

The Rainbow Program for Children in Refugee Families:

A collaborative, school-based program
to support refugee children and their families



Produced by:

The Victorian Foundation for Survivors of Torture Inc.

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This guide is the second in a series of resources developed by the Victorian Foundation for Survivors of Torture Inc. to promote a school-based approach to supporting refugee children, young people and their families to settle in Australia.

The first, *A Guide to Working with Young People who are Refugees: Strategies for Providing Individual Counselling and Group Work* was published in 1996 and reprinted in June 2000.



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The significance of the rainbow theme

This initiative has been titled the Rainbow Program. As well as being attractive to children, the rainbow is immediately relevant to people from a range of cultures as a symbolic representation of peace, harmony and hope.

The rainbow theme is incorporated into a number of the activities in the children's program. This is designed to help children participating in the program to feel a special sense of identity and belonging.



Foreword

Making a difference in the school community

It is estimated that, as the consequence of war and conflict in regions of the world, there are some 19.8 million refugees and displaced persons globally.¹ Over half of this number are children and young people,² most of whom have endured extensive loss and traumatic events.

Since the end of the Second World War, over 675,000 people from refugee backgrounds have settled in Australia from regions as diverse as Western Europe, the Balkans and the Middle East to Latin America, South East Asia and Africa. Currently, some 12,000 people with refugee experiences enter Australia through the Commonwealth Government's Humanitarian Program each year, with around one in every five being of pre and primary school age.³ Many more with 'refugee-like' experiences enter through the mainstream family migration stream.

The magnitude and complexity of the worldwide refugee problem and its impact on child survivors can seem overwhelming. Clearly many of the solutions require action at a global level. However, there are ways in which both helping and teaching professionals can make a difference in their local school communities.

Significant among these are the opportunities to ensure that families from refugee backgrounds who come to Australia are offered the very best prospects for settling successfully in their new country.

It is known that children who have experienced the trauma and disruption associated with war and civil strife can suffer psychological effects that can persist long after arrival in a safe country.⁴ These may be further compounded by the challenges involved in adjusting to a new country and its culture and school system.⁵

However, it is also known that we can increase the chances of children coping with these effects by making sure that they have a safe, stable and positive environment, particularly in the first months and years following their arrival in a settlement country.⁶

Family support is particularly critical at this time, since families can provide children with a buffer against the stresses of their refugee and settlement experiences.

The school community is also important because it is the primary point of contact between children, their families and their new country. School communities can assist refugee children, by both fostering an environment that is responsive to their needs and by providing natural opportunities for



them and their parents and guardians to acquire the skills and knowledge required for successful settlement.

The Rainbow Program aims to support school communities to make sense of and respond to the needs of refugee children. Importantly, it promotes a collaborative approach, drawing on the combined skills and resources of both teaching and counselling professionals.

While supporting refugee families may require additional effort, the indications are that it will be effort well spent. As noted above, there is now strong research evidence suggesting that a positive settlement environment can help to protect refugee children from suffering long-term ill effects as a consequence of their refugee and settlement experiences.

Importantly, families from refugee backgrounds are survivors. Many have overcome seemingly insurmountable odds to reach a safe country and have high aspirations and hopes for their children and themselves. This motivation is a powerful asset not only to refugee families themselves but also to those seeking to support them.



A handwritten signature in cursive script that reads "Ruth Wraith".

Ruth Wraith
Head of Department of Child Psychotherapy
Royal Children's Hospital Melbourne

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- 1 United Nations High Commissioner for Refugees (2002) *Refugees by Numbers*, 2002 Edition, UNHCR, Geneva.
 - 2 United Nations High Commissioner for Refugees (2001) Women, Children and Older Refugees. *The Sex and Age Distribution of Refugee Populations with a Special Emphasis on UNHCR Policy Priorities*, Population Data Unit, Population and Geographic Section, UNHCR, Geneva 2001, p8.
 - 3 Data courtesy of Department of Immigration and Multicultural Affairs, Settlement Planning Unit, Settlement Data Base.
 - 4 Maksoud M (1993) *Helping Children Cope with the Stresses of War: A Manual for Parents and Teachers* United Nations Children's Fund.
 - 5 Melzak S and Warner R (1992) *Integrating Refugee Children in Schools* Medical Foundation UK and Rutter J (1994) *Refugee Children in the Classroom* Trentham Books, London.
 - 6 Pynoos R S and Nader K (1993) 'Issues in the Treatment of Post-traumatic Stress in Children and Adolescents' in Wilson J F and Raphael B (eds) *International Handbook of International Stress Syndromes*, Plenum Press, New York; Athey J L and Ahearn D S W (1991) 'The Mental Health of Refugee Children: An Overview' in Ahearn F and Athey J L (eds) *Refugee Children: Theory Research and Services*, John Hopkins University Press; Guarnaccia P J and Lopez S (1998) 'The Mental Health and Adjustment of Immigrant and Refugee Children' in *Child and Adolescent Clinics of North America*, vol 7, no 3.



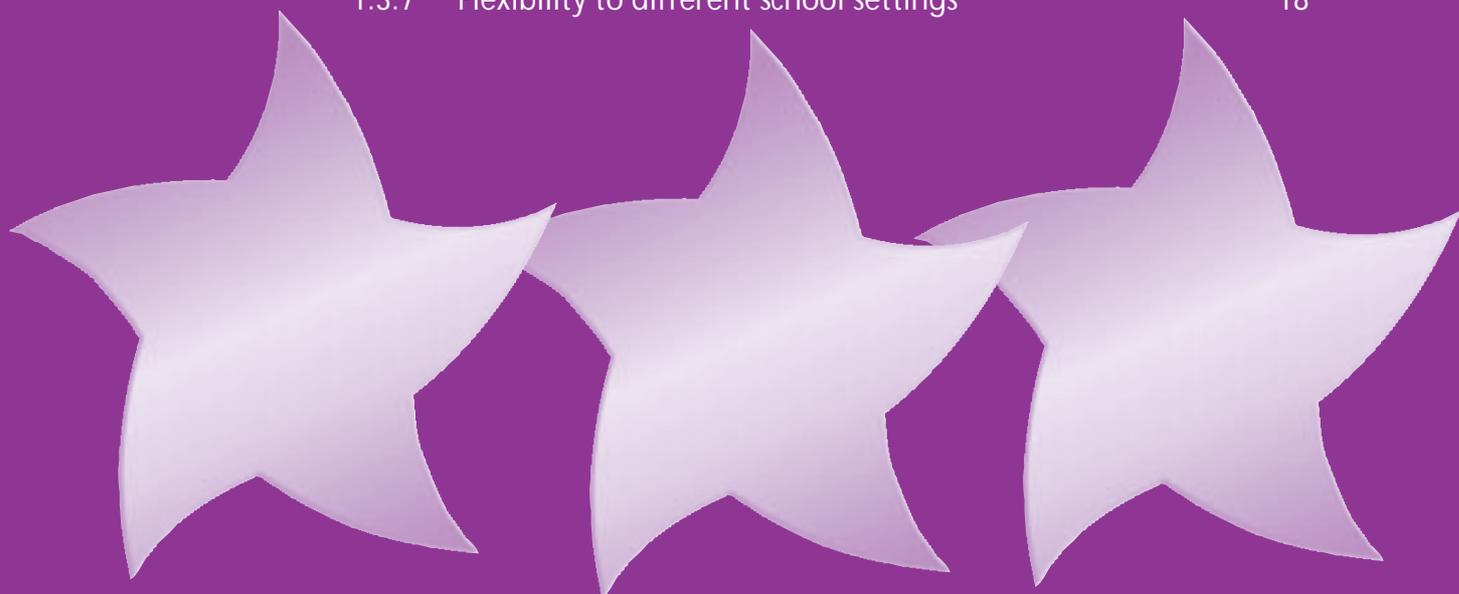
Country of origin background information: Key websites

Amnesty International	www.amnesty.org
Human Rights Watch	www.hrw.org
One World	www.oneworld.net
United Nations Development Program	www.undp.org
United Nations High Commissioner for Refugees	www.unhcr.ch
US Committee for Refugees	www.refugees.org
World Health Organisation	www.who.int



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Introduction

1.1 The Rainbow Program

1.1.1 What is the Rainbow Program?

The Rainbow Program is a school-based approach to providing support to refugee children and their families. It is designed so that it can be offered by schools with the support of a counselling agency working with people from refugee backgrounds.

Rather than focussing on children and families who have been identified as requiring more intensive professional support, it is an early intervention measure designed for delivery to children and families soon after their arrival in a settlement country. Its main aim is to make a positive contribution to the settlement of children from refugee backgrounds.

Counsellor-advocates at the Victorian Foundation for Survivors of Torture (VFST) in close collaboration with individual school communities and the Victorian Department of Education and Training developed the Rainbow Program. It was subsequently piloted in a number of schools and refined on the basis of feedback from children, parents and teaching professionals.

The program is targeted to children aged 9-12 years attending English Language Schools and Centres or mainstream schools with a significant enrolment of new arrival families. While primarily designed for children from refugee backgrounds, it is also suitable for delivery to other new arrival children and families from culturally and linguistically diverse communities.

The program includes:

- A seven-session structured group program for children (with an optional eighth session), designed for delivery either as a small group format or as part of a classroom program.
- Three sessions for parents, designed as an adjunct to the core children's component.
- A program briefing session and professional development component for teachers.



While the three parts of the program have been designed to be delivered together in an integrated fashion, the children's and teacher professional development components can also be delivered as 'stand-alone' initiatives.

This guide has been designed for use by school communities, counsellors and specialist refugee counselling and support agencies as a resource for offering the program.

1.1.2 Using this guide

It is not intended that all those involved in delivering the program will read this guide in its entirety. It is divided into five parts

Part One provides essential background reading for teachers and counsellors facilitating the children's and parents' programs. It explores the impact of the refugee and settlement experiences on both children and their families and looks at how the Rainbow Program can be used in school communities to enhance children's prospects of settling successfully in Australia.

Part Two provides detailed information required for planning and implementing the program in a school community.

Part Three includes specific session outlines for each of the three components.

Part Four contains overheads for the teacher component. These can be photocopied onto overhead film or printed as overheads from the PDF file on the enclosed disc. Alternatively they can be shown as a full-colour Power Point presentation (also on CD) from a projector attached to a personal computer.

Part Five contains support material. The documents in this section (eg brochures, handouts) can also be printed from the CD enclosed with this guide.

The Special Needs of Children on Temporary Protection Visas and Asylum Seekers

Since this program was developed an increasing number of children on Temporary Protection Visas (introduced by the Australian Government in 1999) have enrolled in Australian schools. (See p3.)

These children have special needs stemming from their uncertain future in Australia, limitations on their eligibility for certain benefits and programs, and in some cases, their experiences of mandatory detention in Australia.

If thinking about including a child who is on a Temporary Protection Visa or who is an asylum seeker in the Rainbow Program, it would be helpful to first consult with the state or territory Service for Survivors of Torture and Trauma (see back cover).



1.2 The refugee and settlement experiences and their impact on children and families

1.2.1 Who are refugee children?

In a multicultural society, most Australian teaching professionals will have had some contact with children and families from culturally and linguistically diverse backgrounds. What distinguishes refugee children from other children from culturally diverse backgrounds, are the reasons for, and circumstances leading to, their arrival in Australia.

A refugee, as defined by United Nations Convention, is someone who has left his or her country and cannot return to it 'owing to a well founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion'.¹

Currently the Commonwealth government accepts some 12,000 people per year from refugee backgrounds through its Humanitarian Program. In the last six years around one in five entrants through this program has been of pre and primary school age.²

The Humanitarian Program includes people formally identified overseas as refugees by the United Nations High Commissioner for Refugees as well as other people from 'refugee-like' situations.

A small number of people also arrive each year on a temporary visa (eg a visitor visa) or without valid entry documentation and subsequently seek the protection of the Australian government under the terms of the United Nations Refugee Convention. Those arriving without valid entry documentation are subject to a period of mandatory detention. If found to be refugees, they are released on a three year Temporary Protection Visa (TPV) in the first instance.

In 2001, the Australian government established centres to process refugee claims in the Pacific (known as the 'Pacific solution'). People seeking protection from one of these centres, if found to be refugees, are granted a five year TPV.

TPV holders may face repatriation, if at the time of applying for a subsequent protection visa, they are no longer deemed to be refugees owing to changed conditions in their country of origin. Depending on a complex range of circumstances, some TPV holders may only ever be eligible for temporary protection in Australia.

Many other people with 'refugee-like' experiences are also sponsored to come to Australia by their relatives through the Family Migration Program. It is estimated that around one in eight of the 32,000 entrants through this program in the year 2000 came from countries from which Australia currently accepts refugees.³



Part 1: Introduction

People from refugee backgrounds originate from a diverse range of countries with those from the former Yugoslavia, the Middle East and the East African countries currently predominating.

Children who have come from one of the following countries in the last two years are likely to have had 'refugee-like' experiences:

Afghanistan	The former Yugoslavia (including Bosnia Herzegovina, Croatia and Kosova)	Somalia
Burma		Sudan
Cambodia		Vietnam
East Timor		Iran
Eritrea		Iraq
Ethiopia		Laos

It is possible that recent arrival families from the following countries may also have had 'refugee-like' pre-migration experiences.

Albania	Lebanon	Saudi Arabia
Baltic States	Nicaragua	Sri Lanka
Botswana	Pakistan	Thailand
Bulgaria	Peru	Ukraine
Czechoslovakia	Philippines	Former USSR
Egypt	Portugal	
India		
Indonesia		
Kuwait		

Consistent with the United Nations definition, people who arrive in Australia as refugees, or who are from 'refugee-like' situations, have exercised little or no choice about leaving their homelands. Rather, their migration will have been forced as the result of war between or within countries or their persecution as members of an ethnic, religious or social group.

Many will have experienced years of conflict and persecution prior to leaving their homelands. One in four adults will have been subject to torture and severe human rights violations,⁴ with almost three in four having been exposed to traumatic events such as forced dislocation and loss of or separation from family members in violent circumstances.⁵ Their departure will, more often than not, have been unplanned and their escape perilous. Many refugee families will have spent years in a first country of asylum, either in a refugee camp or in the general community,



before arriving in Australia. In these countries, their status will have been uncertain and their access to basic survival resources such as food and water, shelter, personal safety, health care and education, limited.

1.2.2 The importance of childhood experience to later development

Childhood is a time of rapid cognitive, social, emotional and physical development. It is a time when the foundations are laid for adolescence and adulthood.

The environment children grow up in has a major influence on their mental health and well-being as adults. Children who have secure attachments to family and supportive relationships with other adults, and whose families are harmonious and well connected with their community generally fare better as adults than those without these resources.⁶ Conversely, children with poor attachment patterns and who experience harsh parenting, family disharmony and conflict, poor connections with community and limited access to socioeconomic resources, tend to be at higher risk of developing problems in adolescence and later life.⁷

It is on the basis of this knowledge that early childhood experts, Australian governments and educationalists now emphasise the importance of targeting support to pre-school and primary aged children so that the environment is an optimal one for growth and development.

1.2.3 The refugee and settlement experiences and their impact on development and psychosocial well-being

Most refugee children will have been subjected to or have witnessed events such as:

- War, bombing or shelling
- The destruction of their homes and schools
- The violent death or injury of family or friends
- Separation from members of their family
- Sudden disappearances of members of their family or friends
- Physical injury and limited medical attention
- Deprivation of food, safe water and other resources essential for survival
- Arrest, detention or torture or the fear of discovery or arrest
- Forced conscription into armies or militias
- Rape or sexual assault
- Lack of opportunities for play

All will have experienced some degree of loss, from the loss of home, place and culture, and childhood friendships to the more profound losses of parents, siblings and significant others through either death or separation.



Refugee children will also have endured a level of change unprecedented in the lives of most of their Australian-born counterparts. As well as changes in their families and family relationships (see below), on arrival in Australia children are required to learn a new language, adapt to a new set of cultural norms, and orient themselves to a new and unfamiliar school system.⁸ The culture and structure of the education system in Australia is likely to be very different from that in their country of origin. In particular teaching styles are likely to be less formal.

Adaptation to school may be particularly difficult for those children who have had no or limited prior school experience. These children may be facing the intellectual and behavioural requirements of a structured learning environment for the first time.

The developmental impact of pre-arrival and settlement experiences will depend on:

- The nature and extent of exposure to traumatic events
- The age of the child at the time of maximum disruption to their lives
- The degree to which the family has remained intact
- The quality of the post-trauma environment and opportunities for recovery

For some children and their families the refugee and settlement experiences may be associated with the development of psychological problems requiring 'one-to-one' professional intervention. More information on identifying these children and families is included in Part Two.

For many children, however, the experiences of being a refugee and resettling in a new country will have compromised, to some extent, the conditions required for healthy progress in each of the key developmental domains.⁹

Anxiety and fear typically persist in the new settlement environment, well after the cessation of actual or threatened violence. Difficulties with concentration and memory, and disturbed sleep patterns, can impair the ability to learn and acquire new skills. Exploration through play, mastering new situations and the taking in of new information can also be inhibited due to the need to maintain certainty and predictability in the face of an unfamiliar and novel environment. Sensitivity to failure is common amongst all children, but refugee children are especially sensitive because of the importance attached to success by families and the children themselves. The cumulative impact of these effects is that the acquisition of new competencies can be diminished, which ultimately influences the child's feelings of self-efficacy and self-worth.

Connection with others is usually dramatically altered as a result of trauma and dislocation. Loss of others and/or prolonged isolation and separation from important figures such as parents or other care-givers are the fundamental causes. This can be compounded or mitigated by the receptivity of the new environment, and the quality of nurturance and emotional support available. The age of a child at the time of loss greatly influences the effects of loss. "In general, younger children seem to suffer the most adverse effects, while older children (especially



those who had a previous history of family warmth and affection) often possess internal resources which help them better cope with the stress of family separation.”¹⁰

Prolonged separation from parents at a young age interferes with the future development of relationships. A fundamental internal sense of security is destroyed unless a new permanent and nurturing relationship is fostered with a protective adult. Without such a new relationship, the child is at high risk of difficulties throughout life. The capacity to form close, trusting relationships and sociable peer relationships can be affected in various ways.

Some children develop a pattern of anxious attachment where they remain fearful of losing people who are important to them. This can manifest as clinging behaviour and jealousy. Anger is harboured when the attachment figure is unavailable but may not be expressed for fear of rejection. Other children develop an overly self-sufficient style of relating and avoid close relationships. Such independence when developed early in life can interfere with the capacity to form mature relationships later in life. It can easily be misunderstood as a healthy reaction because the child is self-reliant. Another pattern which develops is that of compulsive care-giving, where personal needs are denied in order to look after others. Again, this can appear as a healthy reaction because the child is helpful and accommodating, but this is at the expense of his or her own needs being met. It is also a form of relating which can easily be taken advantage of by others.

Throughout childhood, the sense of self and self-concept evolve, with identity formation being one of the central developmental tasks of adolescence. There are many different theoretical understandings of the self but most share the view that the self functions like an inner map of the person and their relationship to others and the world. The map can be of varying complexity, and consist of attributes and expectancies, which can be predominantly negative or positive in value.

All experiences in life, and the view taken of them, shape self-concept. The degree of approval or disapproval by figures in authority, namely parental figures, teachers and leaders in a community, is particularly critical in determining whether the self-concept is positive or negative and how differentiated it is. In a simple or undifferentiated view of self, the child may only value a limited set of attributes, making him or herself vulnerable to failure and self-degradation should a particular attribute be judged negatively.

A host environment which fosters discrimination, and racism based on stereotypic views of refugees will be damaging to self-concept development. In contrast, a comprehensive understanding of the background experiences of refugee children, in the school and in the wider community, counters insensitive or racist treatment and reduces the likelihood of children internalising simple stereotypes.

Refugee and settlement experiences can also profoundly effect children's perceptions of a secure world, notions of good and bad, and their sense of a future. The belief that home or community is a safe place can be destroyed. “The essence of psychological trauma is the loss of faith that there is order and continuity in life.



Trauma occurs when one loses the sense of having a safe place to retreat within or outside of oneself to deal with frightening emotions or experiences.¹¹ Loss of safety also means a loss of trust in others to provide protection. Raundelen¹² has emphasised that should parents fail to be able to protect their children from danger, the children will feel betrayed.

Notions of good and bad are altered with exposure to violent trauma. Chronic inescapable violence can lead to the beliefs that revenge is the best way to obtain justice.¹³ Identification with the aggressor can occur as a way of countering the helplessness associated with being a victim. This is useful in the short term as a way of regaining a sense of control but can cause the child to be aggressive and antisocial in later years, unless more appropriate ways of regaining control are acquired.

Refugee children have left behind a sense of place and belonging to a culture which would have provided them with a frame of reference through which to view the world and their future. Children whose recent life experience has been dominated by overwhelming violence and destruction and who may have witnessed the very darkest side of human existence, may struggle to conceive of a future that holds anything meaningful or positive for them.

The most invisible legacies of exposure to violence are shame and guilt. School age children have reported 'feeling bad' for a number of things; for being unable to provide help for others, for being safe when others are harmed and for believing that their activities endangered others.¹⁴ Even when nothing could have been done to change what happened, children imagine that they should have been able to do something. This is preferable to facing sheer helplessness. Manifestations of guilt and shame include fantasies of revenge to repair damage done, self-destructive behaviour to expiate guilt, avoidance of others due to shame, and an inability to participate in pleasurable activities. Shame can also lead to aggression or defiance towards others as a way to defend against aggressive feelings towards oneself.

Garbarino and colleagues,¹⁵ who are recognised leaders in the field of the effects of violence on children, capture well the impact of violence, and lack of support, on children.

“In the developmental process, the child forms a picture or draws a map of the world and his or her place in it. As children draw these maps, they move forward on the paths they believe exist. If a child's map of the world depicts people and places as hostile, and the child as an insignificant speck relegated to one small corner, we must expect troubled development of one sort or another: a life of suspicion, low self-esteem, self-denigration, and perhaps violence and rage. We can also expect a diminution of cognitive development and impediments to academic achievement and in-school behaviour.”



1.2.4 The impact of the refugee and settlement experiences on the family

Families play an important role in both supporting children with meeting the developmental tasks of childhood and in protecting them from the effects of adverse life events. However, in the case of refugee children, their capacity to do this may be impaired.

Family relationships are often drastically altered by the refugee experience. In many families, children will have lost a parent through death or separation. Others may be rejoining families from whom they have been separated for some time and their parents may have been subject to torture in the interim. Under these circumstances, it may take some time for parents and children to re-establish supportive parent-child relationships.

In the early settlement period refugee parents are dealing with a myriad of practical tasks such as learning English, establishing a new household and securing accommodation and employment as well as making their own adjustments to their new society and culture. Some may themselves have been exposed to torture and other traumatic events and be experiencing associated mental health difficulties. These stresses can impair their capacity to protect, support and nurture their children.

Studies show that families who are well connected with the community are better able to meet their children's needs.¹⁶ However, having recently arrived, refugee families often have limited access to the protective effects of social support in either the new arrival or wider communities.

As a result of experiences of persecution in their countries of origin parents may be fearful of people outside the family and hence may resist forming supportive social relationships or discourage their children from doing so.

Some parents may also fear the consequences of their children's contact with a new culture, particularly if there is a divergence of values between it and their own. This may not only affect children's ability to make connections with their new culture, but lead to intergenerational conflict and an overly harsh or authoritarian approach to parenting.

While ethnic communities play an important role in extending support to new arrivals, their capacity to do so may be affected by the collective consequences of trauma and divisions within communities stemming from conflict in country of origin.

Parents may also lack an understanding of the impact of the refugee and settlement experiences on their children and/or may be unaware of ways in which they can support children to deal with these. In some cases, they may feel a sense of guilt that they were unable to protect children from trauma and this may serve as a barrier to acknowledging and acting on its effects.



While many refugee families place a high value on education, they often lack the language skills, knowledge and, in many cases, confidence to support their children to understand and settle into a new school system and culture.

Significantly, most refugee families who have recently arrived in Australia are of low socioeconomic status and encounter the stresses and difficulties associated with this. Recently arrived refugee families experience high levels of unemployment¹⁷, often reside in insecure and substandard housing¹⁸ and are over represented among those on low and fixed incomes.¹⁹

1.2.5 Can schools make a difference?

One of the most important factors influencing children's capacity to deal with both past trauma and the stresses involved in resettling in a new country is the quality of the support available to them both immediately following exposure to traumatic events and in the early months and years following their arrival in a safe country.²⁰

Schools in re-settlement countries have little influence over the immediate post trauma environment. However, in the early settlement period, they are the principal source of contact between refugee children and their families and their new society. While teaching professionals clearly cannot erase the impact of trauma and disruption, they can play an important role in fostering the conditions known to promote children's successful adaptation and resilience.

The skills and attributes of children themselves influence adaptation. They include:

- Being able to deal effectively with stressful situations
- Cognitive competence
- Self-confidence and positive self-esteem
- Temperamental characteristics such as sociability and goal orientation rather than passive withdrawal.²¹

Important factors in the child's environment are:

- A stable relationship with a significant adult
- An open, supportive educational climate
- A parental model of behaviour that encourages constructive coping with problems
- Access to social support from people outside the family.²²

Schools can promote these factors in two principal ways. First, they can ensure that the day-to-day operations of the school and school culture are sensitive to the needs of refugee children and their families. For example they can make refugee families feel welcome in the school by taking steps to celebrate cultural diversity and to counter racism. Similarly, they can promote open communication by making sure that interpreters are made available to parents to assist them in their contact with the school.



Second, by collaborating with others, they can serve as settings through which specific psychosocial interventions can be offered to both children and their parents. Being part of the day-to-day lives of families, schools enable support to be delivered in ways that minimise the stigma, fear and disruption that may otherwise be involved in seeking assistance from a community-based mental health or support agency.

1.3 Making a contribution to children's settlement in a school setting

The Rainbow Program provides a structure for schools and community-based counselling services to begin to work together to support children from refugee backgrounds to settle in Australia. It includes three integrated components:

- The core children's component – recognising the importance of children's own understanding and personal skills and attributes in the settlement process.
- A component for parents which seeks to establish their links with the school, provide an opportunity for them to learn about their children's settlement experience and share any concerns they might have about their children's settlement in a new school.
- A teacher professional development component, the aim of which is to enhance a teacher's capacity to provide a supportive environment for refugee children and their families.

1.3.1 The children's component

The children's component is aimed at children aged 9-12 years, recognising that older primary aged children are likely to have experienced accumulated disadvantage associated with prolonged disruption to schooling. Children in this age group also face a number of potentially stressful transitions in a relatively short period of time including school commencement in Australia, the transition from an English language facility to a mainstream school and, at the age of twelve, the transition to secondary school.

The children's component aims to make a positive contribution to children's settlement in Australia by:

- Supporting them to integrate past experiences
- Acknowledging the challenge of settlement by exploring the losses and gains in moving to a new country and culture
- Promoting a positive experience of the present
- Building self-esteem



- Exploring emotions and ways of dealing with feelings
- Fostering trust and a sense of belonging
- Building connections with their peers through the sharing of stories and emotional responses
- Enabling the expression of hopes and dreams for the future and supporting children to develop a positive sense of their future in Australia.

These objectives are achieved by focussing on two key content themes – identity and emotions and by utilising participation in the group process.

In the sessions dealing with identity the program uses a number of interactive exercises to explore the losses and gains of coming to a new country. These sessions seek to build children's self-esteem by affirming the value of their culture of origin and assisting them to appreciate the special nature of the experience of living in two cultures. By providing children the opportunity to share their histories, the group seeks to normalise the refugee and settlement experience and reduce isolation. While the group does not focus on trauma itself, it does aim to provide a safe environment in which children can discuss past experiences if they wish and at a level they feel comfortable with. Conducting the program at school allows for safety, and communicates to children that they matter and that the environment is a caring one.

In building a new identity, it is important that children are able to integrate both their past and present experiences and their old and new cultures. There is the risk, however, that children will attempt to repress or forget their past owing to its negative associations. This may be compounded by negative responses to their culture in the school and wider communities. The identity exercises seek to assist children to identify the positive aspects of their past, thereby enhancing the prospects of integrating both past and present in the process of developing a new identity.

As indicated previously, the loss of a sense of future is a common consequence of the refugee experience. The group program assists children to reclaim a 'future orientation' by providing a focus for them to express their hopes and dreams.

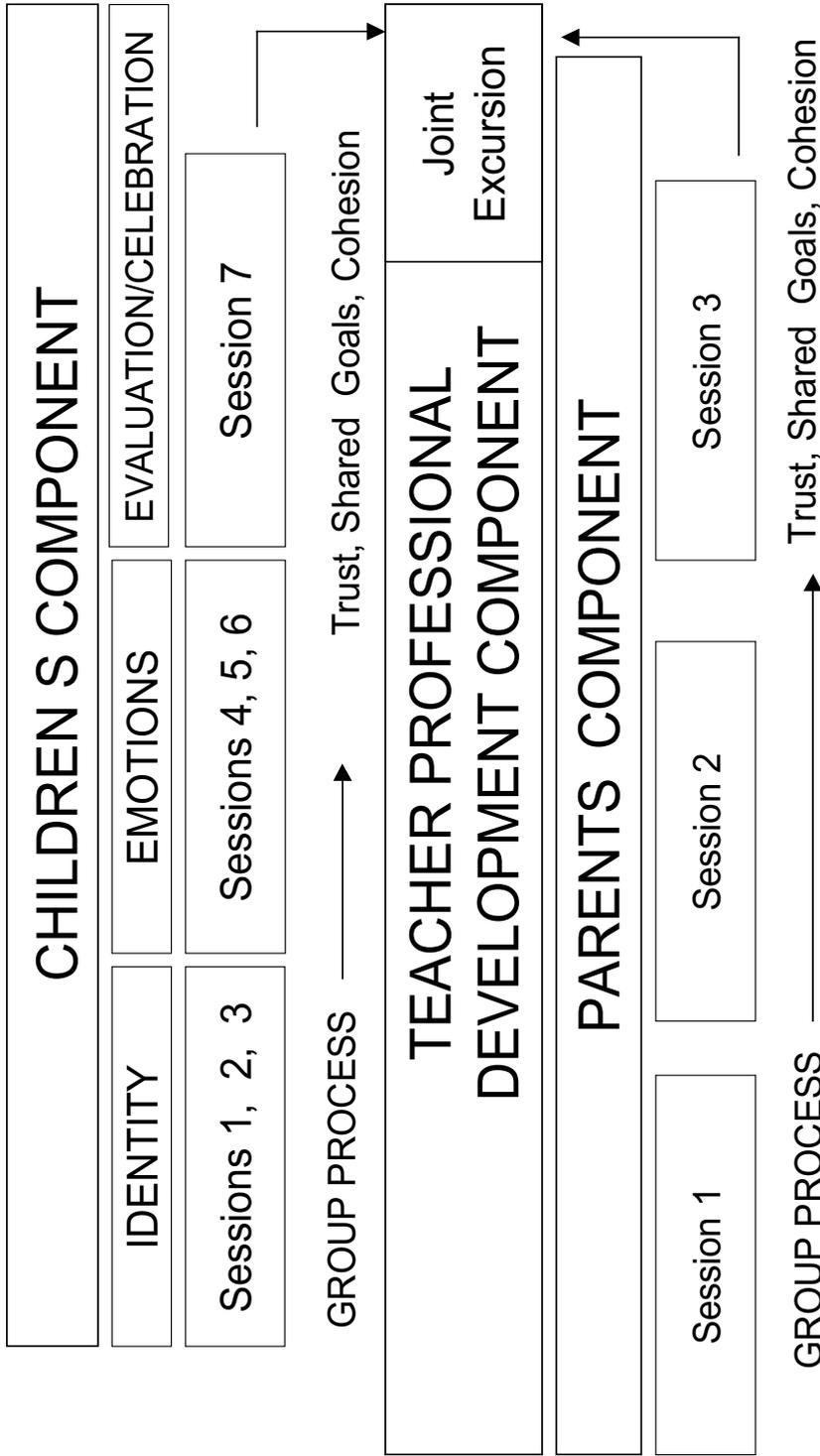
The purpose of the 'emotions' exercises is to assist children to understand emotions and their impact, and to develop constructive ways of dealing with negative emotions. Opportunities are provided to express feelings through action and non-language based activities. These exercises seek to enhance children's skills in dealing with stressful situations. They are conducted in a way which builds supportive relationships amongst peers. Group rituals and identity (drawing particularly on the Rainbow theme) are emphasised to build children's sense of belonging.

The group process is as important as the content of the individual sessions for achieving the objectives of the program (see diagram p13).

Rules for behaviour and program goals are discussed early in the program to establish safety and a contained environment. This is important as children who have been exposed to trauma benefit from an environment that is relatively



Rainbow Program overview



structured and controlled, while at the same time not being too rigid.²³ Clear expectations about behaviour also help to foster conditions in which children can develop trust.

Session content and group process are closely interrelated. In earlier sessions content is kept purposely 'safe'. Exercises incorporated into these sessions aim to develop group cohesion and trust, enabling material of a more sensitive nature to be introduced into later sessions.

The children's component has been designed to take into account the likelihood that children will have experienced disruption to schooling or have had limited or no prior school experience. Having only recently arrived in Australia, they will be in the process of acquiring English as their second language.

The program design also takes into account that children are at a developmental age where their attention span is relatively limited (around 40-45 minutes). This may be particularly so for refugee children given past stress and trauma and, in some cases, limited or disrupted school experience in the past.

1.3.2 The parents' component

The parents' component has been designed as an adjunct to the core children's component. One of its principal purposes is to provide parents with information about the program so that they can make an informed decision about their children's participation.

As indicated above, while families can serve as an important buffer against the stresses associated with children's past experiences and their adaptation to a new world, there may be a number of obstacles to them providing this support.

As a three-session program, the parents' component does not seek to explore these obstacles in depth or to engage parents in addressing them. It does, however, provide an opportunity for parents to share their concerns and experiences both with each other and group facilitators. Drawing on children's work in the group, it aims to enhance parent's understanding of the refugee and settlement experience from the perspective of their children.

The parents' component also plays an important role in building links between parents and the school and provides a forum for parents to receive information about resources and initiatives in the school and wider communities to assist them in supporting their children's settlement.

As is the case with the children's program, the group process is itself important. Being with others who share similar fears and experiences can help parents to appreciate that their reactions are normal. Having their concerns 'heard' by the school is similarly valuable.

The parent sessions also provide important information for schools to help them better understand and address the concerns of refugee families.



1.3.3 The teacher briefing and professional development component

The teacher component comprises two activities – a briefing session and teacher professional development program. Both these activities are important to foster ‘ownership’ of the program among the wider teacher body and other school staff.

The briefing session, designed for delivery prior to the commencement of the children’s component, introduces the program to school staff and begins the process of raising awareness of the needs of refugee families and engaging the wider teacher body in addressing these.

The professional development sessions provide teachers with the opportunity to enhance their understanding of the refugee experience and to explore ways in which they can provide a supportive school environment for refugee children.

Recognising that working with children from refugee backgrounds may be traumatic for teachers themselves, the program also explores possible emotional responses and their impact for work practices.

1.3.4 The excursion

An optional excursion is offered at the end of the program bringing parents, children, teachers and facilitators together.

1.3.5 The relationship between the program components

All three-program components are designed to be delivered as a whole. As can be seen from the diagram on p.13, the children’s and parents’ sessions are carefully sequenced so that they are integrated with one another.

While ideally the three components should be offered together, the children’s and teacher professional development components can also be offered as ‘stand-alone’ initiatives. The process of obtaining parental consent for children’s participation is an integral part of the parents’ sessions (see 2.1.10). If the children’s component is offered on its own, it will be necessary to brief parents individually prior to gaining written consent.

The children’s program has been designed so that each session builds on material and group process work undertaken in previous sessions. For example, in earlier sessions, material is kept purposely ‘safe’. More challenging material is reserved for later sessions when time has been taken to establish trust and shared understanding in the group. For these reasons it is not recommended that an individual session or sessions be delivered alone.



1.3.6 What does a 'collaborative approach' mean?

The program has been designed to be offered collaboratively by teachers, school support or community-based counsellors and counsellors with expertise in working with people from refugee backgrounds. This recognises that both teaching and counselling and support professionals bring different skills, experiences and resources to the process of supporting refugee children and their families, and the best results can be achieved by them working together.

How these professionals collaborate will differ between school communities and from time to time, depending on such factors as resource availability, the school setting concerned and the skills and interest of those involved.

Collaborating to offer the program

The children's and parents' components can be offered by teachers, with a specialist refugee counselling service playing an advisory and support role. Teachers may wish to build their capacity to do this by:

- Participating in a professional development program to run the program if one is offered by their state or territory Service for Survivors of Torture and Trauma (see back cover).
- Initially co-facilitating the parents' and children's components with a counsellor from their state or territory Service for Survivors of Torture and Trauma. This arrangement can help teachers to develop the skills and confidence to offer future programs.
- Involving a counsellor from the school support service or a local community health or family support service to assist them in co-facilitating the children's and parents' components.

The parents' and children's components require at least two adult facilitators. At least one facilitator should have counselling or child welfare expertise. In some cases this will be a counsellor or psychologist from the school support service, the local community or a Service for Survivors of Torture and Trauma. In some schools this may be a teacher with further counselling qualifications and/or experience (for example a welfare teacher).

This person (called the 'primary facilitator' in this guide) is important. Although the program does not focus on traumatic pre-migration experiences, it is possible that children may disclose past trauma. Involving a person with counselling skills and experience will help to ensure that disclosures are dealt with appropriately.



What skills are required to be the 'primary facilitator' of the program?

At least one of the facilitators should have:

- Interest and experience in working with families from refugee backgrounds
- Some experience of working with people who have been exposed to trauma
- Participated in a professional development program focussing on refugee trauma.

The specific roles of the 'primary facilitator' will differ depending on how and in what context the program is being run and should be the focus of early planning discussions. At a minimum, they should include:

- Responsibility for overall planning
- Planning individual sessions
- Observation of the children prior to program commencement
- Briefing the teacher prior to the program commencing and prior to and following each session.

While both facilitators of the children's and parents' components can be people who are not based at the school, the advantages of having a teacher as a co-facilitator are that they:

- Have particular skills in the learning process and classroom management
- Are able to contribute their understanding and knowledge of individual children and their families
- Can provide continuity between the children's experience in the group sessions and their usual classroom (if these are not one and the same)
- Can act as a link between the group and parents. This is particularly important for fostering parent participation, gaining parental consent and for facilitating referral of children requiring more intensive professional support
- Can act as a link between the group and the wider teacher body, ensuring that the program is linked with other relevant systems and policies (eg the school welfare policy). This helps to ensure that the impact of the program extends beyond the life of the group itself.

If it is not possible for a teacher to serve as a co-facilitator, it is important to have a teacher present at the group.

The role of the agency or individual specialising in counselling and support of people from refugee backgrounds is to:

- Provide overall advice and support on implementing the program
- Provide debriefing for the 'primary facilitator' (if that person is not from the specialist agency). Debriefing is important as the groups may involve disclosure of traumatic material
- Provide consultation concerning difficult or complex issues arising in the group
- Discuss referral of children and families identified in the course of the program as requiring more intensive support
- Deliver the professional development component.



1.3.7 Flexibility to different school settings

The children's component of the program was designed for delivery:

- As a small group intervention (for 8–10 children). This group size is ideal, as it is large enough for children to benefit from their interactions with one another and from the sharing of experiences, while being small enough to accommodate the particular needs of the target group
- To children who have been in Australia for at least six months, by which time their language skills will be well enough developed for them to actively participate in the program
- For children from refugee backgrounds.

While these conditions are ideal, it may not always be possible to achieve them. Not all schools will be in a position to release a teacher or teachers to work with a small group of children. In some school environments it may be difficult to form a group comprising exclusively children from refugee backgrounds. This may be because there are not enough children aged 9-12 years in the target group; because children are spread across the school and organisational arrangements do not permit their withdrawal; or because it is not possible to release a teacher to work with selected children in the class. Finally, new arrival children enter schools at different times of the year and hence are at different stages of the process of learning English.

Where these issues prevail it may be appropriate to include other new arrival children from culturally diverse backgrounds in a group; to expand the group size; or to offer the program to a whole class comprising both refugee and other new arrival children.

Other newly arrived children from culturally diverse backgrounds share some experiences in common with children from refugee backgrounds including:

- Identity issues associated with the loss of place and culture and adaptation to new cultural norms, language and school system
- Some of the practical stresses of settling in a new country
- The possibility of being exposed to negative attitudes in the school and wider communities.

For these reasons the program has obvious benefits for them and, in turn, they bring valuable shared experiences to the group process. However, there are clear differences in their circumstances. Children whose families made a conscious and planned choice to migrate to Australia are unlikely to have experienced many of the difficulties faced by refugee children discussed in the introduction to this guide. There is also the possibility that they will be exposed, for the first time, to traumatic or frightening information. Some tips for dealing with this are outlined in 2.2.7.



While offering the children's component to a larger group or to children in the usual classroom environment clearly enhances its accessibility and reduces organisational and resource burdens on schools, there are certain losses in this approach in terms of extending benefits to refugee children.

Children aged 9-12 years are at a developmental stage where their attention span is relatively limited. As a result of both past trauma and limited school experience children from refugee backgrounds may have behavioural problems requiring intensive management. Moreover, given that most children are in the process of learning English, they may have difficulty working independently and require a high level of adult assistance to complete some of the group tasks. In a larger group, the time taken to manage these issues can detract from the time and attention required to give children space and time to 'process' the information, feelings and understandings arising from the group exercises.

It is not recommended that the program be offered in its current form to groups of children from culturally diverse and Anglo-Australian backgrounds. Some of the ideas in the program, however, may be adapted for this purpose.

Endnotes

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2



Implementing the Program

2.1 Planning and establishing the Rainbow Program in the school community

2.1.1 Establishing collaborative relationships

The program has been designed to be delivered by school staff supported by an agency with expertise in providing counselling to people from refugee backgrounds. A counsellor or school psychologist from the school support service or a community-based counselling agency may be engaged as the 'primary facilitator' of the children's and parents' programs, particularly if the program is being offered for the first time.

A first step toward planning the program will be to determine specific roles and responsibilities of those involved (see 1.3.6).

If the program is being initiated by the school or a local counselling and support agency, it is recommended that contact be made in the early planning phases with a state or territory Service for Survivors of Torture and Trauma (see back cover) to discuss arrangements for the professional development component, reviewing the program, debriefing (if required), secondary consultation and referral issues.

2.1.2 Fostering support within school communities

Approval to run the program must be sought from the Principal or appropriate senior staff as in most cases it will involve personnel from outside the school. This support is also important as many of the resources required for program success are ultimately in their control. Further, the program is more likely to attract the support of other school personnel if it has senior staff approval. This support is important to ensure wider ownership of, and responsibility for, the program in the school.

An information pamphlet – *The Rainbow Program for Children in Refugee Families* – has been designed to use as a basis for these discussions. (This can be photocopied from the copy enclosed in the envelope at the back of this guide or printed from Document 1 in the enclosed CD).



2.1.3 Establishing agreement between the collaborators

Agreement should be reached in the early planning stages on protocols and arrangements for:

- Referral of children and families who are identified as requiring more intensive counselling and support following their participation in the group (see 2.3.1)
- Secondary consultation (ie consulting with a more experienced practitioner if there are complex issues)
- Debriefing for the primary facilitator (if that person does not have access to debriefing in their work environment)
- Dealing with children who exhibit difficult behaviours (see 2.2.6)
- Ensuring linkages and consistency between the program and other school policies and programs (eg the school welfare policy)
- Any other protocols that may be relevant to the particular school environment.

2.1.4 What resources are required to run the program?

The requirements to conduct the program are outlined below. The time involved for facilitators is documented in the following section.

The children's program

Resources	Usually contributed by
<i>Human resources</i>	
Primary facilitator A facilitator with appropriate expertise (see 1.3.6). This person will need to allow time for: <ul style="list-style-type: none"> • Observing the children prior to the group • Session planning • Meetings with school staff • Travel time (if not located at the school) • Program review, debriefing and consultation • Participation in the children's sessions. 	School support service; community-based agency or the Service for Survivors of Torture and Trauma. In some cases there may be a teacher with appropriate skills and experience (see 1.3.6).
Second facilitator for the children's and parents' groups.	As above, or a class teacher released by the school.
Professional debriefing and secondary consultation for the 'primary facilitator' (where that person does not otherwise have access to this support).	To be arranged by primary facilitator through the Service for Survivors of Torture and Trauma, workplace or professional association.



The children's program (cont.)

Resources	Usually contributed by
<i>Human resources</i>	
If the second facilitator is not a teacher, a teacher to attend the children's sessions and serve as a contact between the counselling agency and the school and between the group and parents.	Class teacher released by the school.
Bilingual teacher's aide (where available). See below.	School.
<i>Other</i>	
Printed material for parents (information about the group, consent forms).	School (using pro-forma materials supplied in this guide).
Allocation of 1 hour and 45 minutes in the school schedule for running the group in addition to a 15-minute set-up time. Ideally the group should be followed by a break, so optimum times are the morning session before recess or prior to the lunch period. This time needs to be available for the duration of the children's program without the interruption of other school activities.	School.
A classroom available for the whole seven sessions with work tables and floor space for group activities.	School.
Drying racks, wall display space and provision for storage of the children's posters (a significant focus of the program).	School.
Equipment and materials (see Document 8).	School.
An excursion budget (optional).	Negotiable.
A capacity to assist parents with transportation to the parents' sessions should this be required.	Negotiable.



Part 2: Implementing the program

The parents' program

Resource	Usually contributed by
<i>Human resources</i>	
A facilitator with appropriate expertise (This is usually the same person who is the 'primary facilitator' of the children's program, see 1.3.6).	As for the children's program above.
Teacher (ideally the same person attending the children's sessions).	School.
Interpreters.	School.
<i>Other</i>	
Printed information about the program.	School (using pro-forma materials supplied in this guide).
A comfortable room with coffee and tea making facilities, provisions to display children's work and room for pre-school aged siblings to play.	School.
Refreshments.	School.

The teacher briefing and professional development component

Resource	Usually contributed by
A counsellor/trainer with expertise in supporting people from refugee backgrounds.	Service for Survivors of Torture and Trauma. Could also be offered by a community or school-based counsellor with experience in supporting people from refugee backgrounds.
Time for a brief presentation to all school staff on the program prior to its commencement (minimum of 20 minutes required)	School.
A commitment of 3 hours in-service time from the school (preferably in two 90-minute sessions) or a series of shorter time commitments over a longer period. An appropriate venue.	School.



2.1.5 What time commitment is involved?

While offering support to people in groups has a number of advantages, it can be very resource intensive. In particular, the planning of a group can involve a considerable amount of time and organisational effort. This investment is important if the group is to function effectively. As a general 'rule of thumb' as much time should be allocated for planning the group as is involved in its delivery.

The time commitment of those involved in the program will depend on how roles and responsibilities are shared in the collaboration. The approximate time involved in completing the major tasks are outlined below.

Planning and establishing the program:

Task	Approximate time allocation
Meeting between school, the Service for Survivors of Torture and Trauma and other external agencies to establish collaborative arrangements.	2 hours.
Meeting with key teachers to discuss selection of child participants.	3 hours.
Preparation of correspondence to parents.	2 hours.
Observation of children/class prior to program commencement.	2 hours (total time will depend on the number of classes from which children in the group are drawn).
Preparation of material for translation (if required) and interpreter bookings.	2 hours.

Delivering the program

Task	Approximate time allocation
Children's and parents' sessions.	2.5 hours per session per facilitator (7 children's and 3 parents' sessions, includes set up and pack up). Additional time may be required for travel (where relevant).
Briefing and debriefing prior to and following sessions.	30 minutes per facilitator per session.
Detailed session planning, follow-up of referrals.	2 hours per week (primary facilitator only).



2.1.6 Bilingual aides

A bilingual teacher's aide, if employed by the school, can be an important resource to the group through:

- Participating in sessions and assisting with language difficulties (their role needs to be clearly defined within the group)
- Informing parents about the group
- Playing the role of 'cultural consultant'. A cultural consultant is someone from an ethnic community who is able to share their cultural knowledge with mainstream service providers and to provide a 'bridge' between their community and those agencies.

If the bilingual teacher's aide is to participate in the group, it is important that the primary facilitator offers him or her appropriate briefing and debriefing before and after each session.

2.1.7 Informing the wider teacher body about the program

A brief overview of the program to all teaching staff at the school is recommended (see 3.1). This helps to begin the process of engaging the wider teacher body and facilitating the school's 'ownership' of the program.

Between 20 minutes and half an hour should be allowed for this presentation. While the best forum for its delivery will depend on the school concerned, in most schools, this will be a staff meeting.

This meeting can also be used as an opportunity to find out from teachers what particular issues they would like to have covered in the professional development session.

The program information pamphlet, *The Rainbow Program for Children in Refugee Families* should be distributed at this session. (This pamphlet can be photocopied from the copy enclosed in the envelope at the back of this guide or printed from Document 1 in the enclosed CD).

Either the primary facilitator or a counsellor from the Service for Survivors of Torture and Trauma can present this session.

2.1.8 Promoting the Rainbow Program to teachers and parents

It is important that the program is represented within the school community as a positive initiative for a group of children who are special because they know what it is like to live across two cultures. Steps should be taken to avoid portraying the program as having a problem orientation around refugee children. The focus of the program is on supporting refugee children to make the best possible start to their settlement in Australia. It acknowledges the stresses inherent in the refugee experience and the settlement challenges facing children and families. However, its emphasis is on developing hope and a positive sense of the future.



2.1.9 Forming a group for the children's component

Information on identifying refugee children in the school community is outlined in Section 1.2 and in the Teacher Component.

If a special group is being formed to offer the program (as opposed to it being delivered with an existing class), the following should be considered in selecting children:

- It is desirable though not essential to have a range of ethnic backgrounds represented, as this mix adds to the richness of the group and its interest for children and provides a focus for exploring cultural differences and similarities. By establishing commonalities in the refugee experience across cultures, it can also help children to realise that their circumstances are not confined to their particular ethnic group.
- Where possible children should be selected from the same class. This allows supportive links to be developed in the course of the group to extend into the classroom. If the classroom teacher is involved, this provides some continuity between the group and the classroom.
- Ideally the group should have a gender balance and children across the 9-12 age range. In some circumstances it may be worth considering an 'all-girl' group. For instance in one school in which the Rainbow Program was piloted, there were a number of girls who were very shy and withdrawn. Several came from cultures where female passivity was valued. It was felt that without boys present, the girls would be more likely to actively participate.
- The group is designed for all children from refugee backgrounds as an early intervention measure. However, owing to limitations in group size, in practice teachers may select children on the basis of perceived need. If this is the case, it should be recognised that children have different reactions to their refugee and settlement experiences. While some may exhibit obvious behavioural difficulties, others may respond by withdrawing, with the result that their need for support may not be obvious.
- It is important to give children themselves the choice to participate. For example in one of the groups offered in the course of developing this program, teachers assumed a young Bosnian girl would not want to participate given that the other children they had selected were from the Horn of Africa and the Middle East. When the choice was put to her she chose to participate despite the cultural differences.



2.1.10 Parent information and consent

Parents need to be adequately informed about the group and actively participate in decision-making about their children's involvement.

Schools are obliged to seek parental consent as the Rainbow Program is additional to the usual school program, particularly if it involves outside facilitators. The program addresses issues that may be sensitive for some parents and children. A consent process respects the need to promote the control and autonomy of people whose recent life experience has frequently been one of disempowerment.

The process of consent also begins to engage parents in the program.

An information sheet, *The Rainbow Program for Children in Refugee Families*, has been developed to provide parents with a broad outline of the program. The English language version of the sheet is enclosed as Document 2 and copies translated into relevant community languages are on the enclosed CD (see Document 2).

A template for the parental consent letter is enclosed as Document 3 in this guide and on the enclosed CD. This letter seeks parent's written permission for their child's participation. Arrangements will need to be made for the consent letter to be translated into the appropriate languages.

Both the information sheet and consent letter should be forwarded to parents of those children selected by teachers prior to the first parent group. The first parent information session provides more detailed information and an opportunity for parents to ask questions about the group prior to giving their consent.

The consent letter nominates key teachers at the school whom parents can approach if they require more information. It is important that these teachers are briefed so that they can talk to parents about the program in their day-to-day contact with them and respond to any questions. Bilingual aides, if the school employs them, should be similarly briefed.

Any correspondence to parents should be distributed on school letterhead and wherever possible be signed by the school principal. School letterhead is generally recognisable to parents and will help to give the project legitimacy.



Talking with parents about the group

Think about introducing the group to parents using some of the following:

“Your child has been invited to be part of the Rainbow Program. Children who have recently arrived in Australia have been invited to participate. The group will aim to support children to settle in the best possible way. It will look at what’s involved for children in leaving their countries and coming to Australia. It will encourage them to look at their own culture and to be proud of who they are and where they have come from. This awareness of their own culture and identity will assist children to have a positive time while they are settling in Australia and to develop a good sense of who they are as people.”

Note that the information-giving process is ongoing, being covered at each of the three parents’ sessions.

2.1.11 Familiarisation with and observation of children

It is important that both facilitators have a broad understanding of the backgrounds, development and functioning of children in the group prior to it commencing. Formal processes for achieving this will be required where either facilitator is unfamiliar with some or all of the children in the group or class.

The program incorporates two processes to achieve this:

- Once parental consent for children to participate in the group has been obtained, teachers complete the form (Document 5 in this guide and on the enclosed CD) on behalf of each child. This form documents basic background information that will provide facilitators with some understanding of the needs of children and assist in planning practical matters (eg interpreters for the parents’ groups).
- An observation visit to each child’s class or the class concerned (where the program is being delivered to an existing class). This helps to provide an understanding of the classroom environment and is an opportunity to establish contact with the child or children. Observation of the children in the playground to see how they interact socially may also be helpful.

Ideally half an hour should be allocated for each class visit. Note that if children are drawn from a number of classes across the school, adequate time will need to be allowed for this process.

If the child/children are in a class with other children who will not be participating in the group, it is wise to brief classroom teachers prior to the visit about its purposes and to ask them to tell the children about the visit in a manner that ensures that children feel special rather than ‘singled out’ or ‘looked at’. For instance the observers could be introduced as visitors who will be working in the



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school in the coming term and who have come to see how the class works together and to get to know the school.

Facilitators are also encouraged to familiarise themselves with the countries of origin of refugee children, and the history of conflict in those countries (see p xi for web-sites).

2.1.12 The parents' group

A letter should be sent to parents inviting them to participate in the group (see Document 4 in this guide and on the enclosed CD). Again, relevant details will need to be inserted and translations arranged. This letter makes it clear that transport and childcare can be arranged if these are barriers to participation.

Teachers and teachers' aides (if available) should be briefed about the program and asked to promote the sessions in their contact with parents. Where possible and appropriate, personal contact should be made with parents to encourage their attendance.

Interpreters will need to be arranged well in advance for these meetings (ideally three weeks in advance).

Make parents aware that younger siblings are welcome at the parent's meetings and provide toys and equipment (eg pencils, pens and paper) for them.



2.1.13 A time-line for planning and implementation

Program preparation

WEEK 1	Contact made between school and counselling/support agency.
WEEKS 2 & 3	Meeting held between partners to clarify program requirements, reach agreement.
WEEK 4	Approvals process between collaborators complete. Information session for all teachers held. Meeting with class teachers to inform them about the program and guide selection of students (if children being drawn from a number of classes).
WEEK 5	Set date for parents' and children's sessions in consultation with school.
WEEK 6	Confirm in writing.
WEEKS 7 & 8	Group composition finalised.
WEEK 9	Book interpreters for first parent group. Arrange translations of parent consent and group invitation letters (Documents 3 and 4 in this guide and on the enclosed CD). Arrange date for observation visit/s.



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Program implementation

WEEK 1	<p>School to distribute consent and invitation letters.</p> <p>Brief teachers and bilingual aide to support parents attendance/consent.</p> <p>Session 1 held for parents.</p> <p>Parent consent forms returned.</p> <p>Book interpreters for second and third parents' sessions.</p> <p>Once parental consent granted, teachers to complete student background information (Document 5 in this guide and on the enclosed CD).</p>
WEEK 2	Observation visit/s conducted by facilitators.
WEEK 3	Children's Session 1.
WEEK 4	Children's Session 2.
WEEK 5	Children's Session 3. Parents' Session 2.
WEEK 6	Children's Session 4
WEEK 7	Children's Session 5
WEEK 8	Children's Session 6 Parents' Session 3 (including evaluation)
WEEK 9	Children's Session 7 (including evaluation)
WEEK 10	Excursion (optional) Conduct teacher evaluation

Ideally the teacher briefing and professional development component should be held in the term preceding the children's group.



2.2 Guidelines for facilitators

2.2.1 Working with a co-facilitator

Both the children's and parents' components are designed to be offered by two facilitators, at least one of whom will normally be a teacher.

Communication between facilitators prior to, during and following the program is critical. Their capacity to work well together should be a consideration in forming a team to offer the program.

Prior to each session of the children's and parents' components, facilitators should spend some time together working out their responsibilities in relation to each exercise. For most of the exercises, one facilitator will need to take responsibility for presenting and giving guidance to the group on the task or activity, while the second facilitator assumes responsibility for facilitating the process (eg exploring feelings and experiences with the group). Clarifying tasks and roles before each session is important to ensure the smooth running of the group, as is the need for flexibility should a situation arise that has not been anticipated.

A consensus will need to be reached on dealing with difficult behaviours and with any sensitive issues that may be raised by the children in the course of group activities. In particular facilitators will need to determine how responsibilities will be divided between them when responding to these issues. Guidelines for responding to these issues are set out below.

2.2.2 The class teacher as group facilitator

The success of the children's component is dependent on the skills of the facilitators to promote a sense of trust and group cohesion and identity and to create an environment in which children feel comfortable in discussing their personal experiences and feelings.

For teachers this may require a different approach to that normally taken in the classroom environment where the emphasis is on the teacher promoting mastery of particular skills and where there are often 'right' and 'wrong' answers and ways of doing things. When facilitating a group for the first time, teachers may find that there is some adjustment involved in making the transition from teacher to facilitator and group member.

Exercises in the early sessions of the children's program are designed to bring teachers, students and facilitators together as group members with a focus on establishing group norms and a sense of trust. This is why it is important that the same teachers attend the group each week.

Some key facilitator skills are outlined in 2.2.5.



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In the course of their routine contact with children in the classroom, teachers are rarely exposed to the details of children's personal histories. Hearing about these for the first time in the group, particularly if they are of a traumatic nature, may be quite confronting.

It is important that teachers are adequately briefed by the primary facilitator about the objectives of the exercises and how to deal with any sensitive material raised by the children. The relevant session plan should be made available to the teacher one week in advance.

2.2.3 Dealing with the personal impact of exposure to traumatic information

Working with people who have survived horrific events usually has an impact on the worker.

While the Rainbow Program does not focus on traumatic events, it is possible that children will disclose these in the course of the group. As noted above, adults participating in the program may find that they are hearing, for the first time, details of horrific events endured by children prior to their arrival in Australia.

Facilitators may experience various emotional responses that are at times overwhelming and challenging. As indicated below, it is important that opportunities for review are structured into the program to allow facilitators to identify, acknowledge and work through these feelings:

Responses may include:

- Feelings of helplessness
- Feeling hopeless and overwhelmed
- Sadness
- Loss of pleasure in everyday activities
- Guilt
- Anger
- Dread and horror
- Idealising children
- Wanting to 'make it better' for children
- Avoiding discussion of traumatic events both within the group and in one's personal life.

Group facilitators can seek to deal with the impact of exposure to children's distress by:

- Recognising and understanding their emotional reactions and talking about them with a trusted other
- Recognising that these reactions are normal and episodic, with their intensity dissipating over time



- Recognising that these experiences can contribute to their own personal awareness and understanding of the human condition.

2.2.4 Guidelines for reviewing the program

It is recommended that a formal process for reviewing the group sessions be built into the program.

It is the role of the primary facilitator to offer review of the program to the teacher/facilitator following each session and to arrange more intensive professional debriefing should this be required.

Review should ideally take place at the end of each session (or as soon as possible thereafter) and include:

- A discussion of general impressions of the session
- Discussion of individual components of the session, addressing how both the group and individual children responded to these. Time needs to be allowed to explore the emotional impact on facilitators. This is likely to vary from session to session.
- Identification of any issues that might require follow-up (with the group at its next session, with parents or with the school or classroom teacher).

2.2.5 Group facilitation guidelines

In both the children's and parents' sessions it is important to maximise group member's involvement in the group, to build a sense of cohesion and belonging based on trust and respect, and an environment in which participants feel safe to share experiences and feelings. Many of the specific exercises built into the group have been designed to foster this climate.

Group facilitators can also contribute to this by:

- Ensuring predictability by keeping members informed about the activities planned for the groups. At the same time, this needs to be balanced with a flexibility to respond to changes suggested and agreed on by the group
- Demonstrating a genuine interest in the welfare of children, showing a caring attitude, genuineness and warmth to assist children to engage in the group process
- Being consistent
- Conveying knowledge of the refugee experience
- Providing structure and setting limits while not being overly rigid
- Allowing participants to be in control of the level of self-disclosure. It is important to encourage self-exploration without pushing children to talk about feelings or events
- Validating emotions expressed by children
- Promoting a sense of ownership of the group by children and parents.



2.2.6 Dealing with difficult behaviours

Children in the 9-12 age group are at a developmental age when their attention span is limited and difficult behaviours may be common. As well as attending to group dynamics and processing material arising from the group exercises, facilitators will need to be constantly aware of the need to keep children engaged and may be required to manage difficult behaviours.

If there are already school procedural guidelines for dealing with difficult behaviours these should be followed as closely as possible.

Below are some behaviours that may be encountered by facilitators and suggested ways of dealing with these.

Consider that difficult issues or painful feelings may underpin the behaviour.

Children leaving the room

Children may need or wish to leave the room from time to time to wash their hands, go to the toilet etc. Establish a clear expectation at the beginning of the group that anyone wishing to leave the room should seek permission first rather than just 'wandering off'.

If a child leaves the room without seeking permission, one facilitator should follow the child and return with them to the room (agree in advance of each session which facilitator this should be).

Children refusing or being reluctant to participate

Children's participation in the group exercises should be strongly encouraged but should not be obligatory.

Where a child indicates that she or he does not wish to participate in an exercise, one facilitator (identified in advance of the session) should sit quietly with the child to explore why this is the case. Make it clear that the child has a choice and that they can either sit quietly and observe what the others are doing or they can join in. Point out that the other children and teachers will miss out on their contribution if they don't participate, but that the choice is theirs.

Fighting and other aggressive or disruptive behaviour

One facilitator (again identified in advance of the group) should deal with the immediate problem, while the second facilitator continues working with the other children on the group activity.

If the child's/children's behaviour is particularly distracting, it may be necessary for one facilitator to move the remainder of the group into a circle for a short time and do a focussing exercise with them (see Document 7). The other facilitator can then deal with the child/children concerned.

Attempt to find out the cause of the problem, and if there is more than one child involved, to separate them from direct contact with one another.



Ask the children involved whether this is the sort of behaviour they wanted in the group.

Explore with them some of the 'rules' they nominated when they developed the group conduct guidelines (see session one of the children's component).

Ask the children whether they think they can continue to participate without being aggressive or fighting, etc.

If they agree, move them back into the larger group again. If not, some 'time-out' may be necessary while the group continues. 'Time-out' may occur in the group session room providing it is not disruptive. Alternatively a pre-arranged supervised place within the school may provide the 'time-out' setting.

It may be appropriate at these times to ask other group members to comment on whether aggressive or disruptive behaviour fits into the conduct guidelines they had established. This allows the group to convey its expectations.

Generally speaking, behavioural difficulties tend to settle down in later sessions of the group.

2.2.7 Dealing with sensitive issues raised by children

It is important that control over the level of disclosure about past and current issues remains with children themselves. When sensitive issues are being covered keep questions as open as possible. For example in relation to fear you might ask 'When do you feel scared? How does it feel?' rather than 'Tell us your most frightening experience'. It is not the aim of the group to specifically solicit information about past trauma and this should certainly not be probed for.

It is highly unlikely that children will disclose traumatic material intentionally. However, in a program that allows for children to discuss their personal histories and experiences, a certain level of disclosure of traumatic information will almost inevitably take place incidentally. Anticipate that for some children the group process may be the first opportunity they have had to speak of traumatic events since arrival in Australia.

When traumatic material is disclosed in a group context it is important to be mindful of both the needs of the child concerned as well as the impact of disclosure on other children in the group. At the same time it will be necessary to continue facilitation of the group exercise and process. One facilitator (nominated in advance of the group) should take responsibility for communicating with the child concerned while the other continues to attend to the group. It may be appropriate in some instances to continue to communicate with the child in the group context.

When responding to the child:

- Acknowledge the feeling generated by the event (for example that it must have been very sad or frightening)
- Affirm the child's bravery in speaking about the event



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- Acknowledge that those feelings would be felt by other children who experienced a similar event
- Acknowledge that even though the circumstances of the event have passed and children are 'safe' in Australia, the memories can remain and may still be frightening
- Ask the child if there is anything further they would like to say about it
- Suggest that if they would like to discuss the issue further, that you would be available at a later time. Alternatively, suggest that there may be another trusted adult in their lives who they may feel comfortable to talk to about the issue
- If the disclosure has been particularly painful, one facilitator may withdraw temporarily from the group with the child.

Disclosure of sensitive material may present an opportunity to identify positive strategies for dealing with emotions. It may be appropriate to explore with the individual child or with the group as a whole (either at the time or in a later session) strategies for dealing with intense emotions (eg what do you do when you feel scared/remember feeling scared?)

The primary facilitator should ensure that any sensitive issues raised by the children are addressed in the review at the end of the session.

A similar approach applies when dealing with sensitive issues raised by adults in the parents' group.

2.2.8 Working with interpreters in a group context

Interpreters will be essential for the parents' group. It is important to factor in the additional time required to communicate with an interpreter and to develop the trust required for a solid working relationship between parents, facilitators and interpreters.

Consider the following to optimise communication in a group involving interpreters:

- Establish with participants their preferred language. While some people from refugee communities are able to speak more than one language, there may be political sensitivities associated with deploying interpreters from other than the client's preferred language group. The form completed by the teacher prior to the commencement of the group seeks information on a parent's preferred language (Document 5 in this guide and on the enclosed CD)
- Book interpreters well in advance to ensure that the chosen language is available
- Prior to the session, brief interpreters about its aims and purposes (see below). Allow time for review afterward.



- Try to book the same interpreter for all three group sessions. This helps create continuity, increases the possibility of a sense of safety and trust being built within the group and avoids the need for detailed briefing at the second and third sessions (see below)
- Direct your discussion and non-verbal communication directly to the group, not to the interpreter
- Some interpreters will have had similar experiences to participants and may feel vulnerable during the group. It is important that the primary facilitator presents the opportunity for interpreters to debrief at the end of the group
- Arrange the room in advance to optimise clear communication. For example, if there is more than one language group represented, arrange a cluster of chairs for each group. This will allow the interpreters to give information to parents in their group without interfering with the interpreting process for other groups
- Ensure that all communication taking place in the group is interpreted. The role of the interpreter is to facilitate communication between all group members as well as between members and the facilitators.



Guidelines for briefing and debriefing interpreters

- Allow 20 minutes prior to the first session and 5 minutes for subsequent sessions to brief interpreters. Allow 5 minutes at the end of the session for debriefing.
- Discuss the purposes of the session and outline the format and program you will be following.
- Clarify expectations relating to their role.
- Explain that interpreters will be placed physically alongside the parent or group of parents for whom they will be translating.
- Highlight the importance of interpreters communicating all comments and of their importance in assisting communication to occur between group members of different language backgrounds as well as back to the group facilitators.
- At the end of the session, spend some time with the interpreters. Ask them if there are any comments they would like to make or any thoughts or feelings they would like to talk about.



2.3 Identifying and referring children and families requiring counselling and support

When conducting the Rainbow Program from time to time children and/or parents will be identified who require more intensive support to deal with problems associated with their refugee and settlement experiences.

2.3.1 When is a referral for counselling indicated?

The group process provides the opportunity for observation of the children over a seven-week period. During this time it may become apparent that some children require support additional to that provided in the group. Indications for this may be uncontrolled emotional or behavioural responses such as:

- Extreme aggression
- Persistent distress
- Depression
- Sadness
- Withdrawal, apathy
- Numbing
- Fear and anxiety
- Frequent illness.

Children requiring additional support may also be identified by teachers or by their parents, who may raise concerns in the course of participating in the parents' groups.

2.3.2 Discussing additional support

Communication with the child's parent or guardian is a critical first step and should take place with the assistance of an interpreter. In this contact:

- Seek their opinion about their child's progress and information about the child's history
- Discuss the concerns you have
- Discuss possible options for support
- Work with the parent to identify a preferred option.

In some cases a referral for family counselling may be indicated or a parent may require individual assistance.

In approaching parents or guardians:

- Communicate your concerns. Again it is important to use an interpreter in order to ensure concerns and information are conveyed accurately and that questions can be clarified and addressed



- Seek their perception regarding their own circumstances and offer the opportunity to discuss these further
- Let them know there are services that support people who have been affected by trauma because of war, violence and political oppression. There are also services that can support people in their settlement in a new country as well as special services to assist families with children
- If the person wants to be linked to one of these services, a referral can be facilitated.

2.3.3 When is a referral for settlement support indicated?

Families may experience a range of difficulties in their settlement in Australia. Support with these can be provided through Migrant Resource Centres (see back cover) for issues related to:

- Housing
- Accessing English language classes
- Legal or migration matters (eg sponsorship)
- Income support payments through Centrelink
- Establishing a household
- Employment
- Child care and children's services
- Social isolation.

Community health centres can help with health related problems (see back cover).

Local government services

Services provided by local councils are listed under the council's name in the *White Pages* (for a full list see map and index, p42 of the 2002/3 edition). Local councils also offer a range of supports including:

- Maternal and child health services
- Recreational activities
- Youth services
- Social support services
- Disability support services
- Support for the elderly.



2.4 Evaluating the program

An evaluation component is built into the final sessions of the parents' and children's programs (see relevant session outlines).

At the completion of the program, its value can be reviewed with the school. Useful questions to facilitate a discussion are:

- Do you think the group has made any difference to the children? If so, how?
- What would you do more of in future groups?
- Did you learn anything from participating in the group?
- Will your participation impact on your classroom practice? Is there anything you learned from your experience in the group that you plan to carry over into the classroom?
- Were there any organisational difficulties in running the group? If so, how could these have been overcome?

An evaluation form for the teacher professional development is enclosed as Document 10 in this guide and on the enclosed CD.

Consider offering a formal session to school staff at the conclusion of the program. This enables facilitators to provide feedback, particularly on the children's and parents' components and provides teachers the opportunity to ask questions and provide feedback on the program.

In some schools in which the program has been run, a summary of the key issues arising out of the evaluation has been prepared and distributed to school staff as a means of feeding back to the wider teacher body, fostering support for the program and enhancing awareness of the issues facing refugee families.



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3



3.1 Teacher briefing and professional development

3.1.1 Teacher briefing session

 Key features	
Structure and duration	<p>30 minute session.</p> <p>Designed for a meeting of all school teaching and support staff prior to the commencement of the children's and parents' groups.</p>
Objectives and approach	<ul style="list-style-type: none"> Δ To introduce the Rainbow Program to the wider school community. Δ To engage the interest and cooperation of the wider school community in the program and foster a sense of ownership. Δ To begin the process of raising awareness of issues facing refugee children and their families. Δ To establish the school's interest in engaging in a more intensive professional development program and to identify specific professional development needs. <p>The session:</p> <ul style="list-style-type: none"> Δ Briefly explores the issues facing refugee children and their families. Δ Emphasises the importance of the school setting as a context for delivering the program. Δ Provides a rationale for the program. Δ Outlines the three program components.
Facilitator	<p>Can be offered by the lead facilitator of the children's program or counsellor from the Service for Survivors of Torture and Trauma.</p>
Materials	<ul style="list-style-type: none"> Δ Wherever possible this session should be offered at a forum in which most, if not all, staff are present (eg a staff meeting). Δ An overhead projector. Δ Copies of the information pamphlet <i>The Rainbow Program for Children in Refugee Families</i> for participants. (These can be photocopied from the copy at the back of this guide or printed from Document 1 on the enclosed CD.) Δ Recommended overheads for the teacher briefing session are in Part 4 and on the enclosed CD. See in particular overheads 1 to 10.





Session plan

①	Introduction	3 minutes
②	Who are Refugee children?	5 minutes
③	The impact of the refugee and resettlement experiences	5 minutes
④	What schools can do	5 minutes
⑤	How the Rainbow Program works	5 minutes
⑥	Teacher professional development	5 minutes
⑦	Closure	2 minutes

① Introduction

- △ Introduce yourself.
- △ Explain that the purpose of the session is to introduce the Rainbow Program, developed as an early intervention school-based program to work with primary school aged children from refugee and other culturally diverse backgrounds; their parents and teachers.
- △ Briefly describe the three program components.
- △ If appropriate, describe how the program will be run in the school.

② Who are refugee children?

Key points to convey

- △ There are currently some 19.8 million refugees and displaced persons globally, the majority of whom are women and young children.
- △ Each year some 12,000 people from refugee backgrounds settle in Australia through the Commonwealth Government's Humanitarian Program, one in five of whom are of pre or primary school age. Other children with 'refugee-like' experiences may also enter through the Family Migration Program.
- △ Although Humanitarian Program entrants come from a diverse range of countries, at the moment, people from the Horn of Africa region, the Middle East and the former Yugoslavia predominate.
- △ Introduce the definition of a refugee in the United Nations Convention. Draw attention to the salient features of the definition:
 - People from refugee backgrounds will have been forced to leave their home countries



- They are highly likely to have been exposed to prolonged conflict and persecution prior to their departure. An estimated one in four will have been exposed to torture or severe human rights violations, while three in four will have been subject to traumatic events such as forced dislocation or loss of family members in violent circumstances. Most will have experienced an unplanned and perilous escape. Many will have spent years on a refugee camp or in a first country of asylum where they will have had limited access to basic survival resources such as food, water, shelter, personal safety, health care and education.
- △ Refugee children will also have been exposed or subject to traumatic events and experienced loss and disruption. Some will have had no formal schooling or their education will have been limited and disrupted.
- △ Children face a number of challenges in the settlement period – learning a new language and a new set of cultural norms and behaviours and adjusting to an unfamiliar school system. Children who are asylum seekers or Temporary Protection Visa holders face the added stress of uncertainty relating to whether they will ever be allowed to settle permanently in Australia. They and their families will also have restricted access to resources and support services available to permanent residents.

3 The impact of the refugee and resettlement experiences

Key points to convey

- △ Children who have experienced refugee-related trauma can suffer psychological effects that persist long after their arrival in a safe country. These can affect children's emotional well-being, behaviour, school performance (memory, concentration) and ability to form relationships.
- △ These effects can be made worse by the stresses of the settlement process.
- △ A significant factor in children's capacity to cope with and recover from traumatic refugee and resettlement experiences is the quality of the environment available to them in the early months and years of settlement, particularly in the family and school. Children fare better in an environment that is supportive, safe, stable and sensitive to their needs.

4 What schools can do

Key points to convey

- △ The refugee problem and its impact on child survivors can often seem overwhelming.
- △ Action is required at a global level to address this problem at its source.
- △ However, school communities can assist by ensuring that refugee children coming to Australia have the very best prospects for settling successfully in their new country.
- △ School communities can assist by:
 - Fostering an environment that is sensitive to the needs of children and families from refugee backgrounds
 - Providing opportunities for both children and families to acquire the knowledge and skills required for successful settlement.



Part 3.1: Session Outlines • Teacher briefing and professional development

Emphasise the importance of schools as settings for providing these opportunities in ways that are part of the 'day-to-day' experience of children and families.

Assistance that is more accessible, less disruptive and less stigmatising can be offered through school settings than that which might otherwise be possible in a mental health or counselling setting.

5 How the Rainbow Program works

Key points to convey

- △ The Rainbow Program offers a structured approach to supporting refugee children and their families in the school community.
- △ It has been developed on the basis of a framework that asserts that people are more likely to be able to cope with and recover from traumatic refugee experiences if they are able to experience a positive sense of identity, rebuild trust and have a safe environment in which to explore and express their emotions.
- △ It has an early intervention emphasis. The program targets support to refugee children early in the settlement period to promote well-being.
- △ Provide an overview of the program, indicating how the different components are sequenced.
- △ Describe the objectives of the children's component, and the activities undertaken in the sessions.
- △ Describe the objectives of the parents' component.

6 Teacher professional development

Key points to convey

- △ Describe the objectives of the teachers' professional development program.
- △ Indicate that ideally 3 hours would need to be set aside for the sessions.
- △ If appropriate, ask for an indication of what particular areas the school would like to see covered or emphasised in the professional development sessions.
- △ Emphasise that the program will be finalised through further consultation with the school.

7 Closure

- △ Establish whether participants have any questions.
- △ Thank participants for their time and explain arrangements for contacting you.



3.1.2 Teacher professional development

 Key features	
Structure and duration	<p>The professional development program runs for 3 hours, ideally to be offered as two one and one half-hour sessions. However, it can be adapted to suit a shorter time frame.</p> <p>It is designed for delivery to school teaching and support staff. Where school professional development schedules permit, the program should be held prior to the commencement of the children's and parents' groups.</p>
Objectives and approach	<p>The professional development module in this guide has been designed as a template to be adapted to suit the needs of individual school communities (in terms of both development priorities and time available for professional development).</p> <p>The precise format of the professional development should be determined by the Service for Survivors of Torture and Trauma in consultation with the school.</p> <p>The objectives are to:</p> <ul style="list-style-type: none"> Δ Enhance participants' understanding of the psychological and social impact of the refugee and resettlement experiences on children and families. Δ Explore strategies for supporting refugee children and their families in a school setting. Δ Explore the emotional impact of working with children from refugee backgrounds and the implications for work practices.
Facilitator	<p>To be facilitated by a counsellor with expertise and experience in working with refugee children and young people.</p>
Materials	<ul style="list-style-type: none"> Δ A projector, white board and markers Δ The information pamphlet <i>The Rainbow Program for Children in Refugee Families</i>. This can be photocopied from the copy at the back of this guide or down-loaded from the enclosed CD. (See Document 1.) Δ Recommended overheads are in Part 4 and on the enclosed CD. Δ Victorian demographic data are provided in the overheads included in this guide. Data on the number and country of origin of refugees for the state or territory or the specific area in which the school is located can be obtained from the Department of Immigration, Multicultural and Indigenous Affairs Settlement Planning Unit. Δ Additional training materials and overheads can also be found in the publication <i>Rebuilding Shattered Lives</i> available from the Victorian Foundation for Survivors of Torture (see back cover). Δ An evaluation form for the program is enclosed as Document 10 in this guide and on the enclosed CD.





Session plan

Session 1

①	Understanding the refugee experience and its impact on children and families	Approximate time required
Exercise 1	Who is a refugee?	10 minutes
Exercise 2	Refugees in Australia/Identifying refugees in the school community	10 minutes
Exercise 3	Events characteristic of the refugee experience	15 minutes
Exercise 4	The psychosocial impact of the refugee experience	20 minutes
Exercise 5	The effect of trauma on children and the family	20 minutes
Exercise 6	Trauma and the resettlement process	15 minutes

Session 2

②	Recovery goals and strategies	Approximate time required
Exercise 7	Recovery goals and strategies in the classroom and school context	60 minutes
③	Workers' reactions to dealing with trauma	
Exercise 8	Workers' reactions	10 minutes
Exercise 9	Detecting and preventing burn-out	10 minutes
④	Referral to a specialist agency	10 minutes



Session 1

Introduction

- Begin the session by introducing yourself and asking participants to introduce themselves to you.
- Outline the training program and identify the areas to be covered in the first session.
- Emphasise the interactive design of the session.

① Understanding the refugee experience and its impact on children and families

Exercise 1: Who is a refugee?

Objective	<ul style="list-style-type: none"> △ To enhance participants' understanding of the forced nature of refugee movements and the circumstances contributing to this.
Suggested approach	<ul style="list-style-type: none"> △ Start by asking the group 'Who is a refugee?' 'What do they understand to be the definition of a refugee?' △ Elicit responses and record on the white board. △ Refer to The United Nations definition of a refugee (Overhead 3).
Key points to convey	<ul style="list-style-type: none"> △ Refugees will have been forced to leave their countries owing to persecution on the grounds of race, religion, nationality, political opinion or membership of a social group. △ Owing to a lack of state protection, they are not safe to return to their home countries. △ Refugee status is accorded only after stringent assessment of a person's situation against the terms of the United Nations definition.
Suggested overheads	3



Exercise 2: Refugees in Australia/identifying refugee families in the school community

Objective	<ul style="list-style-type: none"> Δ To enhance awareness of the number of refugees living in Australia in the context of global refugee movements. Δ To enhance knowledge of the countries of origin of refugees residing in Australia and the local community so that participants are better able to identify refugee families in the school community.
Suggested approach	<ul style="list-style-type: none"> Δ Ask the group how many refugees they believe enter Australia each year and what they know about the demographics of the refugee population in their school community. Allow for discussion and questions. Δ Refer to figures on the global refugee issue and provide information on the countries of origin of Humanitarian Program entrants in Victoria. Δ Refer to data on refugee groups in the local community if available.
Key points to convey	<ul style="list-style-type: none"> Δ Around 12,000 refugees settle in Australia each year. This is small relative to the refugee numbers globally. Δ Children and families coming from countries listed on Overheads 2a and 2b are likely to have had refugee experiences. Δ Humanitarian Program figures do not include people from the mainstream Family Migration Program. Around one in eight people settling through this program (of around 32,000 entrants in the year 2000) have come from countries from which Australia accepts refugees. They may also have had refugee-like experiences.
Suggested overheads	2a, 2b, 12, 13

Exercise 3: Events characteristic of the refugee experience

Objective	<ul style="list-style-type: none"> Δ To enhance participants' awareness of the traumatic experiences to which people from refugee backgrounds, particularly children, have been exposed.
Suggested approach	<ul style="list-style-type: none"> Δ Ask the group to nominate experiences they believe people from refugee backgrounds may have encountered. Δ Record these on the white board. Note that participants may suggest a mixture of experiences and their psychosocial impact. Δ Ask participants to identify what experiences children may have been exposed to. Δ Allow for comment, discussion and questions.
Key points to convey	<ul style="list-style-type: none"> Δ It can feel overwhelming to think about the traumatic events experienced by refugees. For children who may have been without adult protection while experiencing such events, the traumatic effect is magnified.
Suggested overheads	14a, 14b



Exercise 4: The psychosocial impact of the refugee experience

Objective	<ul style="list-style-type: none"> Δ To enhance participants' awareness of the psychosocial impact of the refugee experience.
Suggested approach	<ul style="list-style-type: none"> Δ Ask the group to nominate what might be the impact of the traumatic events discussed in Exercise 3. Δ Write these on the board and discuss, drawing out the particular impact for children. <p>Identify core components of the trauma reaction with reference to the impacts suggested by the group. Core components include anxiety, loss and grief, shattered assumptions, guilt and shame.</p> <ul style="list-style-type: none"> Δ Identify how the trauma reaction is manifested in children's behaviour, eg anger, withdrawn behaviour. Δ Allow for comments, discussion and questions.
Key points to convey	<ul style="list-style-type: none"> Δ See overheads related to the core component of the trauma reaction.
Suggested overheads	15, 16, 17a, 17b, 18a, 18b, 19, 20

Exercise 5: The effects of trauma on children and the family

Objective	<ul style="list-style-type: none"> Δ To enhance participants' awareness of the impact of trauma on children and the family.
Suggested approach	<ul style="list-style-type: none"> Δ Ask the group to nominate the effects they believe trauma might have on children and the family. Δ Record on the whiteboard and discuss.
Key points to convey	<ul style="list-style-type: none"> Δ For children the impact of traumatic events depends on the child's personality and pre-trauma life experience, the age of onset of traumatic events, the duration and nature of those experiences and the quality of care during, prior to and following those experiences. Δ Children in families where the capacity for caregiving by adults is compromised by traumatic experiences may be left particularly vulnerable. Δ The importance of a supportive school environment in contributing to quality care available to refugee children in the early settlement period.
Suggested overheads	21a, 21b



Exercise 6: Trauma and the resettlement process

Objective	<ul style="list-style-type: none"> Δ To enhance participants' understanding of the psychosocial impact of the settlement experience.
Suggested approach	<ul style="list-style-type: none"> Δ Ask the group to nominate the tasks they believe face new arrivals when settling in Australia. Δ Record these on the whiteboard. Δ Ask participants to identify any differences in these settlement tasks for immigrants and refugees. Δ Ask participants to identify any particular settlement challenges that may be faced by children.
Key points to convey	<ul style="list-style-type: none"> Δ See overheads related to the way settlement interacts with the trauma reaction and changes experienced by children in settlement.
Suggested overheads	22, 23

Conclusion

- Δ Acknowledge the material covered in the session.
- Δ Acknowledge that the first session concentrated on the refugee experience and trauma and note that the group may be feeling overwhelmed, helpless or powerless to act, that the problem may seem too big for them to do anything about.
- Δ Note that this is a normal reaction.
- Δ Indicate that in the next session, the group will spend time exploring some practical strategies they can adopt as individuals and as a school community to contribute to recovery in a school context.



Session 2

Introduction

- Begin the session by reviewing reactions to the previous session.
- Allow time for discussion.
- Outline areas to be covered in the second session.

2 Recovery goals and strategies

This exercise uses case studies illustrating behaviours that children may exhibit in a classroom or school environment and engages the group in identifying strategies that they might use to address these.

Four case studies are attached for this purpose (Document 9). Alternatively, participants may wish to suggest a case study from their own experiences. Case study 1 explores withdrawn behaviour, case study 2 addresses anger, and the third provides a basis for discussing responses to a disclosure of traumatic material. A fourth case study examines the situation of students who are Temporary Protection Visa holders.

Exercise 7: Recovery goals and strategies in a classroom and school context

Objective	<ul style="list-style-type: none"> △ To explore strategies for supporting children from refugee backgrounds.
Suggested approach	<ul style="list-style-type: none"> △ Divide the group into three or four smaller groups and allocate a case study to each. △ Ask each group to appoint someone to record. △ Allow 15-20 minutes for the groups to discuss and record outcomes △ Re-form the larger group and ask the recorder in each group in turn to read out their case and the strategies they propose for responding to the scenario outlined. △ Record these on the whiteboard under the following intervention categories: <ul style="list-style-type: none"> • Individual • Family • School • Community △ Discuss strategies arrived at by the groups. Note that some of these may already be in place at the school while some may be new initiatives. △ Ask participants how they could implement strategies suggested within their school and if there are any blocks to this. △ Refer back to the core components of the trauma reaction identified in the first session. Link these to the strategies for supporting children nominated by the group. △ Identify recovery goals implicit in strategies for supporting children from refugee backgrounds.
Key points to convey	<p>Draw attention to the points on the overheads below if these are not suggested by participants.</p>
Suggested materials	<p>Case studies 1– 4, Document 9. Overheads 25a, 25b, 26a, 26b, 26c</p>



3 Workers' reactions to dealing with trauma

Exercise 8: Workers' reactions

Objective	Δ To explore the impact of working with children from refugee backgrounds on teaching professionals.
Suggested approach	<p>Δ Ask the group to identify their reactions (both positive and negative) in their work with children and families from refugee backgrounds and when they experience them. Those emotions most likely to be identified include</p> <ul style="list-style-type: none"> • Helplessness • Guilt • Anger • Horror • Increased sensitivity to violence • Fulfilment • Motivation to act
Key points to convey	Δ These feelings are not uncommon. If ignored, however, some of these feelings might compromise one's sense of personal well-being as well as the capacity to be effective in one's professional role. In the long term they can lead to 'burn-out'.
Suggested overheads	27a, 27b, 27c, 28

Exercise 9: Detecting and preventing burn-out

Objective	Δ To assist participants to identify strategies for preventing and dealing with burn-out.
Suggested approach	<p>Δ Ask participants to identify what they believe might be personal and professional risk factors for burn-out.</p> <p>Δ Record these on the whiteboard.</p> <p>Δ Invite participants to identify their own strategies for preventing burn-out. These may be shared with the group or remain private.</p>
Suggested overheads	29

4 Referral to a specialist agency

Drawing on material in 2.3 of this guide, discuss when a referral may be indicated and procedures for referring to a specialist agency.

Conclusion

- Δ Acknowledge the material covered in the session.
- Δ Acknowledge the contribution that school communities can make to the positive settlement of children from refugee families by fostering an environment that is responsive to their needs.



3.2 The children's program

 Key features – Children's program	
Structure and duration	<p>Seven 2 hour sessions in class time* (the minimum time required is 1 ¾ hours).</p> <p>Excursion (optional).</p> <p>Designed for delivery with accompanying parent program (three sessions) and teacher professional development. Can also be offered as a 'stand-alone' initiative, but modules should not be delivered independently of the whole program.</p>
Objectives and approach	<p>To make a positive contribution to the settlement experience of recently arrived children from refugee backgrounds by supporting them to build:</p> <ul style="list-style-type: none"> • Positive self-esteem • A sense of trust and belonging • A positive sense of identity, integrating both their past experiences and culture of origin with their new life and culture in Australia • A positive sense of their future • An ability to recognise, understand and deal positively with emotions, thereby enhancing their capacity to form relationships and to deal with personal challenges in the settlement period. <p>The program:</p> <ul style="list-style-type: none"> • Explores the losses and gains involved in moving to a new country and culture • Provides an opportunity within a safe context for children to share stories of their past and present experience • Helps to rebuild a sense of trust and belonging through participation in the group process • Explores emotions that influence everyday behaviour and looks at ways of dealing positively with emotions • Provides an opportunity for children to focus on and express their hopes and dreams for the future.
Suitable for	Recent arrival children from refugee backgrounds aged 9-12 years and other newly arrived children. Minimum English language proficiency is required. However, participants ideally should have been in Australia for at least 6 months.
Settings	Designed for school settings. Small group (8-10 participants ideal), but may also be run as a classroom program.
Number of adult facilitators required	At least two, one of whom has experience or qualifications in child welfare or counselling, and one of whom should be a teacher.

*As it may be difficult to cover all of the material in sessions five and six in the time available, where scheduling permits, consideration should be given to including an eighth session. This is particularly the case if the group has more than 8 participants.

General guidelines

- The 'primary facilitator' should ensure that the teacher/s attending the group have the relevant session outline at least one week before each session.
- Prior to the session, the 'primary facilitator' should brief the classroom teachers on what will happen, how they might assist in each exercise and any issues that you believe may arise.
- Begin each session with a focussing exercise (see Document 7). Preferably use the same exercise a number of times so that children build a sense of familiarity. These exercises can also be used to re-engage and reinvigorate children if the group becomes fragmented or they appear bored and restless.
- Unless otherwise indicated in the 'advance preparation' section of each outline, set the room up so that there are two separate areas – one comprising work-tables (with seating for three or four children at each table) and a space where children can sit in a semicircle for those parts of the session involving listening, talking and sharing.
- Ensure that the conduct rules and any other items of the group's work are displayed on the wall prior to the commencement of each session.
- Be prepared for the fact that in the earlier sessions children may exhibit challenging behaviour and/or may not be fully engaged. This should resolve itself as the program's group process and development activities begin to take effect. Some tips for dealing with challenging behaviours can be found in 2.26.
- Individual session plans in the children's program identify the material and equipment required. A complete list is in Document 8.
- Session plans are based on a time allocation of 1 hour and 45 minutes.



Session 1

Session focus

The focus of this session is on

- Establishing trust, assisting group members to get to know one another and to feel safe within the group
- Establishing group conduct guidelines
- Providing information to participants about the group process.



Session plan

①	Introductory exercise	10 minutes
②	Explanation of the Rainbow Program and its purpose	10 minutes
③	Setting group conduct guidelines	30 minutes
④	World map exercise	35 minutes
⑤	Introduction to the Polaroid exercise and 'About me' poster	20 minutes
⑥	Closure	5 minutes

Suggested approach

- 1 Greet children as they enter the room.
- 2 Give children a rainbow label photocopied from this guide or generated from the enclosed CD (see Document 6). Ask them to write their names on the labels and colour them. Provide a choice of coloured felt tip pens. Labels can be inserted into clear plastic conference name tag holders for children to keep. If you have identified with classroom teachers that some of the children are unable to write their own names you may wish to have prepared labels for the children and yourself. Ensure that all facilitators have a label too.



① Introductory exercise

This exercise lays the foundation for the establishment of the group and sets the tone for the life of the group. Its purpose is to help children to engage with each other, facilitators and teachers as group members. This is particularly important in a school setting where styles of communication are typically didactic. The aim is to state the importance of communication so that the group can be a place where all participants are able to explore issues, learn from one another and have fun together.

Suggested approach

- 1 Start with the children, teachers and facilitators seated in a circle.
- 2 Facilitators introduce themselves and explain where they work.
- 3 Ask each person to say their names and the country they came from.

② Explanation of the Rainbow Program and its purpose

Suggested approach

- 1 Begin by asking the children if they know the word 'rainbow' and what its meaning is in their culture. Ask the children if there are any stories about rainbows in their culture or if the rainbow has any special meaning.
- 2 Explain the purpose of the group, placing it in a positive context to dispel any sense that the children have been selected for the group because they are experiencing 'problems'. Stress that they have been asked to join because they are special. Unlike many other children at the school, they know what it is like to live in more than one country.
- 3 Note that while there are many positive things about having lived in more than one country, it can also be difficult to settle in a new country, to learn a new language and customs and to leave behind familiar places and people who are important to them.
- 4 Explain that the children are not alone in this experience and that the group is designed to give them a chance to get together with other children to talk and to share their stories. It is hoped that this will help them at this important time of building a future in Australia, their new country.
- 5 Stress that there will be lots of games and different activities during the group sessions. Also stress that in this group we will learn from each other and that there are no right and wrong answers. In this way it will be different from other time they spend at school in class.

continued ⇌



Suggested approach (cont.)

- 6 This is also an opportunity to cover some 'housekeeping' matters including:
 - Who will run the group
 - The time the group will be run for and its place in the school schedule (eg on Tuesday afternoons after lunch time)
 - The number of weeks the group will run for.
- 7 Inform the children that a meeting has been held with their parents or guardians so that they would know about the Rainbow Program. Explain that there will be more meetings with their parents and that at these meetings parents will be able to see the work the children have done in the group.
- 8 Tell the children that if their parents need help with transport or with looking after baby brothers or sisters so that they can come to the group, to let facilitators know so that this can be arranged.



3 Setting group conduct guidelines

This is the time to initiate discussion on the importance of agreeing on how the group should work together so that everyone feels comfortable and has a chance to participate.

It is preferable to engage the children in a process whereby they identify their own conduct guidelines or 'rules', since this will help to ensure that the group feels a sense of ownership of them and that the rules are discussed in terms that they understand. In turn, this should help to increase their motivation to adhere to them. The guidelines also give children themselves a language and a tool to ensure that their own rights are respected within the group.

Suggested approach

- 1 Ask the children to brainstorm 'How they would like to be together as a group' (use this as language for 'rules'). Record their responses on butcher's paper (or in some form in which they can be retained and displayed for the life of the group).
- 2 Discuss each of the points made by the children, checking that they have a shared understanding of them.
- 3 In particular, ensure that the following are included and explained if not suggested by the children themselves:
 - That one person speaks at a time
 - That each person has a chance to talk
 - That no-one is pushed to talk or participate if they don't want to
 - That no-one laughs or makes fun of what someone else says
 - That what is said in the group stays in the group
 - That there will be no fighting in the group.
- 4 Point out that all the 'rules' can be summed up under the heading of respect for each other. If the word respect is unfamiliar to some of the children it may require some explanation.
- 5 Point out to the children that the conduct guidelines have not been imposed on them by someone else, but have come from within the group itself. Explain that they are to help make sure that everyone in the group is treated fairly and with respect. Make the link between the guidelines and what sort of group it will be if children follow them (eg people won't get hurt; everyone will have a turn to have a say if they want to). Tell them that the guidelines will be left pinned up for each session so that they won't be forgotten about but can be revisited from time to time.



4 World map exercise

The purpose of this exercise is to familiarise participants with one another and to provide them with an opportunity to share information about their background with others in the group. By establishing some of the common elements in the experiences of group members, the exercise helps to consolidate group identity and cohesion.

Suggested approach

Using a map of the world prominently displayed:

- 1 Ask each participant in turn to select a length of ribbon in their chosen colour, to pin it on the country they came from and to trace their journey (including any other countries they have lived in), pinning the other end on the map of Australia. One facilitator may need to assist with the tracing of journeys while the other sits with the group.
- 2 As they are doing this, ask participants to introduce themselves, stating where they were born, how they travelled to Australia, how long they've been in Australia and who they live with.
- 3 The facilitator can gently ask questions if the children appear shy or unused to speaking in front of a group.
- 4 Encourage group participants to adhere to the group 'rules' by listening attentively and not speaking while presentation, of other children's journeys are occurring.

The end result will be a 'rainbow' of ribbons criss-crossing over one another and meeting finally in Australia. The rainbow-like effect provides a symbolic representation of the group's co-existing diversity and unity. The map displaying children's journeys should remain displayed for the remaining group sessions and shared with parents.

Issues to be aware of:

- The activity needs to be conducted with sensitivity to the possible impact on children of leaving their countries and a perilous flight.
- Facilitators need to ensure that the group is respectful of each child's contribution.
- Some children may find the exercise of speaking in front of the group quite overwhelming, in which case they should be encouraged to participate only at the level at which they feel comfortable.



5 Introduction to the Polaroid exercise and about me poster

The poster exercise will take place over the following two sessions and involve each participant in making and decorating a poster featuring a photograph of themselves and other expressions of their identity. As well as providing a focus for exploring identity, the posters will be used for promoting discussion around past and present experiences and children's aspirations for the future.

Photographs are an important means of preserving one's personal history and consolidating identity. Consistent with the session aims, the Polaroid photograph provides a very immediate, tangible and technologically exciting, means of focussing on each individual child.

Children from refugee backgrounds may not have had many photographs taken in the past or their families may have lost them in the course of their flight from their homelands. On arrival refugee families may not have access to a camera at home. Importantly, these photographs serve as a link between the group and parents or guardians and are also a source of fun and celebration for the children.

Suggested approach

- 1 Introduce the 'Polaroid exercise' and 'about me poster', noting that these will be the focus of the group over the next few weeks.
- 2 Explain that the group has looked at where people have come from, and that in the coming weeks it will look more at who we are as people. To achieve this, each group member will work on a poster, which tells about themselves.
- 3 Have one facilitator lead the group in one of the games outlined in Document 7, while the second facilitator takes each child's photograph.
- 4 It may be possible to give the children a choice of photograph location (select a location that means children can move easily between photo session and group activity). Take two photographs – one with a Polaroid camera (for the poster) and one with a conventional camera (to take home).
- 5 Take a group Polaroid photograph to display in the remaining children's and parents' sessions. Attach it to the world map, tracing the children's journeys to Australia.
- 6 Keep photographs together ready to use for the next session.



6 Closure

So that children know what to expect in the next session, remind them that they will be making the 'about me' poster. Emphasise that their parents will be able to see the completed posters at their next meeting with the facilitators.

Collect name tags for use in the next session.

Go around the circle and ask the children for one word to describe the way they are feeling now.

Thank the children for their participation.

Equipment

- World map
- Butcher's paper, whiteboard or blackboard and pens or chalk
- Coloured ribbons (curling ribbons used in gift wrapping are an inexpensive option for this)
- Pins
- Polaroid camera and film
- Conventional camera and film
- Glue
- Rainbow labels (generated from Document 6 on the enclosed CD) and label holders
- Coloured textas

Advance preparation

Structure the room so that the focus is on the world map.



Session 2

Session focus

This session focuses on:

- Sharing and celebrating each child's uniqueness and identity
- Encouraging self reflection
- Looking at what is important to children in the group
- Exploring and celebrating both commonality and differences between group members.



Session plan

①	Introduction and revisiting rules	10 minutes
②	Focussing exercise	10 minutes
③	'About me' poster	70 minutes
④	Closure exercise	10 minutes

① Introduction and revisiting rules

Suggested approach

- 1 Distribute the name tags made by the children at the previous session.
- 2 Ask if there are any questions from the previous week.
- 3 Revisit the group 'rules'.
- 4 Explain again the time and format of the group.

② Focussing exercise

Sample group focussing exercises are outlined in Document 7. These exercises involve combination of physical activity and verbal skills, and are a good tool to re-engage and reinvigorate children if they are becoming bored or restless or if the group is becoming fragmented. They also assist children in improving their English language skills.

Select and introduce the exercise you believe most suitable to your group (or use one of your own exercises or one suggested by the group).

It is suggested that this exercise be conducted at the beginning of each of the remaining sessions as children enter the room and join the group and at other times as appropriate.

To begin a session it may assist to use the same exercise, as this then becomes a signal to the children to come together to join in. It also helps to consolidate group identity.



3 'About me' poster

The main purpose of this exercise is to encourage self-reflection, while placing the level of disclosure of personal information in children's control. For this aim to be met, careful and intensive facilitation will be essential. This is dependent on there being a high facilitator-child ratio.

Suggested approach

- 1 Ask each child to choose a coloured sheet of card.
- 2 Divide the large group into smaller groups of not more than four children (ideally three) and allocate a facilitator to each group.
- 3 Ask each child to paste their photograph on the sheet and to trace the outstretched fingers of both hands on the sheet in lead pencil. The outline can be gone over in coloured felt tip pen once it is complete.
- 4 Each child then pastes or staples their Polaroid photo (taken the previous week) on the sheet of card.
- 5 Ask the children to write one of each of the following on each digit of the first hand (facilitator to illustrate on the whiteboard):
 - Their name
 - Their age
 - The country they were born in
 - Their favourite food
 - The language they speak at home.
- 6 Facilitators spend time with the group to which they have been assigned, encouraging children to talk about the information they have written on their 'hand'.
- 7 Re-form the larger group and ask each child to present their poster (respecting that some children may not wish to do so).

Issues to be aware of:

- While this has been designed as a relatively 'safe' exercise, facilitators should be prepared for the possibility that children may raise traumatic issues related to their experience as refugees. See 2.2.7 for approaches to dealing with sensitive issues raised by children.
- Note that as many of the children are only just beginning to acquire English literacy skills, they may require intensive support to complete this exercise. Since their work is to be displayed on the wall and shared with their parents, most children will have a great deal of investment in the quality of their work. It is important that assistance is offered, particularly with writing tasks to avoid losing children's engagement and interest. Teachers may be able to help in this regard.



④ Closure exercise

Form a circle. Using a soft, large, inflatable ball, possibly a globe, ask each group member in turn to say one thing about how they feel at the moment they catch the ball and to throw the ball to another person.

Equipment

- A3 card in a range of colours
- Black lead pencils
- Coloured felt tip pens
- Glue/staples
- Scissors
- A large soft or inflatable ball

Advance Preparation

If it is intended that the teacher will serve as a facilitator, brief them on the exercise and how to respond to disclosure of any traumatic material (see 2.2.7 for guidelines).

Set the room up with chairs in a circle for the warm-up exercise and work table and chairs in another part of the room for the poster work. This will set up a pattern for the sequence of work over the remaining weeks.

Display the group rules and map from the previous sessions.



Session 3

Session focus

This session continues to explore the themes of identity and cultural similarities and differences introduced in the previous session. It also:

- Explores and shares what the children's culture means to them
- Begins to explore children's experiences of settlement, including losses and gains involved in moving to a new country and culture.



Session plan

①	Greeting exercise	15 minutes
②	'About me' exercise (continued)	70 minutes
③	Introduction to the cultural objects exercise	10 minutes
④	Closure exercise	10 minutes

① Greeting exercise

As well as serving as an effective warm-up, this exercise helps to demonstrate both the similarities and differences between cultures. For example a term sounding similar to the Italian 'ciao' is a form of greeting used in both Bosnian and Somali languages. Since many children from the Horn of Africa have spent time in countries of asylum where Arabic is spoken, both Iraqi and Horn of African children may share the same language (notwithstanding differences in dialect).

Suggested approach

- 1 Ask each child to demonstrate to the group a greeting used by themselves or others in their culture.
- 2 To begin facilitators may need to model a greeting used in their culture.
- 3 Allow time for discussion, particularly around differences and similarities that may emerge in children's examples. These may include those determined by:
 - Age (eg different greetings may be used when addressing older people)
 - The relationship between those exchanging greetings (eg close relatives versus acquaintances)
 - The context or occasion in which greetings are exchanged (eg day or night)
 - Culture and religion
 - The gender of those exchanging greetings.

② 'About me' exercise (continued from previous week)

This exercise follows on from the previous week. However, it represents a 'turning point', with the issues being explored becoming more personal and of greater emotional significance for children. In the context of completing the task, discussion may occur within the group that touches the losses involved in leaving one's country. Facilitators need to allow these to be expressed in a supportive manner. This requires a subtle support role that encourages children to share their experiences with one another without dominating proceedings.

Discussions involving the children's home country may lead to the expression of feelings about being forced to flee. The sharing of these feelings assists in creating a bond within the group.

Suggested approach

- 1 Ask children to sit at the tables (approximately three children per table) and assign a facilitator to work with each group.
- 2 Ask the children to work on the second hand of their poster, this time entering one of each of the following in the digits:
 - What you like to do best
 - A good thing about Australia
 - A difficult thing about Australia
 - Something you remember about your country
 - What you would like to do when you grow up.
- 3 In the time remaining, encourage the children to decorate their posters with borders, cut and paste, collage drawings etc.
- 4 Let children know that their posters will be displayed on the wall of the parents' meeting room. If possible, involve children in the design of the display.

Issues to be aware of

- As the issues and concepts are more complex, it is likely that children will need more assistance with spelling and writing than they required when doing the first part of the exercise.
- Facilitators will need to be particularly attentive to ensure that discussion is fostered around significant issues raised in the course of the exercise. Expect that children may raise issues about which they have strong feelings (eg the loss of loved ones, grief for family members left behind, ransacking and destruction of their homes). See 2.2.7 for some suggestions on how to deal with this.
- Small groups, a high facilitator-child ratio and adequate time will be critical in meeting the objectives of this exercise. As was the case in the first part of this exercise in Session 2, be sure that children requiring assistance are offered this.
- It is important to allocate sufficient time for decoration as this activity is particularly appealing for children in this age group and provides a good means of self-expression. Further, the supplies and equipment involved may be a particular novelty for refugee children, many of whom may have had no or limited access to materials of this nature in the past.



3 Introduction to cultural objects exercise

The purpose of the cultural objects exercise is to celebrate and reaffirm the importance of the children's culture. With parents being engaged in helping to select an object (through the parents' group), the exercise also provides a tangible link between the program and home.

The cultural objects can serve as a stimulus for children to discuss other issues of concern or interest to them. For example a child may bring a photograph portraying a place or people from which they have since been separated.

It is important to allow sufficient time to ensure that justice is done to each child's individual contribution and history, while at the same time not demanding too long a period of concentration from other group participants. For this reason, this exercise is more effective if conducted over several weeks, with a small number of children presenting each time.

Suggested approach

- 1 Introduce the 'cultural objects' exercise that will be held over the coming weeks.
- 2 Ask the children to bring something from their culture or country to show and share with the class.
- 3 This could be something like a photograph, a decoration, money, a piece of clothing, a utensil or an artistic object.
- 4 Stress that it should not be something too precious or breakable.
- 5 Inform the children that time will be set aside at the beginning of each session for several children to present their objects.



④ Closure exercise

Remind the children that now the posters are completed, parents will be invited to come to meet with the facilitators and see their children's work. Parents will also be asked to help children choose a cultural object to present to the group.

Ask the children to say goodbye in their own language. They may demonstrate with a partner if there is a particular parting gesture in their culture or say the word for 'good bye' in their own or another language (eg a child may have been taught a parting gesture used in another country or culture).

End by asking each child to say one word about how they are feeling right now.

Equipment

Poster decoration materials (eg magazines, paint, textas, glitter, stickers, glue, scissors, lead pencils, rulers, erasers, coloured pencils, crayons and sharpeners).

Advance preparation

Ensure that tables are set up with sufficient space for the poster work (approximately three children per table). Allow space for a circle of chairs for the other parts of the session.



Session 4

Session focus

This session looks at:

- Affirming the importance of culture as part of our identity
- Beginning to identify emotions and how they affect children
- Beginning to identify experiences associated with various emotions.

 Session plan		
①	Focussing exercise	5 minutes
②	Introduction	5 minutes
③	Cultural objects	20 minutes (max)
④	Emotions exercise (Part 1, happy and sad poster)	30 minutes
⑤	Happy and sad masks	40 minutes
⑥	Closure	5 minutes

① Focussing exercise

Facilitate exercise as per Document 7.

② Introduction

Seated in a circle, acknowledge the parent meeting. Let the children know how great it was to meet their parents again and how impressed their parents were with their posters.



3 Cultural object

Suggested approach

- 1 Before this exercise begins remind children of the group rules (eg confidentiality, respect, etc.).
- 2 Ask who has brought a cultural object. The time taken for this exercise will depend on the number of children who have brought objects. Ask each child in turn:
 - To talk to about their object and pass it around the group
 - Why they chose to bring that particular object
 - What the significance is of the object to them and their culture.
- 3 Allow a minimum of five minutes per child with a maximum of 20 minutes (total of four children). Teachers and group facilitators should also bring an object to share.

Issues to be aware of:

- The significance of this activity for children should not be under-estimated and it is important that justice is done to each child's contribution.
- Sensitivity is paramount as the object may have very special meaning for the child. For example it may represent a link to the past about which they are still grieving.
- While this exercise is not intended to bring about disclosure, this may occur through discussion of the meaning of the object and the connection between the past, present and the object concerned (approaches to dealing with disclosure can be found in 2.2.7).



4 Emotions exercise (Part 1, happy and sad poster)

The two emotions exercises in this session are designed to help children to identify emotions and how they are experienced

Suggested approach

- 1 Attach two pieces of butcher's or poster size paper to the board.
- 2 Ask for two volunteers to draw a 'happy' face on the butcher's paper. Write 'happy' at the bottom of each piece of paper.
- 3 One facilitator should attend to the children drawing and assist them if they are unsure of the task. Before each of the children starts, ask them to consider what a happy (or sad) face looks like, thinking about the shape of the mouth, the eyes, the eyebrows etc.
- 4 Provide cut lengths of thick wool to paste on for hair.
- 5 As the children are drawing, the second facilitator fosters discussion with the larger group around the following:
 - How do we know when someone is happy?/How do you show it when you are happy?
 - How does it feel?
 - Where do we feel it in our body?
 - When do we feel happy (examples)?
 - How often does this happen?
- 6 When drawing is complete invite the group to comment on facial features of happy faces. Ask if this is what it is like for them. This activity usually involves much discussion and laughter amongst the children.
- 7 Repeat the process for the 'sad' face posters.



5 Happy and sad masks

This exercise assists children to understand that others share similar emotions and that there are times when they may experience a number of emotions simultaneously.

Suggested approach

- 1 Split into groups of three or four with a facilitator in each group.
- 2 Distribute a blank mask to each child (ie an oval face size piece of card cut on cardboard).
- 3 Ask children to draw a happy face on one side of their masks and a sad face on the other. Invite them to attach wool for hair and to add other features if they wish (eg earrings).
- 4 Facilitate discussion around each emotion as follows:
 - How do we know when someone is happy (sad)?
 - How do we show it when we are happy (sad)?
 - How does it feel?
 - Where do we feel it in our bodies?
 - When do we feel happy/sad (examples)?
 - How often does this happen?
- 5 Allow children to continue decorating their masks in the course of the discussion as this will assist children for whom this exercise may raise strong emotions.
- 6 Attach a chopstick when masks are complete to act as a handle, enabling the masks to be swivelled from one face to the other.
- 7 If appropriate, ask the children to pose for a group photograph with their masks.

Issues to be aware of:

- The discussion requires close and careful facilitation and great sensitivity. While its intention is not to elicit disclosures, these may occur (approaches for dealing with these can be found in 2.2.7).
- It may be necessary to remind children of those conduct guidelines relating to the importance of respect and listening. Acknowledge similarities and differences within the group, relating to their experiences of feeling happy and sad.



6 Closure

To close the session, go around the group, asking each child to say one word to describe how they are feeling right now.

Equipment

- Blank masks (made with cardboard, cut into 'face size' oval shapes).
- Chopsticks
- Wool cut into strips for hair
- Decorations for mask
- Textas, coloured pencils
- Minimum of 4 pieces of poster-size paper or butcher's paper
- Camera
- Masking tape, sticky tape to attach chopsticks

Advance preparation

- Prepare masks
- Cut wool



Session 5

Session focus

In this session a range of emotions and how they affect us are explored, along with positive ways of dealing with them.

 Session plan	
① Welcome and cultural objects (continued)	25 minutes
② Emotions exercise, Part 2 (mystery emotions)	75 minutes
③ Closure	5 minutes

① Welcome and cultural objects exercise

Thank those who brought in cultural objects the previous week. As in the previous session nominate the appropriate number of children to share their cultural objects.

This is a good opportunity to remind the group about the rules and the importance of respecting one another through listening attentively.

② Emotions exercise (Part 2, mystery emotions)

This exercise aims to encourage children to reflect on when they experience certain emotions and on the feelings associated with these emotions for themselves and others. It can be very effective in creating an environment in which children feel comfortable to disclose emotions they may have felt (eg shyness on the first day of school). By sharing these experiences and their reactions, children learn that these emotions are shared by others and are common responses to certain circumstances. This helps to normalise both the emotion and children's response to it.

The emotions addressed in this exercise are anger, fear, love and shyness. They have been selected as likely to be experienced by young refugees.



Suggested approach

- 1 Divide the children into groups of three or four seated at tables or on the floor and nominate an adult as a facilitator for each group. Allow sufficient space between groups to ensure that other groups do not hear the mystery emotion. If numbers only allow for three groups, it is suggested that the emotion 'shyness' be omitted from the exercise. It is important to include the emotions of fear, anger and love.
- 2 Explain to the children that they will be given an emotion in an envelope which is kept a secret from the other groups.
- 3 Ask the group facilitator to reach into a hat and select an envelope.
- 4 The contents of the envelope should be shared with other members of the small group but kept secret from other groups.
- 5 Each child has a sheet of A4 paper and is asked to draw the facial expression of the emotion selected.
- 6 The role of the group is to then explore this emotion, again without revealing it to other groups. Group leaders facilitate discussion around:
 - What does a (angry, scared, loving, shy) face look like?
 - How does it feel?
 - Where do we feel this in our bodies?
 - When do we feel like this?
 - What do we do when we feel like this?
- 7 The group also discusses how they will act out this emotion/show this emotion on their faces to convey it to the rest of the group who will be asked to guess the emotion portrayed.
- 8 Each small group acts their mystery emotion to the larger group whose task it is to guess the emotion. Facilitators encourage discussion to draw out how the emotion was identified.
- 9 If the group size does not allow for the acting out of all the emotions, ensure that those acted out represent a balance of positive and negative emotions.
- 10 Within the whole group, discussion should be facilitated around 'What do we do when we feel angry...scared...love...shy?'
- 11 It is important to encourage the children to propose their own suggestions as to how to deal with the consequences of emotions. Affirm the following strategies, or if they are not raised within the group, suggest them:
 - Talk to a friend.
 - It is important to let other people know and not to keep uncomfortable feelings inside ourselves.
 - Stop, think and then act.
 - Remember that different things work for different people. The important thing is that we learn to recognise our feelings and know ahead of time some good ways of dealing with them.



Issues to be aware of:

- This exercise needs to be conducted with great sensitivity with appropriate time and weight being given to each child's contribution.
- Discussion can be quite rich since children are at a developmental age where they are beginning to appreciate some of the complexities of emotions (eg to distinguish between different forms of love, such as romantic love, patriotic love).
- As it involves performance, this exercise is usually readily accepted by children and creates much excitement given the element of secrecy involved.

③ Closure (in big group)

Ask children in turn to say one word to describe how they are feeling right now. Prepare children for the ending of the group by reminding them that the next session will be the last regular session together, before a final party session.

✍ Equipment

- Envelopes and paper slips with several emotions
- A4 butcher's paper and pens

✍ Advance preparation

- Ensure that the room arrangement maximises conditions for groups to work secretly during the emotions exercise.
- Prepare the required number of envelopes containing a slip of paper with one of the following emotions written on it – anger, fear, shyness, love.



Session 6

Session focus

The focus of this session is on identifying how we experience emotions and the effects on our bodies.

It requires a full 2 hours to complete. If this amount of time is not available consider adding the statues exercise to the final session.

 Session Plan	
① Focussing exercise – body tangle	10 minutes
② Cultural objects (continued)	20 minutes
③ Body poster	30 minutes
④ Statues exercise	40 minutes
⑤ Planning for the party	15 minutes
⑥ Closure	5 minutes

Note that the two main exercises in this session present great photographic opportunities.

① Focussing exercise – body tangle

This exercise is a good warm-up as it provides an immediate focus and brings the group physically together. Participants often find the activity very amusing. The solution requires communication and cooperation.

Suggested approach

- 1 Ask participants to stand in a large circle.
- 2 Each participant reaches across the room and takes the hand of one person. Then each participant takes the hand of another person. The group is now in a tangle.
- 3 The group's task is to untangle themselves without letting go of anyone's hand.

Depending on the size of the group, two groups may need to be formed (ie if the group is larger than ten). Given the sensitivity involved in physical contact (particularly between girls and boys) allow the groups to self-select.

② Cultural objects exercise (continued)

Continue with the cultural objects exercise if appropriate.

③ Body poster

This exercise is designed to assist children to identify how emotions affect the body and where they feel them. It also helps to illustrate similarities and differences between people in the way in which emotions are experienced.

If there is not sufficient time, this exercise can be incorporated into the final session.

Suggested approach

- 1 Write the following feelings on the whiteboard:
 - love
 - scared
 - shy
 - happy
 - sad
 - angry
- 2 Facilitate discussion around:
 - Whether there are any other emotions the children often experience. (Some of the emotions you might anticipate children raising include excitement, pride, worry, shock, distress, embarrassment, jealousy, nervousness, loneliness and joy).
 - What colour comes to their mind when they think of each of the emotions above.
- 3 Divide the class into three groups. Give each group a pre-cut body length sheet of butcher's paper. Ask a child in each group to lie on the paper and have someone in the group trace their body outline.
- 4 Ask the children to use colour, words or expressions to show on the poster how and where the feelings are experienced throughout their body. Facilitators assist in discussing the emotions and when, where and how they are experienced.
- 5 Posters are laid out on the floor so that the groups can observe each other's work.
- 6 Facilitate discussion, drawing attention to the similarities and differences in the ways in which children express emotion.



4 Statues exercise

This exercise is designed to illustrate to children how emotions can be evoked and expressed through other sensory stimuli - in this case music.

Suggested approach

- 1 Using the audio tape prepared in advance of the group (which includes a range of pieces illustrative of different emotions) ask the children to:
 - Dance to the music
 - To stop when the music is turned off and to go into a pose, which illustrates the emotion, conveyed by the music for them.
- 2 Ask children to comment on the feelings evoked by the music (eg happiness, sadness, fear, fun).

5 Planning for the party

Involve the children in the planning for the party, getting some ideas about what they would like to do and what foods they would like to eat etc. Explain that the party is a fun way of celebrating the group and of saying goodbye to one another.

6 Closure

- Remind the children of the final parent meeting.
- Go around the group asking children to say one word to describe how they are feeling right now.



 Equipment
<ul style="list-style-type: none"> • Tape deck and appropriate music (see below) • Paper for body posters • Textas • Examples of artwork that illustrate the relationship between colour and emotion to display in the room.

 Advance preparation
<ul style="list-style-type: none"> • Prepare a tape containing four segments of at least two minutes duration of music evoking emotions such as happiness, sadness, fear and fun. Some classical and popular pieces used in previous Rainbow Groups are listed in the box below. Discuss with a cultural consultant regarding examples of music relevant to the cultures represented in the group and include those also. • Arrange the room so that there is space for children to dance in the statues exercise. • Prepare the body posters.

Suggested popular and classical pieces for the 'statues' exercise

Title and artist/composer	Emotion illustrated
Mama Africa, Peter Tosh	Belonging/ love of homeland
Spring from Vivaldi's Four Seasons	Happy
Brandenburg Concerto Number 6, Johann Sebastian Bach	Celebration
Clarinet Concerto (Adagio), Mozart	Sadness/grief
Le Mer Nocturnes, Debussy	Fear/dread
Tarantella La Boutique Fantastique, Rossini	Fun/enthusiasm



Session 7

Session focus

In this session the group reviews and reflects on the group experience.

The group is formally closed with a celebration.

 Session Plan	
① Reflection on group experience	30 minutes
② Acknowledgment of end of group and closure	15 minutes
③ Party	60 minutes

① Reflection on group experience

This exercise is important, both to prepare children for the ending of the group and for evaluative purposes. The information children give will help to make any necessary adjustments to future groups so that they are more responsive to children's needs.

Suggested approach

- 1 Introduce the concept of evaluation to the children, stressing that it is not about 'right' and 'wrong'. Rather each person's views and experiences are important.
- 2 In the large group one facilitator initiates discussion around the following questions while the other records:
 - What do children remember most about the group sessions?
 - What did they learn?
 - What did they like best?
 - What didn't they like?
 - What would they have liked to have done more of?
 - Is there anything they would want to change?
- 3 If the children appear not to recall the specific exercises undertaken in the group, take them through session by session describing what was done.

2 Acknowledgment of end of group and closure

Acknowledge that this is the last group. Note that sadness is a normal part of finishing something that has been fun. Comment that children in the group are likely to see one another again at the school and in the neighbourhood.

Distribute photographs taken at other sessions of the group (both individual and group).

Inform the children that photographs will be taken at the party and that the photos will be given to them by the school after the group has finished to remind them of their time together.

For the purposes of evaluation and to provide further opportunity for reflection, facilitators could ask each child if they could write a letter to them describing their most important memory of the group. To ensure that this occurs, ask the class teacher to set aside class time for the children to do this.

Before the party starts, ask the children to say one word that describes how they are feeling right now.

Equipment

- Party food
- Cassette player
- Decorations
- Dress-ups. These are very important to children
- Butcher's paper and pens

Advance preparation

- Ensure that the group's work (eg rules, posters, emotions exercises) are displayed on the wall
- Prepare party food
- Decorate room



3.3 The parents' program

⊘ Key features – Parents' program

Structure and duration	<p>Designed as an adjunct to accompanying children's program and teacher professional development.</p> <p>Three sessions, the first two being of 1 1/2 hours duration and the third two hours. Time will also need to be allowed for interpreter briefing and debriefing (see general guidelines 2.2.8).</p>
Objectives and approach	<ul style="list-style-type: none"> • To provide parents with information about the Rainbow Program so that they can make an informed choice about their children's participation. • To provide an opportunity for parents to explore the impact of the refugee and resettlement experiences on their children (drawing on their children's experience in the children's group). • To provide an opportunity for parents to share their concerns about their children's resettlement with each other and group facilitators. • To foster links between parents and the school community.
Suitable for	Parents of children aged 9-12 years from refugee backgrounds who have recently arrived in Australia as well as those of other newly arrived children.
Settings	Designed for delivery in a school setting. Small group (8-12 parents) is ideal, but may also be run with larger groups.
Facilitators	The same people who run the children's group should facilitate the sessions. At least two facilitators should attend, one of whom has experience or qualifications in counselling, and one of whom should be a teacher.
Other	Interpreters.



General guidelines (parents' program)

- Familiarise yourself with the guidelines for working with interpreters outlined in 2.2.8 and make arrangements for advance booking, briefing and debriefing. Note that 20 minutes will be required prior to the first session and 5 minutes for subsequent sessions for interpreter briefing.
- If possible follow up the letter of invitation (see Document 4) with telephone contact via an interpreter or school bilingual aide.
- Allow for and respond flexibly to the fact that parents may arrive at different times.
- Make name tags available at each meeting.
- Make sure that tea, coffee and refreshments are available at each meeting. If you expect that some parents may be of the Muslim faith, ensure that foods are halal. Be aware of possible dietary restrictions around religious seasons such as fasting during Ramadan.
- Invite the school principal to officially welcome parents to the first meeting and, if possible, to attend subsequent sessions.
- Seat parents near the appropriate interpreter in language specific groups.
- If the school has a bilingual aide speaking the language of participating parents, invite them to the parent's sessions. It is important to make clear that they are attending in their capacity as a bilingual aide and not as an interpreter.
- Parents may have had minimal contact with the school system and may find the meeting overwhelming. It is very important therefore to place emphasis on making parents feel very comfortable and welcome at the group.
- It is likely that many parents will also have pre-school children. Make siblings feel welcome and ensure that there is equipment available to keep them occupied.
- Make sure that transport is available to those parents who live some distance from the school and those with small children.
- Familiarise yourself with background information on the countries parents come from. A list of relevant resources is included on p xi.
- Allow for the possibility of disclosure and the expression of emotion within the groups. See 2.2.7 for guidelines.
- In an attempt to make parents as welcome as possible, the room should be set up informally with chairs in a circle around a table. Arrange the room with refreshments and, if available, table cloths and flowers. The emphasis is on creating a relaxed and welcoming environment.



Session 1

Session focus

The focus of this session is on:

- Introducing parents to the group facilitators and providing information about their work (where facilitators are from outside the school)
- Providing parents with information about the Rainbow Program and assisting them to make a choice about their children's participation
- Fostering connections between refugee families
- Acknowledging and providing an opportunity to discuss the losses inherent in the refugee experience; the challenges of settlement and parents' hopes for a positive future
- Promoting communication between families and the school.

 Session Plan	
① Welcome and introduction	15 minutes
② Explanation of the Rainbow Program Discussion of the refugee experience 2.1 Introducing the Rainbow Program 2.2 The children's and parents' components 2.3 Work with the school	40 minutes
③ Closure	5 minutes



① Welcome and introduction

Suggested approach

- 1 Welcome people as they arrive.
- 2 Distribute name tags.
- 3 Introduce the interpreters.
- 4 Offer refreshments. Note that there may be a need to allow time for all group members to arrive.
- 5 Form a circle or sit around the table.
- 6 If the school principal is present, this is the time for them to welcome parents to the meeting, to thank them for their attendance and to formally introduce the Rainbow Program as one of a number of steps the school is taking in recognising the special needs of children from refugee backgrounds.
- 7 Group facilitators introduce themselves and describe the work of their agency (if they are not from the school).
- 8 Formally introduce interpreter.
- 9 Emphasise confidentiality to facilitators and interpreters.
- 10 Going around the circle, ask each person to introduce themselves by saying:
 - Their name
 - The country they have come from
 - The length of time they have spent in Australia
 - The name/names of their child or children who have been invited to be part of the group
 - The grade/grades their child/children are in.



2 Explanation of the Rainbow Program

2.1 Introducing the Rainbow Program

Suggested approach

- 1 Discuss the title of the group and ask the group members what the word for rainbow is in their culture.
- 2 Ask group members if there are any stories about rainbows in their culture and what meanings these stories might have.
- 3 Explain that it was chosen because the rainbow is a symbol of hope and peace in many cultures around the world.
- 4 Introduce and provide an overview of the program drawing on the 'facilitator's notes' below.



Facilitator's notes: the Rainbow Program

- The overall purpose of the group is to help children to settle positively in Australia.
- The early years of schooling are critical for laying the foundation for a positive educational future.
- The refugee experience is one of dislocation and loss for families. The effects of these losses are still felt even when families have reached safety.
- While acknowledging the past we can begin to look towards building a positive future. Parents and family are the most important support to children. This is why the Rainbow Program seeks to reach families so that families and school communities can work together to assist children in this important time of early settlement.
- The aim of the program is to help make children's resettlement experience, particularly in school, as positive as possible.
- The Rainbow Program includes three elements – work with teachers, work with children and work with parents.
- The work with children involves a seven-session group program that is held in class time. Three sessions for parents are offered alongside the program. Teachers are also offered a training program to help them understand and support new arrival families.

2.2 The children's and parents' components

Suggested approach

- 1 Introduce the children's and parents' components drawing on the facilitator's notes below
- 2 Provide information to parents about who will be involved in running each component (including the fact that a teacher will be present at the children's sessions) and the time and duration of the children's sessions.
- 3 Ask for comments from parents and allow time for discussion.



Facilitator's notes: The children's and parents' components

Children's component

- Children have been selected for the group because they know what it is like to live in more than one country and culture. Not all children in Australia have had that opportunity.
- We know that it is not always easy having to build a new life in a different culture and to learn a new language and a different way of doing things.
- The focus of the group is on supporting children to develop a positive view of who they are (ie a positive sense of identity). This is important because we know that children who have a positive sense of themselves tend to be happier and to settle better in their new country.
- The program aims to give children confidence to talk about their own culture and identity and to acknowledge, share and celebrate aspects of their own and other children's culture and identity. It will give an opportunity to explore what is important about one's culture.
- The group will look at what countries children came from and what languages they speak and the journey they took to come to Australia.
- The children will be asked to bring an object that reminds them of their home country. They will show the object at the group and explain why it is important to them.
- Leaving one's homeland to begin a life in a new country carries a mixture of sadness and hope. Many things are lost but many other things are gained as well. In the group the children will talk about what it means to have this experience.
- Assure parents that the purpose of the Rainbow Program will not be to elicit painful details of the past with the children.
- The group will also assist the development of the children's ability to communicate in English.
- Parents will be kept informed of activities, issues and work in the children's sessions.





Facilitator's notes: The children's and parents' components

The parents' component

- Parents have a natural role in interpreting the world and assisting children to understand a new environment. Therefore they have the most critical part to play in assisting children to adjust to life in a new country.
- It is difficult to move to a new country with a different language, culture and ways of life. All new arrivals will experience the issues involved in settling in a new country such as problems with housing, employment, education, child care, family reunion, health and dealing with government departments.
- Families who have been forced to flee their home countries because of war and violence may face some additional difficulties. They may have experienced a difficult or hazardous journey when leaving their homelands or travelling to Australia, or may have spent a long time in a refugee camp. Many will have lost or become separated from relatives or close friends. Unlike migrants they were forced to flee their home countries because of lack of safety. They had no choice.
- In Australia they might have:
 - memories of their home country and feelings of loss and sadness
 - painful memories of events that occurred in the past
 - continued concerns regarding conditions in their country of origin and lack of safety of family members (eg concerns about war, imprisonment or relatives still in refugee camps)
 - frustration and difficulties with the process of dealing with immigration authorities so that family members can join them in Australia.
 - insecurity about their future.
- Everyone who leaves their home countries has memories of the past, of the people they have left behind and of things that may have happened such as war and conflict.
- As parents we hope our children are able to forget painful memories of the past. Sometimes this is not the case. At times children – like adults – remember things that they would rather forget.
- The parents' sessions are included as part of the Rainbow Program so that parents can discuss with other parents and the group facilitators their concerns about their children's settlement in their new country, and in particular their new school.
- They also provide a way for parents to learn about what their children are doing in the group.



Issues to be aware of:

- Conveying that you have some knowledge about their country of origin and the experiences that people may have been exposed to can help in establishing trust and rapport with the group. (See general guidelines, p. 86.)
- Some parents will not be comfortable with sharing in an open discussion forum.

2.3 Work with the school

- 1 Note that one of the aims of the Rainbow Program is to assist communication between parents and the school. Parents may be unfamiliar with an education system like that in Australia and it may be difficult for them to know what to expect. The school may also be unfamiliar with the experiences of refugee families and the educational background of refugee children.
- 2 Ask parents to share something about the education system in their country of origin.
- 3 Draw out any obvious differences between the two systems and introduce the points in the 'facilitator's notes' below.



Facilitator's notes: work with the school

- Educational philosophy and methods of teaching in Australia may be very different from those in the countries participants come from.
- Parents may have many questions about schooling. It is the right of parents to approach the school with any questions or concerns they might have.
- It can be very frustrating if parents want to communicate something to the school and language is a barrier.
- Parents have the right to ask for an interpreter when they want to discuss something with the school.
- The project will include training input with teachers. This is important because teacher's positive interaction with children and families is essential in supporting them.
- By building an understanding among teachers of the background and experiences of children, teachers will be equipped to better meet the needs of refugee children.



③ Closure

Suggested approach

- 1 Ask parents if they have any questions.
- 2 Explain that children are being invited to participate in the group but that it is important that parents make a choice for them to do so.
- 3 Indicate that parents can sign the consent form at the meeting or, if they would prefer to have some time to think about it, they can take the form in and return it to the school.
- 4 Thank parents for their attendance.
- 5 Establish with parents what would be helpful for them for the next two meetings and set the dates.
- 6 Give out the details of contact addresses and telephone numbers for the group facilitators. Encourage parents to make contact if they have any questions prior to the next meeting.
- 7 Affirm that the rainbow is a symbol of hope for the future. As one parent put it, during the pilot stage of the program 'there can be no rainbow without rain'.

Advance preparation

- Allow time for briefing interpreters.
- Have additional consent forms ready for parents to sign.
- Prepare the room (see General Guidelines p.86).
- Familiarise yourself with relevant country background information from the websites listed on p xi.



Session 2

Session focus

The focus of this session is on:

- Providing feedback to parents regarding the Rainbow group and their children's participation in it.
- Providing a forum for parents to discuss issues relating to their children's settlement (eg cultural differences, separation from family, disrupted schooling) and to have these heard and acknowledged
- Assisting parents to consider concerns from the perspective of their children

 Session Plan	
1 Introduction – Feedback and discussion regarding the children's sessions	15 minutes
2 Settlement Issues Exercise - Part 1	35 minutes
3 Closure	10 minutes

1 Introduction

This session is designed to take place once children have completed their 'about me' poster – usually at the end of the third children's session. The posters will contain personal details of children's life and history before arrival in Australia.

Suggested approach
1 Begin the group by showing parents the children's work on the 'World Map' and the 'About Me' posters, explaining the purpose of these activities.
2 Allow parents time to view work and to ask questions etc.
3 Acknowledge the effort and application of the children in producing the posters. Highlight the pride in identity and homeland that the posters display.
4 Give feedback to the parents on issues raised by the children, particularly in the second hand of the poster (in which children were asked to identify something good and something difficult about their life in Australia). This may involve some acknowledgment of the losses children have experienced and recorded on their posters.
5 Allow time for parents to discuss issues.



② Settlement issues exercise – Part 1

This exercise is conducted in two parts. The aim of the first part is to provide parents with the opportunity to:

- share their concerns about their children's settlement
- have these concerns acknowledged

Sharing and acknowledgment are important since they help to reduce the sense of isolation that parents may feel and demonstrate the school's willingness to listen to and work towards addressing their concerns.

The second part of the exercise, held in the third session, is designed to provide information to parents on:

- what measures the school is currently taking to address the concerns they have raised and what resources may be available to them within the school.
- agencies in the community that may be able to assist them

Facilitators will need to allocate some time between sessions to familiarise themselves with relevant school policies and resources and referral sources (see 2.3.3).

The exercise also provides an opportunity for schools to learn about and understand parents' concerns so that they are in a better position to develop initiatives to address these.

In the context of a time-limited program, it is not appropriate to begin to explore parents' concerns in detail, nor to begin the process of addressing them. At the time of writing, a more comprehensive program for parents is being developed as a companion to the Rainbow Program for this purpose.

Suggested approach

1. Note that many families arrive in Australia with the hope of a better future for their children and themselves.
2. Acknowledge that the early settlement period is not always easy because of all the things that need to happen to build a new life in a new country with a different language and culture.
3. Ask the group the following questions:
 - What are your present concerns for your children?
 - What do you believe your children's main concerns are now?
 - What concerns do you have for your children's future?
4. One facilitator can take primary responsibility for facilitating the discussion around these questions while the other records the concerns. Keep this record, as time is allocated in the following session to explore some possible strategies for dealing with them.
5. Allow for free group discussion ensuring that all in the group understand the process.

Some of the issues that might be raised by parents are outlined in the information box on p 99.

Issues to be aware of:

- Additional time will be needed to allow communication to take place through an interpreter, particularly if there are a number of language groups.
- For some parents this may be the first opportunity they have had to voice concerns in such a forum. Acknowledge challenges, fears and hopes.

3 Closure

- Remind parents that in the next three sessions of the Rainbow Program children are being asked to bring something from home, which is an item from their culture. Encourage them to help their children to select something that is not too precious.
- Inform parents that the focus of the next parent session will be on providing information on how the school is addressing some of the concerns they have raised.
- Remind parents of the date of the next meeting.

 **Advance Preparation**

- Display children's work on the 'world map' and 'about me' posters in the room parents will be meeting in.
- Set up room as per General Guidelines on p86.
- Brief interpreters on session plan and format.



Session 3

Session focus

The focus of this session is on:

- Giving parents feedback on their children's work in the group
- Discussing steps the school is taking to address some of the concerns they have raised
- Discussing ways in which parents can participate in their children's school life
- Enhancing communication between parents and the school
- Soliciting parent's feedback on the group

 Session Plan		
①	Feedback on children's group sessions	30 minutes
②	Settlement issues exercise – Part 2	20 minutes
③	Evaluation of parents' session	20 minutes
④	Excursion planning and closure	10 minutes

① Feedback on children's group sessions

Suggested approach
<ol style="list-style-type: none"> 1 Draw parents' attention to the children's work displayed in the room. 2 Ask parents whether they have any feedback from their children regarding the group. 3 Describe the last three sessions of the children's program by session including the rationale for the specific exercises. In particular discuss the cultural objects brought by children and the meaning or significance of the objects and any discussion that took place. Focus the discussion on the importance of culture and children's pride and eagerness to share their cultural background with others in the group. Allow sufficient time for meaningful discussion by parents. 4 Discuss any significant issues that have emerged from the exercises.

② Settlement issues exercise – Part 2

Suggested approach

- 1 Recap the last session, especially for new parents.
- 2 Give a verbal summary of the issues of concern raised by parents in the previous session relating to their children's settlement.
- 3 Provide information about things the school is doing in the areas they have raised and on resources in the school and the community that may assist them (see box p99).
- 4 Invite parents to discuss other ways in which they believe that the school may be able to assist them.

Overall it is important to stress that education is a partnership between parents and the school and that it is important that they raise any concerns or suggestions they might have with teachers.

Be aware that parents are likely to raise some additional issues in the course of this discussion.

If issues directly related to the school are raised, arrange for these to be formally communicated to the school and for follow-up to be undertaken. Not all of the issues of concern to parents will be able to be dealt with in the school context. Where this is the case, ensure that information is provided to parents about where they might be able to receive assistance with the issue (see back cover).



? What concerns might new arrival parents raise?

Below are the concerns that have been raised frequently by parents participating in the Rainbow Program. For some of these issues acknowledgment will be all that is necessary or possible, especially if they are outside of the immediate control of the school community. For others, facilitators will be in a position to provide information about steps being taken by the school, about resources available within the school community or about outside agencies providing support and advice.

Parents may be concerned:

- That their children will lose their language, cultural values and customs. This may result in family break down and children becoming estranged from their cultural group.
- About whether their children will be able to find a place in their new culture while retaining their culture of origin. Consider providing information about the school's multicultural policies and programs (eg the role of bilingual aides in the school community, special cultural days or festivals held at the school).
- That there are differences between parenting practices in their country of origin and those in Australia, and that they will be misunderstood (eg that corporal punishment in Australia could result in police intervention).
- That their children are exposed to and may use drugs. Consider providing information about the school's drug policy. In some Australian states and territories it may be possible to obtain multilingual information on alcohol and drug use from government health or education departments or a community-based agency to distribute to parents.
- That their children are subject to racial prejudice. Consider providing information on the school's bullying policy and any other steps that have been taken in the school community to combat harassment and prejudice (eg personal development programs).
- That children who have experienced disrupted schooling may not receive adequate support to enable them to succeed within the education system. Parents may be looking for additional support for their children. Consider conveying information to parents about the school's literacy policy including any provisions made for children with special educational needs. Stress the importance of parents discussing any concerns they might have about their child's educational progress with the class teacher or principal.
- That parental authority will be undermined by statutory bodies in Australia. For example parents may have a perception that government workers support children to leave home and that they take the child's perspective without listening to parents. This may lead to parents losing confidence in their parenting role or being reluctant to enforce their authority. Consider explaining the school's role in supporting the welfare of children and their families, including school welfare policies, emphasising where relevant the school's commitment to engage families. Discuss the school's mandatory reporting obligations and the conditions under which a report would be made and the processes followed.
- About continued separation from family members overseas, involving uncertainty about reunion as well as their safety and well-being. Services providing immigration legal advice are listed on the back cover of this guide.

Above all, stress that parents should approach the school with any concerns they might have in relation to their child/children.



③ Evaluation of parents' sessions

Suggested approach

- 1 Introduce the concept of evaluation to parents, explaining that the information they give to you is important to assist you in planning groups for parents in the future. For this reason, information about how the group can be improved is as important as information about what was good about it. Explain that there are no 'right' and 'wrong' answers and that everyone's view is important.
- 2 Aim to cover the questions in the facilitator's notes below.



Facilitator's notes: evaluation questions

Issues relating to children's experience of the group

- What do you know of the group from your children?
- Do you think the group made any differences to your children?
- What do you think the impact of the group has been on your children?

Issues relating to participant's experience of the parents' group

- Has it been useful to you meeting as a group?
- If so, in what ways?
- What did you find most useful?
- What would you like to do more of?
- What would you do less of?
- What will you take away from the group?



4 Excursion planning and closure

Suggested approach

- 1 Explain that the children's group has one session left that will include a party.
- 2 If an excursion is being offered as part of the program, introduce the idea and engage parents in the planning process (eg place, date, food). Plan to accommodate religious and dietary preferences. Explain that the excursion is open to Rainbow Program families.
- 3 Thank parents for their attendance at the groups and encourage their attendance at the excursion.

Advance preparation

- Research and prepare information on referral resources, school policies and programs relevant to the concerns raised by parents in the 'Settlement Issues' exercise in Session 2, p95, see also p98.
- Ensure that the list of issues raised by parents at the previous session is clearly documented so that it can be used as a basis for discussion.
- Prepare a display of children's work from various sessions in the parents meeting room, including photographs.

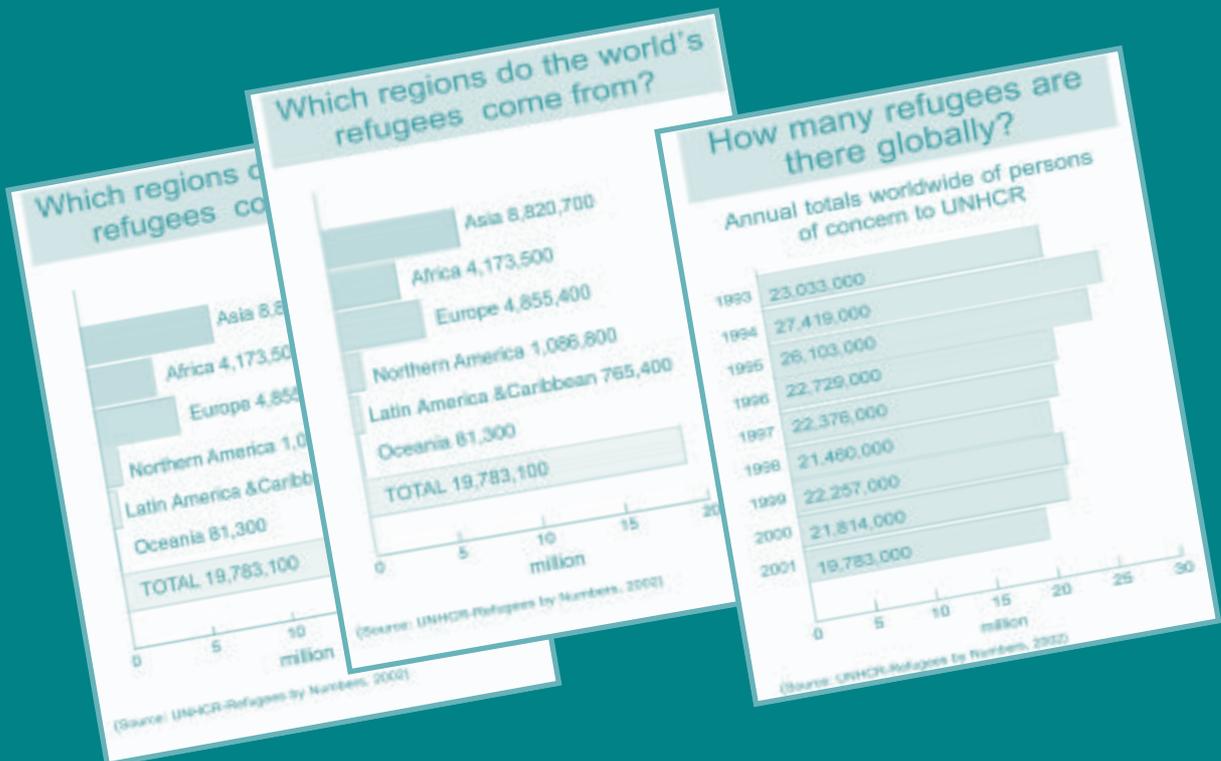




Overheads

Overheads for teacher briefing session and professional development program

4



Key Features

- Early intervention
- School based
- 7-session structured group program
- 3 sessions for parents
- Professional development for teachers

Targeted to children 9–12 years. Selected on basis of:

- Refugee background & experiences
- Recent arrivals
- Some ability to communicate in English

What countries do people from refugee backgrounds come from ^(a)

Children in Australia (for less than 2 years) from one the following countries are likely to have had 'refugee-like' experiences:

Afghanistan, Burma, Cambodia, East Timor, Eritrea, Ethiopia, Former Yugoslavia (incl. Bosnia Herzogovina, Croatia and Kosova), Iran, Iraq, Laos, Somalia, Sudan, Vietnam

What countries do people from refugee backgrounds come from? ^(b)

It is possible that children from the following countries have also had traumatic pre-migration experiences:

Albania, Botswana, Bulgaria, Czechoslovakia, Egypt, India, Indonesia, Kuwait, Lebanon, Nicaragua, Pakistan, Peru, Philippines, El Salvador, Chile, Saudi Arabia, Sri Lanka, Ukraine, Former USSR

Who is a refugee?

A refugee is someone who:

“Owing to a well founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his or her nationality and is unable or, owing to such fear, is unwilling to avail him or herself of the protection of that country”

— United Nations High Commission for Refugees
Convention 1951

Children & the refugee experience

Defining characteristics: pre-arrival

- High intensity war, bombing and shelling
- Destruction of their homes
- Violent death or injury of family members or friends
- Separation from family members
- Fear of, or actual, arrest of family members
- Personal injury
- Rape or sexual assault
- Being forced to join armies or militias
- Arrest, detention or torture of themselves or family members
- Deprivation of basic resources required for survival (food, water)

Children & the refugee experience

Defining characteristics: ongoing

Children's experience of trauma

- Relative material deprivation
 - Being with people who do not understand their pre-arrival experiences
 - Hostility, prejudice and discrimination
-

Children's experience of loss

- Family and other significant relationships
 - Home and place
 - Culture
 - Objects of special meaning
-

Children's experience of disruption

- Education
- Attachment to family and significant others
- Developmental progress (emotional, intellectual, physical)

An approach to recovery from trauma & torture

Refugee
Trauma

Recovery

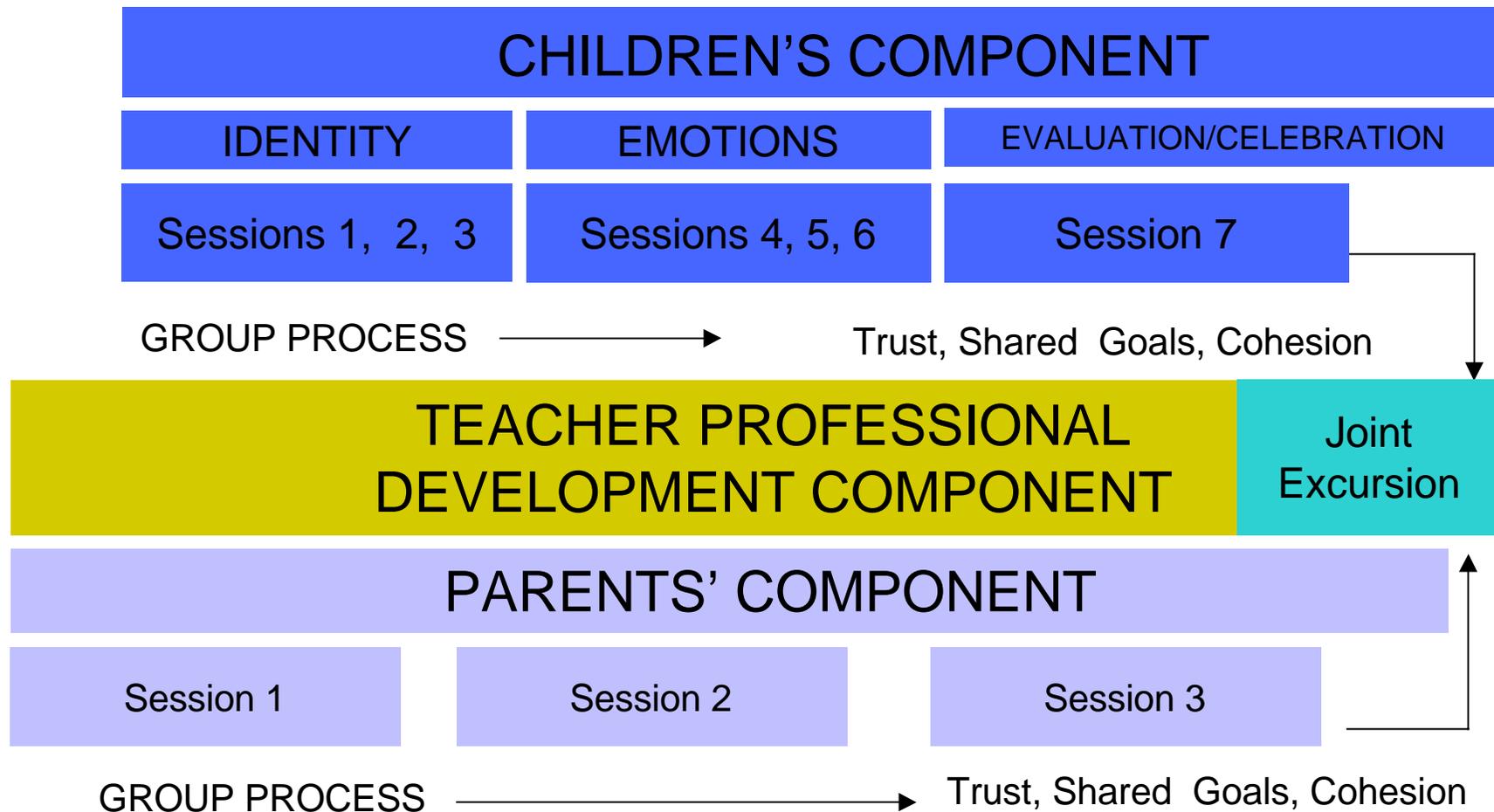


**Restore
Identity**

**Rebuild
Trust**

**Emotions
Safety**

Rainbow Program overview



Children's component

Objectives

To make a positive contribution to the resettlement experience of recently arrived children from refugee backgrounds by supporting them to build:

- Self-esteem
- A sense of trust and belonging
- A positive sense of identity, integrating both their past experiences and culture of origin with their new life in Australia
- An ability to recognise, understand and deal positively with emotions
- A positive sense of their future

Children's component^(a)

What happens ?

Identity (Sessions 1,2,3)

- Setting group guidelines
(Respect primary goal)
- Mapping your journey to
Australia
- 'About me' poster
- Greeting exercise
- Sharing 'cultural objects'

Children's component^(b)

What happens?

Emotions (Sessions 4,5,6)

- Happy and sad posters
- Happy and sad masks
- Mystery emotions exercise
- Body poster
- Musical statues

Group reflection & evaluation
(Session 7)

- Party for closure
- Optional joint children & family outing

Parents' component

Objectives

- To enable parents to make choices about their children's participation in the group
- To communicate with parents about the Rainbow Program
- To support parents in understanding the impact of the refugee & resettlement experiences on children
- To provide an opportunity for parents to share their concerns about their children's settlement
- To develop & strengthen links between parents and the school

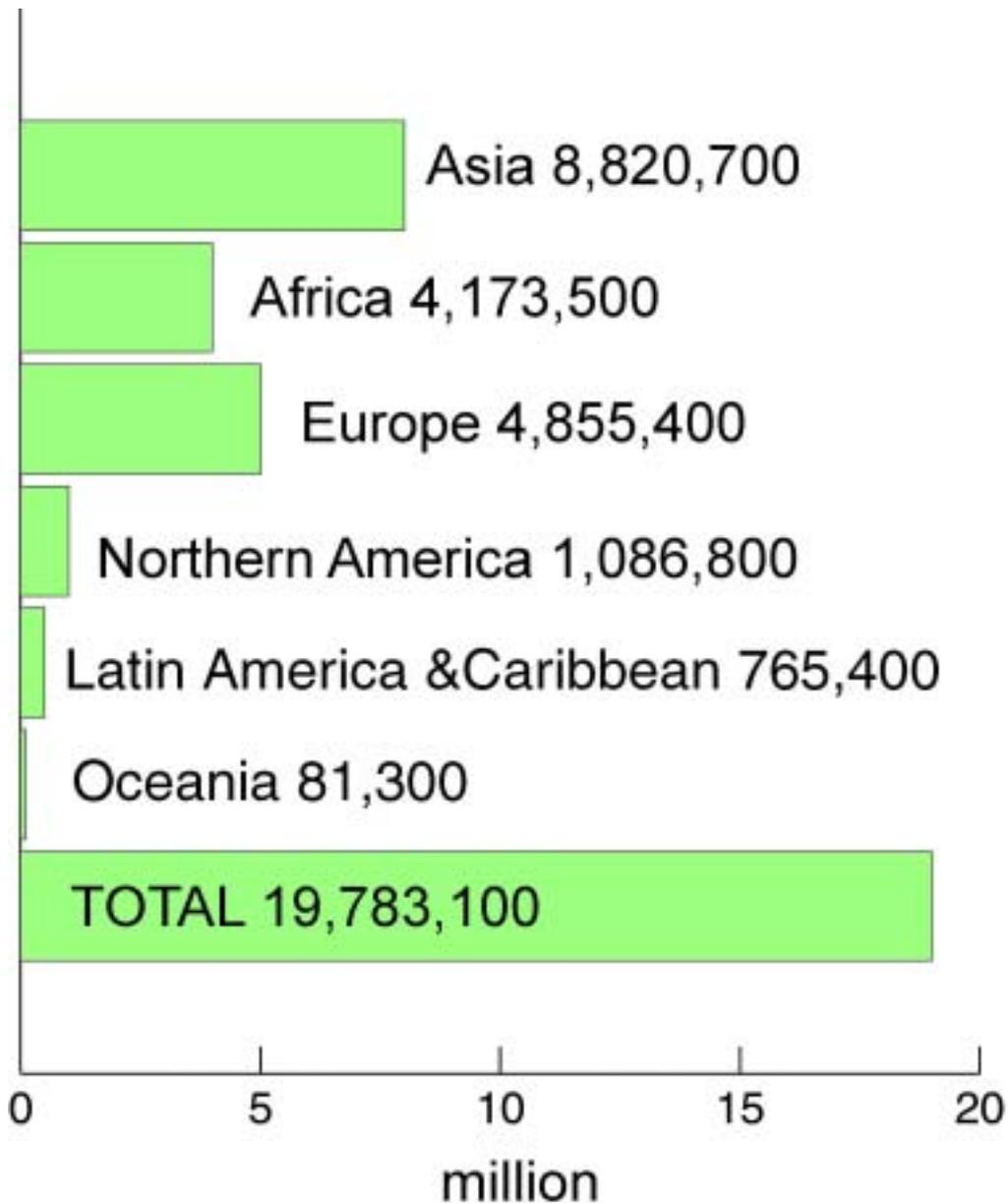
The teacher professional development component

Objectives

To support teachers to:

- Understand the impact of the refugee and resettlement experiences on children and families
- Explore strategies for supporting refugee children & their families
- Explore the emotional impact of working with children from refugee backgrounds & the implications for work practices

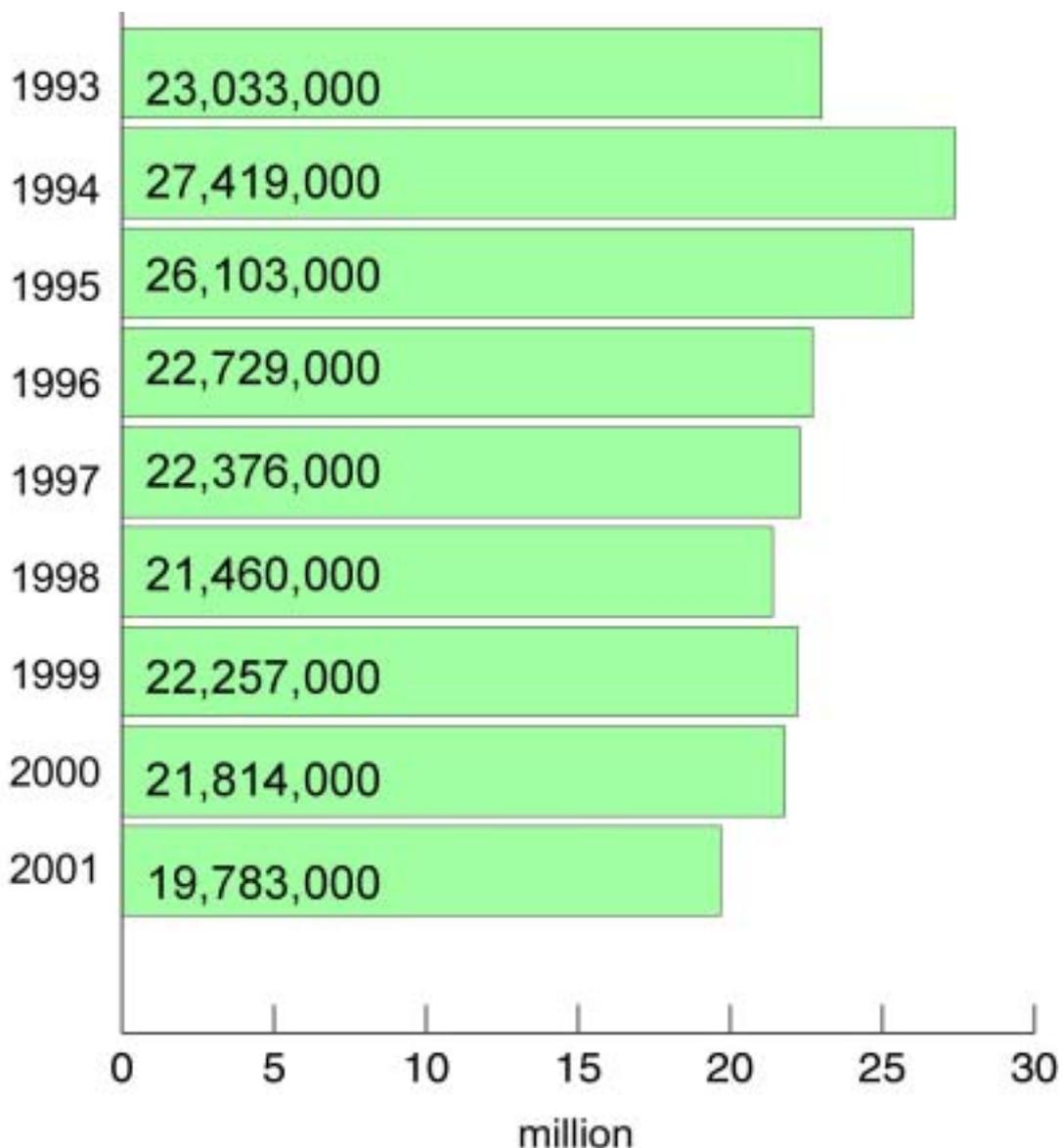
Which regions do the world's refugees come from?



(Source: UNHCR-Refugees by Numbers, 2002)

How many refugees are there globally?

Annual totals worldwide of persons of concern to UNHCR



(Source: UNHCR-Refugees by Numbers, 2002)

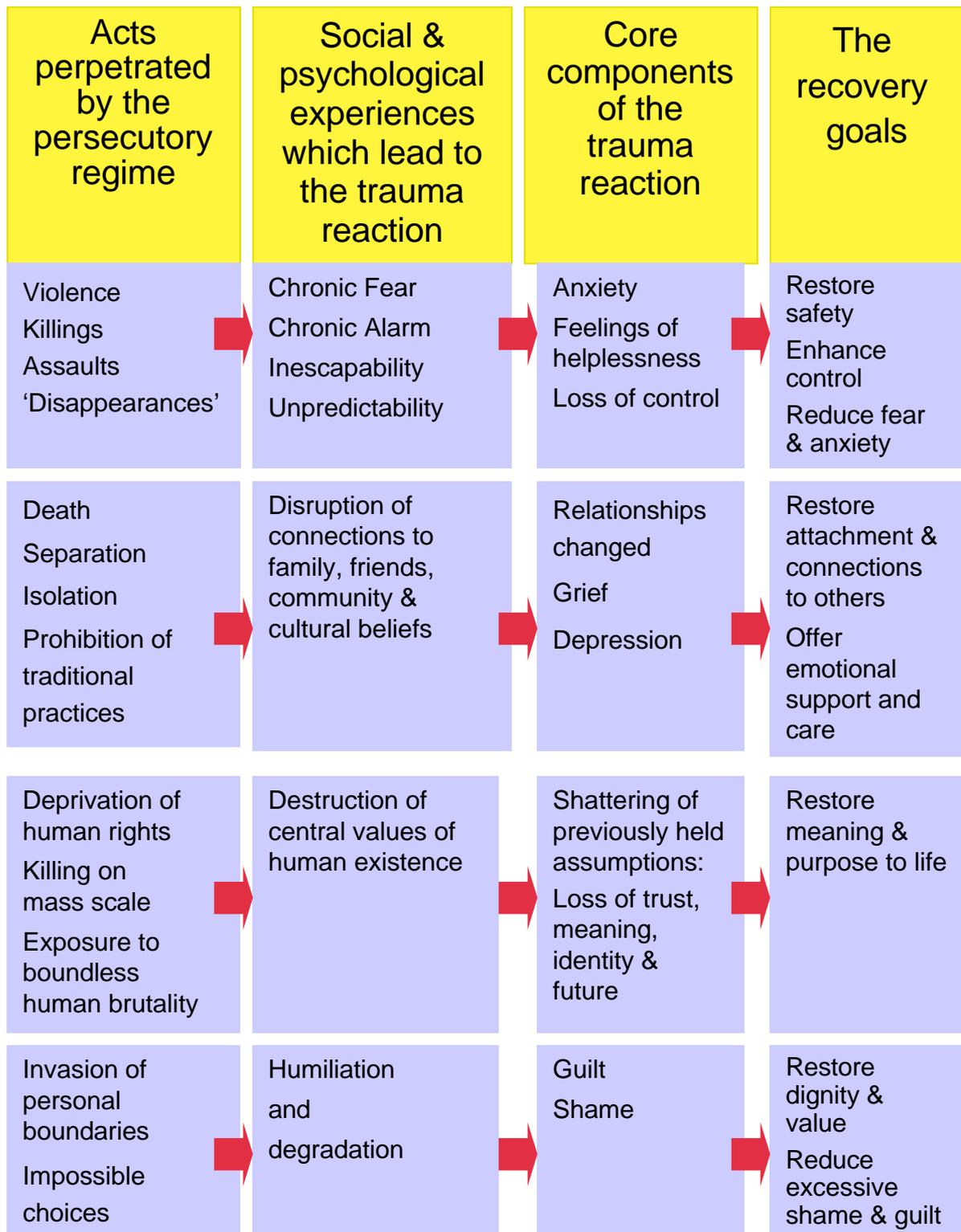
Traumatic events characteristic of the refugee experience ^(a)

- Witnessing of death squads
- Witnessing mass murder
- Disappearances
- Forced marches
- Extreme deprivation – poverty, unsanitary conditions, lack of access to health care
- Persistent and long-term political repression, deprivation of human rights and harassment

Traumatic events characteristic of the refugee experience ^(b)

- Removal of shelter, forced displacement from home
- Perilous flight or escape
- Separation from family members
- Refugee camp experiences – prolonged squalor, malnutrition, lack of protection
- Deprivation of education and for children, deprivation of the opportunity to play

A framework for understanding the impact of trauma & torture



Key components of the trauma reaction

- Anxiety
 - Feelings of helplessness
 - Loss of control
-
- Relationships changed
 - Grief
 - Depression
-
- Shattering of previously held assumptions:
 - Loss of trust
 - Meaning, identity & future
-
- Guilt
 - Shame

Key components of trauma reaction on children & adolescents:

anxiety (a)

- Intrusive & recurrent distressing recollections of the traumatic event
 - recurrent memories, images, nightmares of trauma and flashbacks

- Impairment in ability to think, concentrate & remember

- Conditioned fear response to reminders, places, things & people's behaviour, leading to:
 - avoiding fearful situations
 - restriction of imaginative play
 - emotional withdrawal

- Generalised fear not directly related to trauma:
 - fear of strangers
 - being alone
 - dark places

- Hyper-vigilance or watchfulness

Key components of trauma reaction on children & adolescents:

anxiety (b)

- Startle responses
reacting with startle to sudden changes in environment such as noise

- Capacity to manage tension and frustration is reduced
reduced control over impulsive behaviour

- Emotional numbing
denial, detachment, reduced interest in activities and people

- Re-enactments of traumatic events in play

- Psychosomatic complaints
eg headaches, stomach aches

- Regressive behaviour
eg tantrums, bed wetting

Key components of trauma reaction on children & adolescents:

loss of relationships (a)

Grief

- Numbness, denial
- Pining, yearning
- Preoccupation with lost person
- Anxiety
- Emptiness, apathy, despair

Attachment behaviour in relationships altered

- Increased dependency, clinging behaviour
- Fierce self-sufficiency
- Compulsive care-giving
- Guardedness, suspiciousness

Key components of trauma reaction on children & adolescents:

loss of relationships (b)

Depression

- Pessimism
- Loss of interest
- Sleep disturbance
- Appetite disturbance
- Poor concentration
- Self-degradation
- Self-blame
- Hopelessness
- Suicidal thoughts and plans

Key components of trauma reaction on children & adolescents:

shattered core assumptions about human existence

- Loss of meaning and purpose
- Capacity to trust damaged, sense of betrayal intense
- Future outlook changed
- Adolescents alert to issue of human accountability
- Very sensitive to injustice
- Moral concepts affected. Behaviour is either overly regulated by considerations of what is good or bad or alternatively amoral
- Loss of faith in adult's ability to protect
- Loss of continuity of the self

Key components of trauma reaction on children & adolescents:

guilt and shame

- Preoccupation with feelings of having failed to do something more to avert violence
- Use of fantasy to exact revenge and repair damage done during traumatic event
- Self-destructive behaviour
- Avoidance of others due to shame
- Experience of pleasure inhibited
- Self-blame expressed as self-derogatory comments

Summary of impact of trauma & torture on the family ^(a)

- Roles within the family and responsibilities are often dramatically altered
- Traumatized parents often have reduced capacity for emotionally supporting and protecting children
- Extreme disturbances in parents such as violence become new traumas for family members
- Financial difficulties and inter-generational conflict produce extra burdens on all family members

Summary of impact of trauma & torture on the family ^(b)

- Traumatization for the family continues with bad news from country of origin. People from the same country of origin can be perceived as a threat
- Dislocation from culture and tradition and the language barriers add enormous pressure
- Children are often taught not to trust anyone
- Guilt associated with leaving family behind disrupts emotional recovery for all family members

The way settlement exacerbates & maintains the trauma reaction



Refugee children's settlement experience

- A different culture and set of cultural norms
- A different school system
- Changes in their standard of living and societal status
- Seeing their parents as vulnerable people
- Emotional changes in their parents such as being more protective or authoritarian
- For those on Temporary Protection Visas, the fear of having to return to their country of origin

The four recovery goals

Key components of the trauma reaction

The recovery goals

Anxiety
Feelings of helplessness
Loss of control

To restore safety and enhance control and reduce the disabling effects of fear and anxiety

Relationships changed
Capacity for intimacy altered
Grief
Depression

To restore attachments and connections to other human beings who can offer emotional support and care

Shattering of previously held assumptions:
Loss of trust, meaning, identity & future
View of future altered

To restore meaning and purpose to life

Guilt
Shame

To restore dignity and value which includes reducing excessive shame and guilt

Recovery processes in the classroom ^(a)

1

Restore :
Control
Safety

Reducing
fear and
anxiety

- Providing a secure environment - visibility and availability of teacher in the school yard
- Asking children if something is troubling them
- Acknowledging feelings and being available for support
- Discussing classroom rules and explaining them
- A room for students as an alternative to the playground
- Providing routine, giving explanations for tasks and activities
- Writing, art and discussion to enable expression of thoughts and feelings
- Flexibility about participation

2

Restore :
Attachment
Connections

Overcoming
grief and
loss

- Listening to students
- Providing a caring and supportive environment
- Providing for one to one-discussions
- Fun activities, camps, excursions
- Promoting family involvement
 - information nights (education, health, laws)
 - inviting parents to school to help
 - showing parents around the school
 - meeting parents individually
 - afternoon teas
- Providing small group learning environment
- Visits to students in hospital

Recovery processes in the classroom ^(b)

3

Restore :

Identity

Meaning

Purpose

- Group discussions regarding:
 - settlement
 - good and bad things in Australia
 - good and bad things in country of origin
- Cultural exchange activities
- Discussion about education, work, health, law, police, politics and rights in Australia

4

Restore :

Dignity

Value

Reduce guilt

- Listening to students
- Acknowledging feelings, thoughts and fantasies

Enhancing children's recovery in the school context ^(a)

1. Individual

- Teaching practices and supportive environment to enhance recovery (eg: one-to-one student reviews, classroom activities to deal with the effects of settlement and previous exposure to trauma on learning)
- Setting learning and social goals which accommodate the blocks to learning and participation caused by trauma
- Identifying students who require counselling or medical assistance
- Being a model of a caring adult who respects the strengths of their students

Enhancing children's recovery in the school context ^(b)

2. School environment

- Provision of indoor areas which allow for small group contact
- Support structures for teachers
- Training and professional development for teachers
- Induction of new teachers
- Establishing emergency protocols
- Provision of resource material
- Monitoring student needs

Enhancing children's recovery in the school context ^(c)

3. Family

- Induction and parent-teacher nights using interpreters
- Contacting parents in ways other than notices
- Adult classes
- Orientation programs for parents
- Volunteer program enabling inclusion of non-English speaking parents

4. Community

- Links with other agencies such as community-based ethnic workers, employment services & health services
- Public education, dissemination of information
- Influencing practice, curriculum & policy

Summary of emotional responses of workers ^(a)

1. Helplessness

- Loss of confidence in oneself to make a difference
- Underestimation of the student's resources
- Excessive responsibility
 - rescuing
 - boundary loss
 - exhaustion
 - over-protectiveness

2. Guilt

- Excessive responsibility
- Avoidance of painful topics
- Difficulty enjoying oneself
- Difficulty accepting compromises

Summary of emotional responses of workers ^(b)

3. Anger

- Dismay with colleagues, institutions, government
- Sensitivity to violence
- Disillusionment with humanity

4. Dread and horror

- Avoidance of traumatic material

5. Idealisation

- Feelings of inadequacy
- Minimising one's own feelings
- Devaluation & disappointment

Summary of emotional responses of workers ^(c)

6. Personal vulnerability

- Helplessness
- Avoidance
- Disillusionment

7. Fulfilment

- Personal growth
- Intimacy
- Improving systems and community awareness

Burn-out risk factors

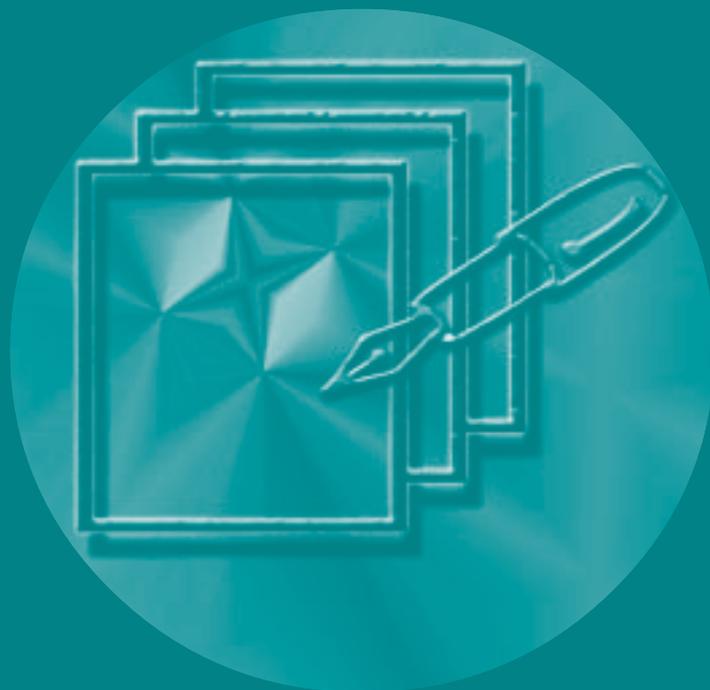
- Unrealistic demands from self
- Unrealistic demands from others and the situation
- Lack of resources, personnel and time
- Lack of control over the situations
- Lack of support from organisations, colleagues
- Unrealistic expectations
- Lack of acceptance and acknowledgment

Dealing with emotional reactions

- Awareness of one's reactions
- Expressing inner feelings and experiences in words
- Understanding one's limits
- Expecting to be influenced
- Sharing trauma-related work
- Relaxing self-expression
- Recognition of ongoing process
- Balancing responsibility and detachment

Supporting material

5



List Of Supporting Material

Printed Documents	Documents in CD (in PDF Format)
<p>Document 1 The Rainbow Program for Children in Refugee Families (Information pamphlet for schools)</p>	<p>Document 1 The Rainbow Program for Children in Refugee Families (Information pamphlet for schools)</p>
<p>Document 2 The Rainbow Program for Children in Refugee Families Parent Information Sheet (English Version)</p>	<p>Document 2 The Rainbow Program for Children in Refugee Families Parent Information Sheet in: Amharic, Arabic, Bosnian, Croatian, Dari, English, Pashtu, Somali, Serbian and Tigrinian</p>
<p>Document 3 Parent consent letter template</p>	<p>Document 3 Parent consent letter template</p>
<p>Document 4 Letter of invitation to participate in parents' group template</p>	<p>Document 4 Letter of invitation to participate in parents' group template</p>
<p>Document 5 Participant information form</p>	<p>Document 5 Participant information form</p>
<p>Document 6 Template for name tags – Children's component</p>	<p>Document 6 Template for name tags – Children's component</p>
<p>Document 7 Group focussing exercises – Children's component</p>	<p>Document 7 Group focussing exercises – Children's component</p>
<p>Document 8 Materials and equipment list – Children's component</p>	<p>Document 8 Materials and equipment list – Children's component</p>
<p>Document 9 Case studies – Teacher professional development program</p>	<p>Document 9 Case studies – Teacher professional development program</p>
<p>Document 10 Evaluation form –Teacher professional development program</p>	<p>Document 10 Evaluation form –Teacher professional development program</p>

Supporting Document 1

The Rainbow Program for Children in Refugee Families (information pamphlet for schools) can be photocopied from the copy enclosed in the envelope attached at the back of this guide or generated from the CD.

The Rainbow Program for Children in Refugee Families – Parent Information Sheet

Our school is going to run a special program called the Rainbow Children's Program. The Program has been developed by Foundation House for children and families who have recently arrived to help them to settle in their new country. It will also help children to develop their confidence and language and communication skills.

The program is held at the school in class time. It runs for about one and a half hours each week for a term. The school may ask a counsellor from Foundation House or another service to help run the program. A teacher from the school will also be involved.

Children are invited to join the group and you will be asked to sign a form to let us know whether you are happy for them to participate.

As part of the Rainbow Program, each child will be asked to bring in something that reminds them of their home country to talk about with the other children and their teachers.

Usually parents are invited to the school as part of the Program to meet with other parents of children in the Rainbow Group and the group leaders. At these meetings we will tell you about the group and give you a chance to ask any questions you might have. We will also be able to tell you about what your children are doing in the group. You will have an opportunity to talk about how they are settling into school.

If you have other small children, you are welcome to bring them to the parents' groups. Interpreters in your language will also be present. We will let you know when and where these meetings will be held.

If you have any questions about the group or your child's schooling please talk with their class teacher or the school principal.

Foundation House assists adults and children from refugee backgrounds to settle in Australia. It is a non-government organisation and is not linked with any particular religious or political group.

* Translated versions of this letter are in the CD supplied with this Guide (Document 2).
Translations have been made in: Amharic, Arabic, Bosnian, Croatian, Dari, Pashtu, Serbian, Somali, Tigrinian and Vietnamese.

Amharic

ስለ ቀስት ደመና (Rainbow)

የልጆች መርህ ግብር [ፕሮግራም]

ትምህርት ቤታችን ቀስት ደመና ተብሎ የሚጠራ ለየት ያለ የልጆች መርህ ግብር ለማካሄድ ይፈልጋል። መርህ ግብር የተነደፈውና የተዋቀረው በፋውንዴሽን ሃውስ (Foundation House) ሲሆን በቅርቡ ወደ አውስትራሊያ መጥተው በመኖር ላይ ላሉ አዲስ መጫ ልጆችና ቤተሰቦቻቸውን ለማሳመድ ነው። አንዲሁም ልጆች በራስ መተማመን፣ ቋንቋና የመግባባት ችሎታቸውን አንዲያዳብሩ ይረዳቸዋል ተብሎ የታሰበ መርህ ግብር ነው።

መርህ ግብር በትምህርት ቤት በከፍተኛ ወሰን ይሰጣል። በየሳምንቱ ለአንድ ሰዓት ተኩል ያህል በፈረቃ (Term) ይካሄዳል። ትምህርት ቤቱ መርህ ግብርን ለማካሄድ ከፋውንዴሽን ሃውስ (Foundation House) ወይም ከሌላ አገልግሎት ሰጭ ድርጅት አማካኝ በመጠየቅ አንዲሁም የትምህርት ቤቱን አስተማሪ ያሳትፍ ይሆናል።

ልጆችም በቡድኑ ውስጥ ገብተው አንዲሳተፉ ይገባሉ። ይህንንም አንዲያደርጉ የተሳተፍ ፈቃድ ቅጽ አንዲሞሉ ይጠየቃሉ።

በመርህ ግብር አያንዳንዱ ልጅ ስለመጣበት ሃገር የሚያስታውሰውን ታሪክ ለሌሎች ልጆች ለአስተማሪ አንዲያካፍል ይገባል።

ብዙ ጊዜ ወላጆችን ወደ ትምህርት ቤቱ በመጋበዝ በቀስት ደመና ቡድን ውስጥ ካሉ ሌሎች ወላጆች ጋር በመሆን ከቡድን መሪዎች ጋር አንዲሰበሰቡ ነው። በዚህ ስብሰባዎች ላይ ስለ ቡድኑ አንገግሬቸውና ከዚያ ሲጠይቁ ለረዳት የሚፈልጉትን ጥያቄ ካለዎት ለመጠየቅ አድል ይሰጣል። አንዲሁም ልጅዎ በቡድኑ ውስጥ ምን እንቅስቃሴ እንደሚያደርጉ ልዝግርዎት እንችላለን። ልጆችዎ አንደኛው ትምህርት ቤት ውስጥ አንደሚሰጡ ለመሳገር መልካም አጋጣሚ ይፈጥርልዎታል።

ሌሎች ህፃናት ካለዎት ወደ ወላጆች ቡድን ይዘው መምጣት ይችላሉ። አንዲሁም በርስዎ ቋንቋ አስተርጓሚ ይቀርባል። እነዚህ ስብሰባዎች የሚካሄዱበትን ጊዜና ቦታ እናሳውቅዎታለን።

ስለ ቡድኑ ወይም የህፃናት ት/ቤት በተመለከተ ሌሎች ጥያቄዎች ካልዎ አባዘዎ ለከፍተኛ አስተማሪ ወይም ርዕሰ መምህር ማናገር ይችላሉ።

የፋውንዴሽን ሃውስ (Foundation House) ከስደተ ግለሰብ ለመጡ አዋቂና ልጆችን በአውስትራሊያ ውስጥ ኮርሶቻቸውን አንዲያምሩ የሚረዱ ድርጅት ነው። መንግሥታዊ ያልሆነ ድርጅት ሲሆን ከማንኛውም የሐይማኖትና የፖለቲካ ቡድን ጋር ምንም ግንኙነት የለውም።

الملحق ٢: نشرة إعلامية لأولياء الأمور

تعريف ببرنامج "قوس قزح" للأطفال

سوف تقوم مدرستنا بتنظيم برنامج خاص يعرف ببرنامج "قوس قزح" (Rainbow) للأطفال، وهو من إعداد "فاوندايشن هاوس" (مؤسسة لخدمة ومساعدة الناجين من التعذيب) للأطفال والعائلات التي قدمت مؤخراً الى أستراليا من أجل المساعدة على الاستقرار في بلدهم الجديد. إضافةً الى ذلك، سوف يساعد هذا البرنامج الأطفال على تعزيز ثقتهم بأنفسهم وتقوية مهاراتهم في اللغة والمحادثة.

يقام البرنامج في المدرسة خلال ساعات الصف لمدة ساعة ونصف تقريباً كل أسبوع طيلة فصل دراسي. يمكن ان تطلب المدرسة من مرشدة من مؤسسة مساعدة الناجين من التعذيب أو من مركز آخر للخدمات، أن تدير البرنامج، بالإضافة الى مشاركة مدرّسة من المدرسة.

ندعو الأطفال الى الانضمام الى هذه المجموعة وسنطلب منكم توقيع استمارة لإعلامنا فيما لو كنتم تودون مشاركة أطفالكم بالبرنامج. وكجزء من هذا البرنامج، سنطلب من كل طفل إحضار شيء يذكّره ببلده معه ليتحدّث عن هذا الشيء مع الأطفال الآخرين والمدرّسين.

كذلك ندعو الأهل للحضور الى المدرسة للقاء الأهالي الآخرين الذين يشترك أطفالهم ايضاً في مجموعة "قوس قزح" إضافةً الى لقاء المسؤولين عن المجموعة. سوف تقام ثلاثة اجتماعات للأهالي، وسنخبركم في الاجتماع الأول عن شؤون المجموعة ونمنحكم الفرصة لطرح الأسئلة التي قد تساوركم. أما في الاجتماعيين الآخرين فسوف يكون بمقدورنا أن نعلمكم عما يفعله الأطفال في المجموعة وسيحتاج المجال أمامكم لإعلامنا عن طريقة استقرار أطفالكم في المدرسة.

كما اننا نرحّب أيضاً بأطفالكم الآخرين الصغار لتحضروهم معكم الى اجتماع الأهالي. ستكون خدمة الترجمة مؤمنة بلغتكم وسنعلمكم بمواعيد وأماكن هذه اللقاءات.

إذا كانت لديكم اي أسئلة عن المجموعة أو عن تقدّم أبنائكم في المدرسة يرجى التحدّث الى مدرّسة صفهم أو مديرة المدرسة.

"فاوندايشن هاوس" مؤسسة محايدة سياسياً مركزها في ملبورن تقدم المساعدة للبالغين وللأطفال الذين قدموا الى أستراليا للاستقرار فيها.

Bosnian

O programu za djecu pod nazivom ‘Duga’ (Rainbow Children’s Program)

Naša škola će održati specijalni program pod nazivom **Duga** (Rainbow Children’s Program). Program je pripremila Fundacija (Foundation House) za djecu i porodice koje su nedavno stigle da bi im pomogla da se priviknu na svoju novu zemlju. On će pomoći djeci i u sticanju samopouzdanja, u učenju jezika i sposobnostima komunikacije.

Program se održava u školi za vrijeme nastave, traje jedno tromjesečje, otprilike po jedan i po sat svake sedmice. Škola će možda zamoliti savjetnika iz Fundacije (Foundation House) ili neke druge službe da pomogne u vođenju ovog programa. Bit će uključen također i nastavnik iz škole.

Pozivaju se djeca da se uključe u grupu, a vi ćete biti zamoljeni da potpišete formular i time nam date na znanje da li se slažete da dijete učestvuje u tom programu.

U sklopu tog programa svako dijete će trebati donijeti nešto što ga podsjeća na njegovu domovinu da o tome razgovara s drugom djecom i sa svojim nastavnicima.

Roditelji će također biti pozvani da dođu u školu i upoznaju se s roditeljima druge djece koja su u grupi Duga (Rainbow Group) i s vođama te grupe. Održat će se tri sastanka s roditeljima. Na prvom sastanku mi ćemo vam reći o grupi i pružit ćemo vam mogućnost da postavljate pitanja. Na druga dva sastanka moći ćemo vam više reći o tome šta djeca rade u grupi. Imat ćete priliku i da razgovarate o tome kako su se djeca snašla u školi.

Ako imate još male djece, slobodno ih dovedite na sastanak roditeljske grupe. Prevodioci će također biti prisutni. Mi ćemo vas obavijestiti kad i gdje će se ti sastanci održati.

Ako imate pitanja o ovoj grupi ili o školovanju svog djeteta, razgovarajte s razrednim nastavnikom ili direktorom škole.

Fundacija (Foundation House) je politički nezavisna organizacija sa sjedištem u Melbourneu. Ona pomaže odraslima i djeci koji su došli kao izbjeglice da se nastane u Australiji.

Croatian

O dječjem programu pod imenom 'Duga' (Rainbow Children's Program)

Naša škola će imati poseban program za djecu pod imenom **Duga** (Rainbow Children's Program). Program je pripremila Fundacija (Foundation House) za djecu i obitelji koje su nedavno pristigle kako bi im se pomoglo u prilagođavanju na svoju novu zemlju. Taj program će također pomoći djeci u stjecanju samopouzdanja, u učenju jezika i sposobnostima komuniciranja.

Program se odvija u školi tijekom nastave, po jedan i pol sat svakog tjedna, a trajati će jedno tromjesečje. Škola će možda zamoliti savjetnika iz Fundacije (Foundation House) ili neke druge službe za pomoć u vođenju ovog programa. U program će biti uključen i nastavnik iz škole.

Pozivamo djecu da se uključe u grupu, a vi ćete biti zamoljeni da potpišete obrazac i time nam date pristanak za sudjelovanje vašeg djeteta u ovom programu.

U okviru programa svako dijete će trebati donijeti nešto što ga podsjeća na njegovu domovinu i o tome razgovarati s drugom djecom i svojim nastavnicima.

Roditelji će također biti pozvani u školu da se upoznaju s roditeljima druge djece koja sudjeluju u grupi Duga (Rainbow Group) i s voditeljima te grupe. S roditeljima će se održati tri sastanka. Na prvom sastanku ćemo vam reći o grupi i imat ćete priliku postavljati pitanja. U naredna dva sastanka moći ćemo vam više reći o tome što djeca rade u grupi. Imat ćete priliku i razgovarati o tome kako su se djeca uklopila u školu.

Ako imate još male djece, slobodno ih možete dovesti na sastanak roditeljske grupe. Biti će nazočni i tumači. Mi ćemo vas izvijestiti kada i gdje će se ti sastanci održati.

Ako imate pitanja o ovoj grupi ili o školovanju svog djeteta, razgovarajte s razrednim nastavnikom ili školskim ravnateljem.

Fundacija (Foundation House) je politički neovisna organizacija sa sjedištem u Melbourneu. Ona pomaže odraslima i djeci koji su došli kao izbjeglice da se naviknu na život u Australiji.

در باره پرو گرام قوس قزح یا کمان رستم اطفال

مکتب ما قرار است پرو گرام خاصی بنام کمان رستم را براه بیاندازد. این پرو گرام از طرف اداره فونديشن هوس برای اطفال و خانواده های که اخیراً به کشور جدید شان استرالیا جهت اقامت آمده اند تخصیص و انکشاف داده شده است. این کار اطفال را در بهبود اعتماد بخود یاد گرفتن زبان و مهارت های تماس و ارتباطات نیز کمک می نمایند.

پرو گرام در داخل صنف در ساعت درسی اجرا میگردد. این کار برای مدت يك و نیم ساعت در هر هفته در طول سمستر پیش برده میشود. مکتب از فونديشن هوس یا اداره خدمت دیگر تقاضای کمک در اجرای این پرو گرام را به عمل خواهد آورد.

از اطفال دعوت به عمل می آید تا با گروه پپیوندند و از شما خواسته خواهد شد تا با امضا نمودن فورمه لازمه از موافقت خود به اشتراك شان ما را مطلع سازید.

يك بخش پرو گرام این است که از هر شاگرد خواسته خواهد شد تا در رابطه به کشورشان مطلبی را برای شاگردان و معلمان توضیح کنند.

والدین نیز به مکتب دعوت خواهند شد تا با والدین شاگردان دیگر گروه کمان رستم و سرگروههای دیگر ملاقات نمایند. در اولین ملاقات ما درباره گروه به شما اطلاعات ارائه می نمایم البته شما می توانید هر نوع سوالی را که داشته باشید مطرح سازید. در دو ملاقات دیگر در رابطه به کارهای اطفال تان که در گروه انجام می دهند معلومات داده خواهد شد. همچنان شما فرصت خواهید داشت تا در رابطه به آمیزش طفل تان در مکتب بدانید.

هرگاه اطفال کوچک دیگری هم داشته باشید میتوانید انرا در روز گروه والدین بیآورید. ترجمان زبان شما نیز حضور خواهد داشت. ما برای شما محل و تاریخ برگزاری را اطلاع خواهیم داد.

هر سوال که در رابطه به کار گروه و یا مکتب طفل تان داشته باشید لطفاً با معلم و یا امر مکتب طفل تان تماس بگیرید.

فونديشن هوس سازمان سیاسی مستقل است که مقر آن در شهر سیرلبورن میباشد. و با کلان سالان و اطفال با سابقه مهاجری که در استرالیا اقامت گزیده اند کمک می نماید.

در باره پرو گرام قوس قزح یا کمان رستم اطفال

مکتب ما قرار است پرو گرام خاصی بنام کمان رستم را براه بیاندازد. این پرو گرام از طرف اداره فونديشن هوس برای اطفال و خانواده های که اخیراً به کشور جدید شان استرالیا جهت اقامت آمده اند تخصیص و انکشاف داده شده است. این کار اطفال را در بهبود اعتماد بخود یاد گرفتن زبان و مهارت های تماس و ارتباطات نیز کمک می نماید.

پرو گرام در داخل صنف در ساعت درسی اجرا میگردد. این کار برای مدت يك و نیم ساعت در هر هفته در طول سمستر پیش برده میشود. مکتب از فونديشن هوس یا اداره خدمت دیگر تقاضای کمک در اجرای این پرو گرام را به عمل خواهد آورد.

از اطفال دعوت به عمل می آید تا باگروپ پیوندندو از شما خواسته خواهد شد تا با امضا نمودن فورمه لازمه از موافقت خود به اشتراك شان ما را مطلع سازید.

يك بخش پرو گرام این است که از هر شاگرد خواسته خواهد شد تا در رابطه به کشور شان مطلبی را برای شاگردان و معلمین توضیح کنند.

والدین نیز به مکتب دعوت خواهند شد تا با والدین شاگردان دیگر گروپ کمان رستم و سرگروپهای دیگر ملاقات نمایند. در اولین ملاقات ما درباره گروپ به شما اطلاعات ارایه می نمایم البته شما می توانید هر نوع سوالی را که داشته باشید مطرح سازید. در دو ملاقات دیگر در رابطه به کارهای اطفال تان که در گروپ انجام می دهند معلومات داده خواهد شد. همچنان شما فرصت خواهید داشت تا در رابطه به امیزش طفل تان در مکتب بدانید.

هرگاه اطفال کوچک دیگری هم داشته باشید میتوانید انرا در روز گروپ والدین بیاورید. ترجمان زبان شما نیز حضور خواهد داشت. ما برای شما محل و تاریخ برگذاری را اطلاع خواهیم داد.

هر سوال که در رابطه به کار گروپ و یا مکتب طفل تان داشته باشید لطفاً با معلم و یا امر مکتب طفل تان تماس بگیرید.

فونديشن هوس سازمان سیاسی مستقل است که مقر آن در شهر ملبورن میباشد. و با کلان سالان و اطفال با سابقه مهاجر بودن که در استرالیا اقامت گزیده اند کمک می نماید.

Serbian

Нешто о Дечјем програму Дуга

Наша школа ће спроводити један специјални програм под називом Дечји програм Дуга. Овај програм је разрадила Кућа фондације (Foundation House) за новодошлу децу и породице како би им се помогло да се уклопе у средину њихове нове земље. Он ће такође помоћи деци да развију самопоуздање и језик као и способност комуникације.

Овај програм се одржава у школи за време наставе. Програм траје отприлике сат и по времена сваке недеље у оквиру једног тромесечја. Школа ће можда тражити од саветодавног лица из Куће фондације или неке друге службе да помогне у спровођењу програма. У ово ће бити укључен и наставник из ове школе.

Деца се позивају да се придруже овој групи а од вас ће се тражити да потпишете један образац којим нас обавештавате да ли сте сагласни са њиховим учешћем.

У оквиру овог програма од сваког детета ће се тражити да донесе нешто што га подсећа на његову или њену отаџбину и о томе ће разговарати са осталом децом и дететовим наставницима.

Родитељи ће такође бити позвани у школу да се упознају са другим родитељима деце у Групи Дуга као и са вођама групе. Одржаће се три родитељска састанка. У оквиру првог састанка упознаћемо вас са овом групом и пружићемо вам прилику да поставите било какво питање. На наредна два састанка ћемо бити у могућности да вам кажемо шта ваша деца раде у оквиру ове групе. Вама ће се исто тако пружити прилика да разговарате о томе како се деца уклапају у школску средину.

Ако имате још мале деце, добродошли сте да их доведете у ове групе родитеља. Преводиоци који говоре ваш језик ће такође бити присутни. Обавестићемо вас када и где ће се одржати ови састанци.

Ако имате било какво питање у вези ове групе или школовања вашег детета, молимо вас да поразговарате са његовим разредним старешином или директором школе.

Кућа фондације је политички непристрасна организација и налази се у Мелбурну. Она помаже одраслим особама и деци која су избеглице да се уклопе у аустралијску средину.

Somali

Waxyaalo ku saabsan Barnaamijka Carruurta ee Qaanso-Roobaadka (Rainbow)

Dugsigeenu wuxuu doonayaa inuu qaban-qaabiyo barnaamij gaar ah ee loo yaqaan Barnaamijka Carruurta ee Qaanso-roobaadka. Barnaamijka waxaa Foundation House u soo saartay carruurta iyo waalidiinta, kuwaas oo dhawaanta yimid si looga caawiyo inay degaan waddankooda cusub. Waxay kaloo carruurta ka caawinaysa siday kor-ugu-qaadi lahaayeen isku-kalsoonidooda iyo xirfadahooda luqadda iyo wada-xirriirka.

Barnaamijka waxaa lagu qabtaa dugsiga inta xilliga casharada lagu jiro. Wuxuu socdaa ilaa hal saac iyo bar asbuucii kasta intii hal teeram ah. Dugsigu wuxuu waydiisan doonaa la-taliye ka socda Foundation House ama adeeg kale inuu ka caawiyo socodsiinta barnaamijka. Waxaa kaloo isna ka qayb-gali doona bare dugsiga ka socda.

Carruurta waxaa loogu yeeri doonaa inay ka ka mid noqdaan kooxda casharka qaadanaysa, adigana waxaa lagu waydiin doonaa inaad soo saxiixdo foom aad nagu ogaysiinayso inaad jeceshahay in ilmahaagu casharadaas ka qayb-galo.

Ayadoo qayb ka ah Barnaamijka, ilmihii kastaba waxaa la waydiin doonaa inay keenaan wax xusuusiya waddankoodii hooyo ayna kala hadlaan carruurta kale iyo barayaashooda.

Waalidiinta ayagana waxaa loogu yeeri doonaa dugsiga si ay ula kulmaan waaliddiinta kale ee carruurta ka qayb-gasha Kooxda Qaanso-roobaadka iyo horjoogayaasha kooxda. Saddex kulan ee waalidiinta ayaa la qaban doonaa. Kulanka kowaad waxaan wax kaa sheegi doonaa kooxdu waxay tahay, waxaanna ku siin doonaa fursad aad su'aalihii aad qabto weydiin karto. Labada kulan ee kale waxaanu samayn doonaa inaan wax kaaga sheegno waxa ay carruurtaadu ku qaban doonaan kooxda. Waxaad kaloo heli doontaa fursad aad uga hadasho siday ula qabsanayaan dugsiga.

Haddii aad qabto carruur yar-yar oo kale, waxaa lagugu soo dhawaynayaa inaad keento kooxda waalidiinta. Turjumaannada luqaddaada ayaa la keeni doonaa. Waxaan kuu sheegi doonaa marka iyo halka lagu qaban doono kulannadaas.

Haddii aad wax su'aalo ah ka qabto kooxda ama dugsiga-dhigashada ilmahaaga fadlan la hadal baraha fasalkooda amase maamulaha dugsiga.

Foundation House waa hay'ad siyaaso ahaan madax-bannaan oo ku taal Melbourne. Waxay dadka waaweyn iyo carruurta qaxootiga ah ku caawisaa sidii ay u degi lahaayeen Australia.

Vietnamese

Sơ Lược Về Chương Trình Thiếu Nhi Rainbow

Trường chúng tôi sẽ tổ chức một chương trình đặc biệt có tên là "Rainbow Children's Program". Chương trình này do Hiệp Hội Thiếu Nhi soạn thảo nhằm giúp các trẻ em và gia đình nào mới tới Úc ổn định trên quốc gia mới. Ngoài ra chương trình Rainbow còn giúp các em phát triển lòng tự tin, kỹ năng về ngôn ngữ và truyền đạt.

Chương trình này sẽ được tổ chức tại trường trong giờ học, mỗi tuần một tiếng ruổi trong suốt một học kỳ. Nhà trường có thể sẽ mời nhân viên cố vấn từ Hiệp Hội Thiếu Nhi hay các dịch vụ khác tới giúp trường điều hành chương trình. Một giáo viên của trường cũng sẽ tham gia vào chương trình.

Chúng tôi mời các em tham gia vào nhóm và quý vị sẽ được hỏi ý kiến xem quý vị có bằng lòng cho các em tham gia hay không.

Trong khuôn khổ của chương trình, chúng tôi sẽ yêu cầu mỗi học sinh mang một đồ vật gì đó - món đồ làm em nhớ tới quê hương mình - tới trường và kể về món đồ này cho các bạn khác và giáo viên cùng nghe.

Quý vị phụ huynh cũng sẽ được mời tới trường để gặp gỡ các phụ huynh khác có con tham gia vào nhóm Rainbow và nhóm trưởng. Ba buổi họp phụ huynh sẽ được tổ chức. Trong buổi họp đầu tiên, chúng tôi sẽ giới thiệu với quý vị về nhóm Rainbow cũng như để quý vị có cơ hội nêu lên những thắc mắc của mình. Trong hai buổi họp kế, chúng tôi sẽ tường trình cho quý vị biết con em của quý vị làm gì trong nhóm. Đây cũng là cơ hội để quý vị nói về việc con em mình ổn định như thế nào trong đời sống học đường.

Nếu quý vị có con nhỏ, quý vị có thể dẫn theo em trong các buổi họp phụ huynh. Thông ngôn viên sẽ có mặt trong các buổi họp này. Chúng tôi sẽ thông báo cho quý vị biết thời gian và địa điểm của các cuộc họp.

Nếu quý vị có bất cứ câu hỏi gì về nhóm nói trên hay về chuyện học hành của con cái, xin nói chuyện với giáo viên chủ nhiệm hay hiệu trưởng.

Hiệp Hội Thiếu Nhi là một tổ chức phi chính trị, đặt trụ sở tại Melbourne. Hiệp Hội giúp đỡ người tỵ nạn - người lớn lẫn trẻ em - định cư tại Úc.

Supporting Document 3

Parental Consent Letter (sample)

(for translation and distribution on school letterhead)

Insert Date

Dear Parents,

During term (insert term) (insert name of school) will be holding a special program — called the Rainbow Program — for students who have recently arrived in Australia. More information about the program is attached.

The group will be led by (insert names of group facilitators) from (insert name of agency if not from school) (insert name of community-based agency) assists families from refugee backgrounds and their children.

We would like to invite your child (or children) _____
to be part of this group and are seeking your written permission.

Please tear off and return the permission slip below to the office by (insert date). If you have any questions, please feel welcome to contact me.

Sincerely

(insert name of contact teacher)

I do/do not give permission for my child (or children)

to participate in the Rainbow Program.

Parent's name _____

Signature _____

Letter of invitation to participate in parents' group (sample)

(for translation and distribution on school letterhead)

Dear Parents

You are invited to come to the school to meet with other parents of children in the 'Rainbow Program' (Rainbow Program for Children in Refugee Families) and with (insert name of facilitators) from (insert name of agency if not from the school). (Insert name of facilitators) are running the group with your children's teachers.

The purpose of the parent's meeting is to tell you what your children are doing in the 'Rainbow Group' and to give you the chance to ask (insert name of facilitators) any questions you may have. (insert name of facilitators) will also talk about their experience in working with children and families from refugee backgrounds.

Interpreters in your language will be present at the meeting.

Please come to the meeting and share afternoon tea/coffee together.

Date: _____

Time: _____

Place: _____

Sincerely

(insert name of contact teacher)

Participant Information Form

The Rainbow Program for Children in Refugee Families

Participant Information

Student

Name _____

Year level _____

Date of Birth _____ Age _____

Sex _____

Class teacher _____

Length of time in Australia _____

Preferred language _____

Nationality _____

Siblings at school/language centre: _____

Parents/guardians:

Name _____

Name _____

Address _____

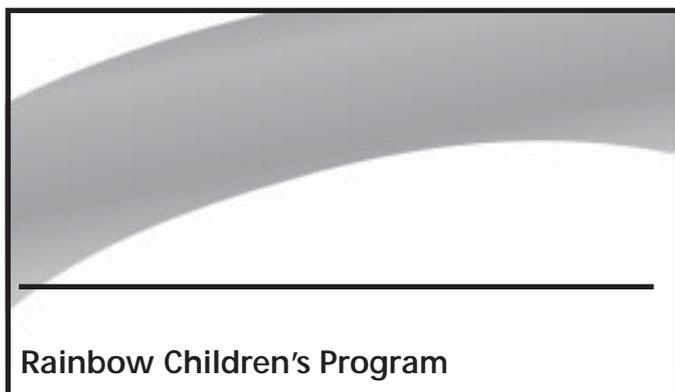
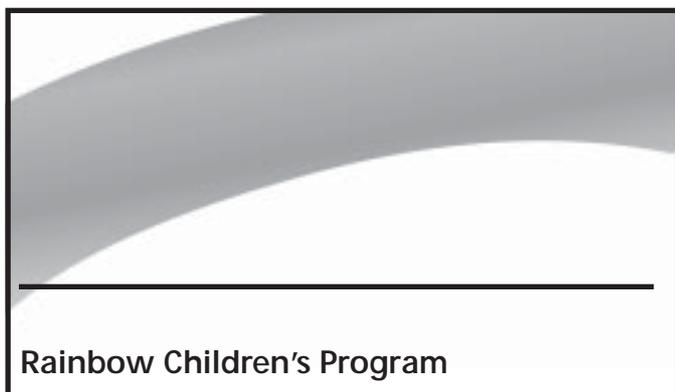
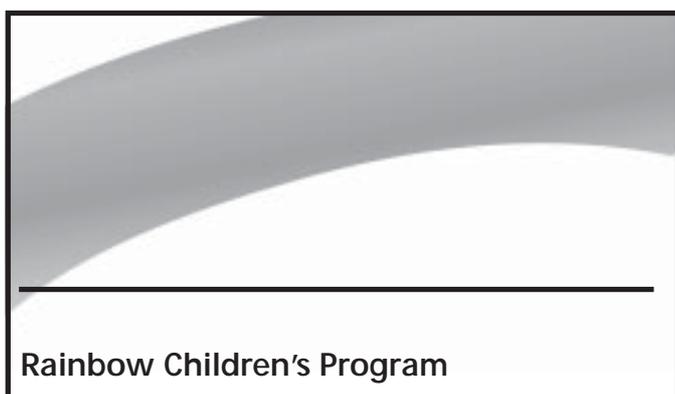
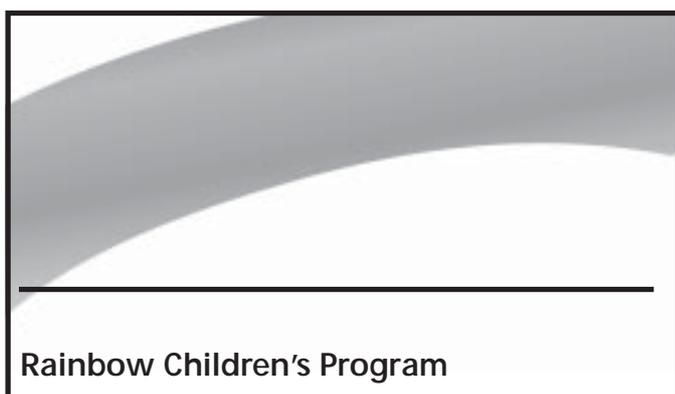
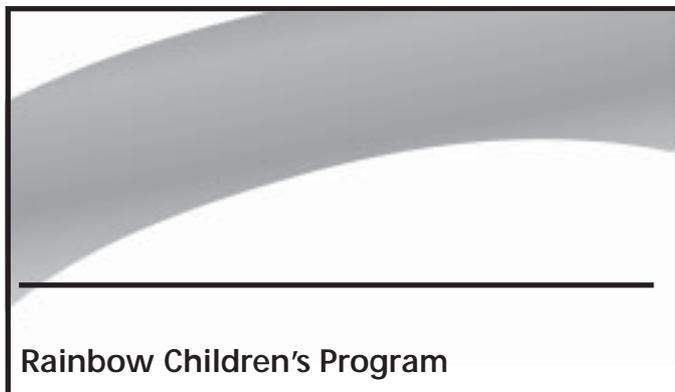
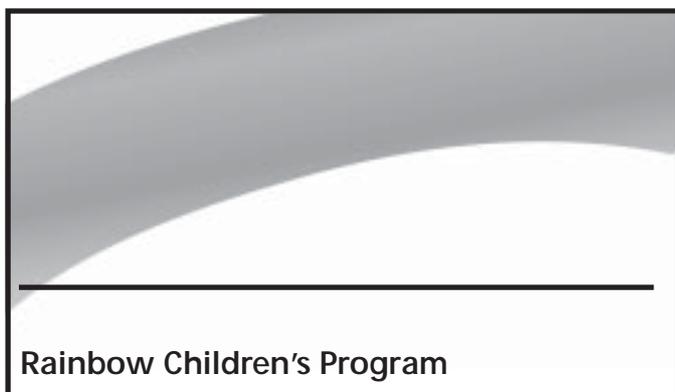
Contact Phone No _____

Family composition (if known) _____

Living with _____

Any other relevant information

Template for name tags



Group Focussing Exercises (Children's Component)

The following activities may be used throughout the children's program for the purposes of:

- Marking the beginning of the group
- Focussing the group at the beginning of an activity
- Distracting or keeping the group occupied at times in the program where the whole group may not be engaged in a particular activity (eg while individual photos are being taken)
- Refocussing the group if it becomes distracted or fragmented.

These exercises also assist children to develop language and leadership skills.

They are suggestions only. Teachers, facilitators and children themselves may have other warm-up ideas.

'Simon says'

In this exercise a leader is selected from the group and instructs the group to perform simple actions, such as 'Simon says touch your head', 'Simon says wiggle your fingers'. After a random number of commands the leader omits 'Simon says'. Group members performing the action given without 'Simon says' are considered 'out'. By a process of elimination, a new leader is selected and the game continues.

The first time this game is played the facilitator should model the leader's role indicating to the group that it should follow the leader's instructions when preceded by 'Simon says' but not do so if the command alone is issued.

The sound pattern game

In this activity children sit in a circle and listen to a sound pattern initiated by one of the group facilitators. The sound pattern may be made by simply clapping hands, patting on thighs or using a percussion instrument. A more challenging version might include a combination of these three. The activity requires children to listen attentively in order to replicate as a group the 'sound pattern' or rhythm produced. Individual children can then be invited to take it in turns to initiate a sound pattern for the rest of the group to match.

Materials and Equipment List — Children's Component

Polaroid camera and film x 1 pack (2 x 10 sets per pack)

Conventional camera and film - 3x24 or 2x36 film

Processing of film

15 sheets of different coloured poster-size cardboard for 'About-me' posters

Sheets of white A3 cardboard (for happy/sad masks and group rules)

Butcher's paper

Blue tac

Drawing pins

World map (preferably laminated)

Gift wrap ribbon in rainbow colours

Inflatable globe

A4 unlined paper in white

Cassette/CD player

Recorded music for emotions session

Dress-ups

Coloured felt tip pens

Crayons

Scissors

Rulers

Erasers

Sharpeners

Lead pencils

Coloured pencils

Glitter glue

Star and circle shaped stickers

Whiteboard markers

Sticky tape

Large ball of wool

Glue sticks

Name tag clear pockets with pin

Rainbow name tags to slip in pockets (template supplied Document 6 and on CD)

A4 envelopes

Case studies (Teacher professional development component)

Case study 1– Ali

Ali is an 8-year-old Somali boy who has been in Australia for less than a year. He has been in your class for a term and you are concerned that he appears to be withdrawn and sad. He tends not to mix with other children. He sits alone and often has difficulty following instructions. He is not learning at a rate you would expect and you are finding it difficult to engage him. He often appears unable to focus his attention for any length of time and is reluctant to attempt any new work you present to the class.

Questions

Would you need any additional information before deciding how to handle this situation?

What strategies would you use to support this student?

Case study 2– Ahmed

Ahmed is a 10-year-old boy from Iraq. He has spent two terms at a special Language Centre for new arrivals and is now at a mainstream primary school. Ahmed is a bright child who has progressed well in his English language learning. He has, however, come to the attention of various teachers because of his aggressive behaviour in the schoolyard where he disrupts other children's play.

In class he constantly requires your attention. He responds to his behaviour being challenged by refusing to cooperate with teachers or to continue working in class. He has recently begun to antagonise other students by ridiculing their efforts in class.

Questions

Would you need any additional information before deciding how to handle this situation?

What strategies would you use to support this student?

Case study 3 – Sarah

You are taking an exercise in your Grade 1 class on families and the class are involved in talking about their families. Sarah, an Afghani girl is very quiet and then suddenly blurts out that her brother and father are now dead and that she saw them being shot in front of her house in Afghanistan.

Questions

Would you need any additional information before deciding how to handle this situation?

What strategies would you use to support this student?

Case study 4 – Farah

Farah is an 11-year-old Pakistani student who has been at the school for the past two years. You are aware that she and her family are holders of Temporary Protection Visas. Recently you have observed a marked change in her behaviour and demeanour. She has always been an attentive student, but recently appears unable to concentrate on her school work. She has begun to be regularly absent from school with head and stomach aches and seems to have withdrawn from most of her friends. Her parents report concern that she frequently wakes at night from nightmares.

Questions

Would you need any additional information before deciding how to handle this situation?

What strategies would you use to support this student?

Training Evaluation Form – Teacher Professional Development

Date: _____

Title: _____

Facilitator: _____

Your opinion will help us in our planning for future training sessions.

Please indicate the usefulness of each of the training content areas by circling the relevant rating.

Content Session 1

1	The refugee experience	Not Useful	Fair	Useful	Very Useful
2	The psychosocial impact of trauma	Not Useful	Fair	Useful	Very Useful
3	Impact of the refugee experience on the family	Not Useful	Fair	Useful	Very Useful
4	Re-traumatising effects of settlement	Not Useful	Fair	Useful	Very Useful

Content Session 2

5	Recovery goals and strategies in the school context	Not Useful	Fair	Useful	Very Useful
6	Workers' reactions	Not Useful	Fair	Useful	Very Useful
7	Making a referral to a specialist agency	Not Useful	Fair	Useful	Very Useful

Presentation Method

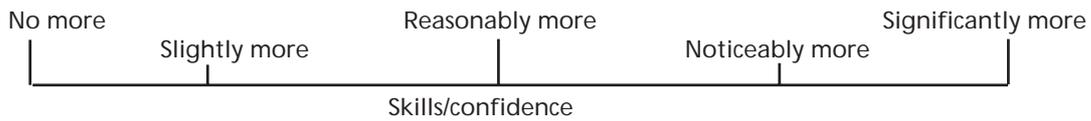
8	Small group discussion	Not Useful	Fair	Useful	Very Useful
9	Large group discussion	Not Useful	Fair	Useful	Very Useful
10	Trainer presented material	Not useful	Fair	Useful	Very Useful
11	Overhead and photocopied materials	Not Useful	Fair	Useful	Very Useful
12	Case studies	Not Useful	Fair	Useful	Very Useful

Please comment on what you found most useful.

Were there any unexpected outcomes for your learning from this training?

What did you find the least useful?

As a result of attending this training, to what extent do you feel you have more skills/confidence to work with refugees who are survivors of torture and trauma? (Please circle)



What changes, if any, will you make to your practice as a result of participating in this workshop?

Suggestions for further training.

Other comments:

Thank you for your time.