



## 2018 Winter

### **From the Editor:**

[rmahoney@bne.catholic.edu.au](mailto:rmahoney@bne.catholic.edu.au)

Welcome to winter everyone, a time of crisp mornings, bracing winds and the hunt for that pocket of sunshine to warm your body and soul. Wherever you are, may you be blessed with a smile to brighten your day, wisdom to discern your path and hope in all that is to come.

### **GETTING STARTED**

The following ideas on getting started with a new group have been submitted by Margaret Henderson and may prove timely for any groups starting out.

Whenever I train new facilitators and look at the children's journals I always suggest that before the program begins and you have Session 1 each facilitator meets with his/her potential group members and undertakes the following process. This may only need to be for about 15 minutes.

1. Have each child introduce him/herself to the group and outline their hopes for these sessions. I introduce myself and outline my hopes as well.
2. Talk about the venue for the group and deal with any issues e.g. Is it private, sound proof?
3. Look through the journals. Allow participants time to make any comments/ask questions about them. Students write their name on the cover of their journal.
4. Read, discuss and sign the confidentiality contract/promise. Stick it in the book. I usually stick it in the back of the book as over time I discovered that whenever we met children asked what page the day's session was on and turned to that page from the back of the book. I think I know why.

5. Devise a list of rules with the children. E.g. taking turns to speak/ listening to each person/ keeping items out of hands/ respecting confidentiality/ remaining in seats/ etc.
6. Address what happens if you/I am sick and miss a session.
7. Talk about what happens if/when the going gets tough.
8. Establish what happens if anyone breaks confidentiality.



### **A MOVIE CLIP OF INSPIRATION**

#### **A Joy Story**

<https://youtu.be/to7s6K94c7E>

This short movie is a great animated story about opportunity and helping each other. It might be used for a myriad of lessons. One which springs to mind is Meeting 12, 'Reaching Out.' As it says in the Middle Primary text, *Team Time*, "When we reach out to help other people, we always feel better ourselves."



## **INFORMATION FOR NEW RAINBOWS SITES**

In order to receive any resources from Spectrum Publications you must first be in the system with the publishers. Every new Rainbows site is required to send their details to Spectrum Publications before any material can be sold to you.

Please send the following to **Peter Rohr** at Spectrum Publications:

- ✓ Name of site
- ✓ Address of site
- ✓ Mailing address if different from above
- ✓ Name of coordinator
- ✓ Contact phone number
- ✓ Contact email address.

Whenever your site changes your Rainbows Coordinator, please inform Spectrum Publications. This saves Peter having to contact your site to check.

## **SPOTLIGHT ON OUR FACILITATORS**

### **Donna Gordon**

Donna has been a facilitator for twelve years and worked with children from Prep to Year 5. Here are some of her reflections on what Rainbows means to our students and facilitators.



### **What is it you believe the children get from Rainbows?**

I believe that what the children get out of Rainbows is a sense of full trust, an understanding of confidentiality and the opportunity to share a feeling that will never be challenged by the facilitator.

### **Why do you continue to take groups, what does facilitating give you?**

I continue to take groups to ensure that our children will persevere with their challenge in life and to let them know they are not alone!

Facilitating gives me a sense that I am helping children to begin to engage in an understanding of why they are feeling the way they are.

### **Do you have any advice, words of wisdom for other facilitators?**

Your participation does make a difference in other people's lives. Not just the children, the families form a special relationship with you as a facilitator too. When you develop a level of trust from children and adults, the time spent with Rainbows is worth the extra work involved.

### **Do you have a favourite story or resource that you try to include each season?**

At the beginning of each Rainbows season, I start with 'You are one of a kind.' This involves an introduction of pictures of either a boy or girl. They colour and cut out the picture of themselves and paste this onto coloured card. We write words of what makes them 'one of a kind'. We continue with a discussion around being 'one of a kind', share a story and at the end of the first session, the children walk out with a special pin that reads 'I am one of a kind'.

This has been an incredibly special way to begin the Rainbows program. Often, the children go home and pin their badge onto their doona cover, pillow slip or somewhere in their bedroom.

### **Is there a particular Rainbows experience which sits with you?**

They are all unique and every year is a different scenario. I am very proud to belong to such a special program that supports and guides children's emotions and responses to their lives.

I do want to let you know though, when the children run to me in the playground and give me a big hug, their eyes are telling a different story every time and the joy that they have during each squeeze, makes me feel immensely proud!

*Dear All, if you have a facilitator whom you would like to feature in the next Newsletter, please contact the editor for a list of possible questions or create your own profile and forward it.*