration!!!** 



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 **Reflective Evaluation for a Reflective Program** 



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