



Guidance notes for Leaders

RAINBOW SECTION



Girlguiding UK
girls in the lead



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Girlguiding UK would like to thank all the Rainbows and their Leaders who took part in the consultations and pilot schemes for the development of the Rainbow Jigsaw.

Users are reminded that during the lifespan of this publication there may be changes to:

- ▶ Girlguiding UK's policy
- ▶ legal requirements
- ▶ practice by governing bodies
- ▶ British Standards

which will affect the accuracy of the information contained within these pages.

Throughout this book the terms 'parent' and 'daughter' are used. They apply equally to a carer, or other adult with parental responsibility, and their ward.

1 WELCOME TO THE RAINBOW JIGSAW

As a Rainbow Leader you have the opportunity to work with the girls who are the foundation and starting point of Girlguiding UK.

The Rainbows' programme is called the Rainbow Jigsaw to reflect how the varied Rainbow activities link to create a larger balanced picture. The Rainbow Jigsaw joins together the most enjoyed elements of the original Rainbow programme created when Rainbows started in 1987 with new and exciting activities suggested by both Rainbows and their Leaders. The Rainbow Jigsaw resulted from research undertaken with Rainbow units throughout Girlguiding UK. Rainbows and their Leaders piloted a variety of ideas and their feedback steered the shape and form of the Rainbow Jigsaw.

The Rainbow Jigsaw is fun for the girls and their Leaders.

Look
Learn

The Rainbow Jigsaw is balanced by these four programme areas.

Laugh
Love

The Rainbow Jigsaw is written so the younger Rainbow will understand it, but it has plenty to stretch the older Rainbow.

The Rainbow Jigsaw is flexible.

The Rainbow Jigsaw allows each Rainbow to take an active part in unit decision making.

The Rainbow Jigsaw challenges Rainbows to think for themselves.

The Rainbow Jigsaw helps each Rainbow to develop.

RESOURCES

For Rainbows

Rainbow Welcome Bag

Each Rainbow should get this special Rainbow Welcome Bag when she joins.

Ready for Rainbows/My Pot of Gold

This flip/flop style book includes fun activities to help a new Rainbow in her first few weeks. It includes the first part of the new *Rainbow Story* and introduces Olivia.

This book also has activities for a Rainbow getting ready to move on. It helps her to look back on her time as a Rainbow and to prepare for Brownies. It contains the final part of the *Rainbow Story*.

Promise certificate

All Rainbows are given this certificate at their Promise Party.

Roundabout badges

Three colourful badges are used to reward a Rainbow's participation in Roundabout activities.

Pot of Gold card and badge

This card is given to all Rainbows at their Pot of Gold Party. The badge can be worn by the girl when she becomes a Brownie to show she was a Rainbow.

For Leaders

Girlguiding UK's core Leader publications are key resources for all Rainbow Leaders.

- ▶ *The Guiding Manual* - available online at www.girlguiding.org.uk
- ▶ *The Guiding Handbook*

Activities and ideas also appear regularly in *guiding* magazine.

There are also these packs that are designed specially for Rainbow Leaders.

Jigsaw Pieces

This activity-based resource contains many ideas including:

- ▶ welcomes and goodbyes
- ▶ suggestions for Promise and Pot of Gold parties
- ▶ fun games
- ▶ Promise activities
- ▶ theme meetings.

Rainbow Leaders' Sticker Pack

This pack contains fun and colourful stickers so you can give instant rewards for participation and achievement.

Rainbow Roundabouts

A Rainbow Roundabout is a themed activity resource for Leaders to use with their Rainbows. Each Roundabout comes with full activity instructions for Leaders and a new part of the *Rainbow Story*. Roundabouts support the Rainbow Jigsaw and complement other Rainbow activities.

For parents

Starting Rainbows

The *Starting Rainbows* leaflet is an essential resource for the parents of all new Rainbows. It provides information about Rainbows, your unit and Girlguiding UK. It is also a means for you to obtain important details about a Rainbow and consent for weekly activities, to enable you to create her Go! record.

2 THE RAINBOW JIGSAW'S FOUNDATIONS

WAGGGS PRINCIPLES

The Rainbow Jigsaw follows the principles of programme development laid down by WAGGGS (World Association of Girl Guides and Girl Scouts). WAGGGS defines a quality programme as:

'...the total experience of activities that girls and young women go through and learn in guiding. It should:

- ▶ *take into account the needs and aspirations of girls and young women*
- ▶ *have appropriate learning objectives*
- ▶ *be based on the values of guiding (including the Promise)*
- ▶ *be carried out through 'learning by doing'*

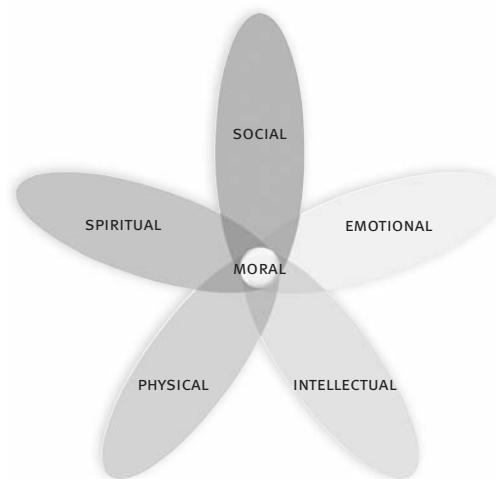
You will see these principles underpinning the Rainbow Jigsaw.

EDUCATIONAL FRAMEWORK

As well as following the principles of programme development laid down by WAGGGS, the Rainbow Jigsaw is also founded on Girlguiding UK's educational framework, which establishes the aims and objectives of each section's programme. It sets out the levels of experience and progress that might reasonably be expected in six different areas of human development.

- ▶ Emotional
- ▶ Intellectual
- ▶ Moral
- ▶ Physical
- ▶ Social
- ▶ Spiritual

It provides for continuity and development through the sections, from ages five to 25.



The aim of the Rainbow Jigsaw is to enable the individual to develop in all six areas, whatever her ability and background. All these areas are covered by the activities a Rainbow does during her Rainbow meetings provided that you ensure there is a balanced and varied programme.

GUIDING'S METHOD

All programmes throughout WAGGGS are based on guiding's Method. In Girlguiding UK it is known as the Five Essentials. These are the five distinct, interlinking elements that provide a foundation for an effective Rainbow unit. The Five Essentials play a key role in the Rainbow Jigsaw (as with other sections' programmes). They have proven effective over the years and continue to fit with the widely-held educational principles for this age group. Keep them in mind when deciding the content of unit meetings and in long-term planning.

The Five Essentials

- ▶ Rainbows work together in small groups.
- ▶ Rainbows are encouraged to govern themselves and make their own decisions.
- ▶ Rainbows have a balanced and varied programme.
- ▶ Rainbows care for the individual.
- ▶ Rainbows share a commitment to a common standard.

3 WHO ARE RAINBOWS?

A girl can join Rainbows at any time after her fifth birthday (fourth in Northern Ireland). Most Rainbows move on shortly after their seventh birthday. Each Rainbow needs to be given the opportunity to grow as an individual and to develop at her own pace.

Girlguiding UK's educational framework defines the characteristics and outcomes for the six areas of development. The following is a summary of the main points.

See also Girlguiding UK's Educational Framework, available at www.girlguiding.org.uk.

EMOTIONAL

When she is aged five and six a girl:

- ▶ is friendly and loving
- ▶ is eager to please and help
- ▶ may have tantrums or mood swings
- ▶ is quick to tease but may not take being teased well
- ▶ fears the dark and imaginary events or creatures
- ▶ relies on care-givers for support when under stress.

At the age of seven a girl:

- ▶ has an active imagination
- ▶ tends to be very talkative and wants to express herself
- ▶ seeks adult approval and is sensitive to it
- ▶ is hard on herself for failures and mistakes
- ▶ is beginning to have control over her emotions
- ▶ is still quick to show fear, anger and jealousy
- ▶ needs help in learning how to deal with anger appropriately.

INTELLECTUAL

Girls of Rainbow age are curious about everything and love to learn. They learn:

- ▶ by doing
- ▶ through play
- ▶ through verbal communication – they are constantly asking lots of questions often starting with 'why...?'.

They love being read to and enjoy repetitive songs and rhymes.

The five- and six-year-old:

- ▶ is increasing her vocabulary
- ▶ can recognise some words, and may be able to read
- ▶ has an attention span of approximately 20 minutes
- ▶ likes counting
- ▶ enjoys activities that need action and a change of pace
- ▶ takes things literally
- ▶ can confuse reality with make-believe
- ▶ shows her creativity through language, movement, drama and music.

The seven-year-old:

- ▶ is probably able to read, but reading skills and vocabulary vary enormously
- ▶ likes using codes and having secrets
- ▶ likes to learn through doing things herself
- ▶ likes to be involved in decisions
- ▶ develops her creativity through open-ended problem-solving
- ▶ can make choices from options
- ▶ responds to genuine praise for her accomplishments.

The Rainbow meeting offers each girl an opportunity to learn about a variety of things. A key part of this learning process comes from the Leaders taking every opportunity to increase their understanding of each Rainbow and give her the chance to ask questions. This is something she may not experience elsewhere.

MORAL

The five- and six-year-old:

- ▶ understands the difference between right and wrong
- ▶ is becoming less self-centred and more willing to help others
- ▶ accepts rules and will own up to doing 'wrong'
- ▶ is willing to include others and can be very kind
- ▶ is beginning to understand what it means to say 'I promise'.

The seven-year-old continues to understand and develop all these characteristics. She is able to resolve basic dilemmas, and is prepared to make amends. When it comes to promises, she understands that she must keep a promise she makes.

PHYSICAL

The key aspect of physical development for five- to seven-year-old girls is that they have lots of energy, even when they are sitting.

A five- and six-year-old:

- ▶ has good balance and control over large muscles
- ▶ is still developing small muscle coordination and hand-to-eye coordination
- ▶ needs to move around or change positions frequently
- ▶ may still have toilet accidents
- ▶ needs lots of sleep, and can be irritable when tired.

A seven-year-old:

- ▶ likes to move, and needs lots of space
- ▶ needs a balance of active games and quiet times
- ▶ likes physical activity, but does not have endurance for things like long hikes
- ▶ still needs to tune her fine motor skills
- ▶ may have a growth spurt.

SOCIAL

A five- and six-year-old:

- ▶ is developing cooperative play
- ▶ is learning to share time, materials and affection
- ▶ has moments of sulking, but does not bear grudges
- ▶ wants to do what everyone else does
- ▶ changes friendships easily
- ▶ is shy of strangers
- ▶ responds to caring, consistent role models.

Where five- and six-year-olds are keen to do what everyone else does, a seven-year-old girl is becoming more of an individual. She continues to respond to a caring, consistent role model, which highlights the importance of and influence held by Rainbow Leaders. In addition she:

- ▶ enjoys being in groups
- ▶ is beginning to like individual challenges
- ▶ is beginning to understand personal responsibility
- ▶ has a tendency to tattle and blame others while being sensitive to personal criticism
- ▶ wants to have a best friend.

SPIRITUAL

The five- and six-year-old:

- ▶ is interested in the natural world and wants to know 'why...?'
- ▶ shows enjoyment of special moments
- ▶ shows she can accept large ideas in terms of awe and wonder
- ▶ will talk about activities related to her own faith (if she has one)
- ▶ is aware at a simple level of the concept of a higher being
- ▶ will listen to others talking about their own faith
- ▶ can sit quietly on her own for short periods and can say a prayer.

The seven-year-old:

- ▶ asks questions about the natural world
- ▶ questions why things happen in life, such as 'why [does God] let people die?'
- ▶ has a sense of wonder and responds to special moments
- ▶ displays curiosity about her own faith (if she has one) and those of others
- ▶ enjoys joining in the festivals of different faiths
- ▶ will sit quietly for very short periods thinking, reading or praying.

4 THE FIVE ESSENTIALS FOR RAINBOWS

- ▶ Rainbows work together in small groups.
- ▶ Rainbows are encouraged to govern themselves and make their own decisions.
- ▶ Rainbows have a balanced and varied programme.
- ▶ Rainbows care for the individual.
- ▶ Rainbows share a commitment to a common standard.

SMALL GROUPS

Rainbows work in small groups that can change during the course of the meeting. For example, a Rainbow may be part of one group for a game then join a different group for the next activity.

As a Leader you need to be flexible in your approach to forming the groups. Watch how the girls interact. Sometimes a girl may want to change groups. You may need to help the Rainbows decide which group they are going to join, such as for a particular game. The size of the groups depends on the activity.

SELF-GOVERNMENT AND DECISION MAKING

By the time a girl becomes a Rainbow she can make simple choices and decisions for herself, and has her own opinions. She may want to decide which group to join for an activity, who her partner will be for a game, or which colour paper or crayon to use.

Rainbow wear

One of the first choices a new Rainbow makes is which Rainbow clothes she would like to wear.

See also 'Rainbow wear' page 15.

As well as making her own decisions she is learning to accept those made by others, for example someone choosing her to be a partner or wanting to be part of her group.

Rainbows are also involved in decisions made by the whole unit. Rainbows have suggestions and ideas about what they would like to do, maybe a favourite game or a new activity. It is important that the Rainbows see that you listen to what they have to say, and that their suggestions are included in their programme. These are some of the ways that Rainbows can be involved in making unit decisions.

- ▶ Choosing a game, activity or song.
- ▶ Deciding whether to have part of the meeting outside.
- ▶ Agreeing a special way to say 'thank you' or 'goodbye' to someone.
- ▶ Choosing to do a community activity, like planting bulbs.
- ▶ Agreeing where to go on an outing.
- ▶ Choosing games and activities for a party.
- ▶ Deciding what Roundabout activities to try.
- ▶ Suggesting music for a dance night.

Take time to remind the Rainbows that activities came from their ideas, especially those that everyone enjoys. Rainbows like to see things happen quickly, so do not wait too long before making their ideas appear in the unit programme.

Rainbow Chat

A Rainbow Chat is the main method of unit decision making and self-government. It is an opportunity for every member of the unit to discuss and agree plans, and for Leaders to listen to the Rainbows' ideas and opinions.

Rainbow Chats are usually held with all the Rainbows and Leaders sitting in a circle, usually on the floor but certainly at the same level.

The Rainbow Chat is a regular feature in the unit's programme. Some units have one every week, others less frequently. What is discussed and planned at a Chat can vary enormously, but whenever there is something important to discuss or agree then your unit will need to have a Rainbow Chat.

The Rainbow Chat is more than a 'show-and-tell' session. Use it to get to know the Rainbows' personalities and value them as individuals. It is a chance to learn more about their likes and dislikes. Everyone should have a chance to speak – the quietest Rainbow may have the best ideas if she is encouraged to share them.

At a Chat each Rainbow should be encouraged to:

- ▶ think for herself
- ▶ help make decisions
- ▶ think about the four Rainbow Jigsaw areas (Look, Learn, Laugh and Love)
- ▶ suggest and choose activities that she would like to do from a variety of sources
- ▶ learn to listen when someone else is speaking
- ▶ speak so that others can hear
- ▶ understand that everyone's opinion counts and should be given serious consideration
- ▶ accept majority decisions – this is possibly her first experience of democracy.

Quick Chats

Although not necessarily called a Chat, small groups may want to hold a Chat to make a decision, perhaps about the activity they are doing. They will need support from a Leader.

You may also need a quick Chat for a fast decision, like what game the unit wants to play next or whether to go outside.

Methods

There are other methods of involving Rainbows in making decisions, such as:

- ▶ using large sheets of paper for them to draw their comments on
- ▶ placing 'gold' counters on the activity name they want to do
- ▶ moving to a certain part of the meeting area depending on the activity they want to try
- ▶ putting coins in a pot of gold, a gold for 'yes' and another colour for 'no'.

Rainbows like to have a clear way of casting votes to make a unit decision, for example holding their hands up. It should be simple enough for the youngest to understand clearly.

Sometimes Rainbows may want a secret vote. This can also provide a more honest opinion than an open vote unless you are reasonably sure of a true feeling.

Chat techniques

How the Chat starts is up to each Rainbow unit, and Rainbows should be encouraged to develop their own method(s). Some units have a signal that a Rainbow can use to show she wants to talk, for example touching her chin. Whatever method is used, Rainbows should be encouraged to be courteous towards each other. One of the Leaders directs the discussion, almost as a chairperson.

Rainbow feedback

Your Rainbows are likely to have strong views on what they like and do not like doing. The Chat is a good place to talk about activities you have tried and to decide whether to do them again – or not. If they did not like something maybe it was the subject, theme, activity or the way it was done. As well as gathering specific suggestions, you should form a clearer picture of what your Rainbows enjoy.

Try to make sure that as many Rainbows' opinions as possible are taken into account. They will not all end up as ideas liked by the majority, so be sensitive to how a Rainbow may feel if she thinks she is always in the minority.

If there is a large minority of Rainbows, perhaps four out of twelve girls, who prefer to do another activity, they may be happy for their choice to be done the following meeting. You may need to support the Rainbows in understanding that they should be considerate to the wishes of others.

It is unusual for Rainbows to hold grudges and once an activity has started they will join in and enjoy it with the same enthusiasm as the other Rainbows.

If a Rainbow is really upset about not having her choice, you may want to have a system where every so often each Rainbow is allowed to choose a game, song or activity. Another method is to allow a Rainbow who has been particularly helpful or kind to choose an activity.

BALANCED AND VARIED PROGRAMME

The Rainbow Jigsaw has four areas to give it balance and variety. Every activity a Rainbow does is based on one or more of these areas.

The four Rainbow Jigsaw areas are:

- ▶ Rainbows Look
- ▶ Rainbows Learn
- ▶ Rainbows Laugh
- ▶ Rainbows Love.

Rainbows Look

Look

This area allows Rainbows to begin to understand that they are part of a wider world.

Rainbows Look includes activities that explore their environment and communities. Rainbows are encouraged to get out and about to discover the world about them and different communities, both local and further afield.

Rainbows Learn

Learn

Rainbows learn all the time, both in guiding and in their daily lives. A Rainbow learns in many ways, such as:

- ▶ visiting people and places
- ▶ having visitors at unit meetings
- ▶ being creative through a range of activities
- ▶ using technology to communicate
- ▶ enjoying activities with other members of their guiding family
- ▶ playing games.

A Rainbow learns by doing activities at her meetings. Being a Rainbow should be fun and not at all like school.

Rainbows Laugh

Laugh

This area of the Rainbow Jigsaw encourages games, songs, parties, celebrations, making a mess and enjoying life.

Rainbows Laugh also has a learning strand. Each Rainbow develops important skills while she:

- ▶ forms new friendships
- ▶ makes her own choices
- ▶ participates in small groups
- ▶ has fun.

Rainbows Love



This area is at the heart of the Rainbow Jigsaw. A girl is beginning to understand the concept of 'love' when she joins Rainbows through her experiences of caring and sharing with family and friends, and being kind to others.

Rainbows Love promotes the ethos of the Five Essentials, in particular the Promise. It begins to develop the idea of the commitment to a common standard that is a vital part of belonging to the guiding family. Each Rainbow can develop her understanding of caring through activities, games and the arts, and can explore the concept of spirituality in a wider context.

Rainbow Roundabouts

A Rainbow Roundabout is a themed activity resource that allows Rainbows to choose what they want to do. With each Roundabout comes full activity instructions for Leaders, and a new part of the *Rainbow Story* with Olivia exploring some of the issues associated with the theme.

Rainbow Roundabouts complement activities already enjoyed by Rainbows at their meetings. They are not used at every meeting, but from time to time each term.

See also 'Rainbow Roundabouts' pages 22–23.

CARE FOR THE INDIVIDUAL

It is important for the development of each Rainbow that she knows that the Leaders care for her as an individual. In a busy unit it is easy to overlook an individual Rainbow's needs. Caring for each Rainbow as an individual helps to increase her self-confidence and self-esteem. Here are some ways you can do this.

- ▶ **Welcome each Rainbow by name as she arrives at the meeting.**
- ▶ **Make each Rainbow feel valued.**
- ▶ **Talk with each Rainbow about her interests.**
- ▶ **Be aware of any special needs a Rainbow may have.**
- ▶ **Recognise each Rainbow's strengths and weaknesses.**
- ▶ **Get to know the girls' parents so they feel comfortable talking with you. This gives them the chance to warn you of any issues their daughter is facing, for example problems at school, or loss of a relative or pet.**
- ▶ **Let Rainbows share their ideas, feelings and news at a Rainbow Chat.**
- ▶ **Encourage a quieter Rainbow who finds Rainbow Chats or other group discussions daunting.**
- ▶ **Take time to listen to the Rainbows, even if it is a busy meeting.**
- ▶ **Include the Rainbows' ideas and suggestions in the unit programme.**
- ▶ **Praise Rainbows at the end of an activity.**
- ▶ **Always appreciate whatever the Rainbows have made or have done.**

When planning and carrying out unit meetings, remember that you are helping each girl develop, and that she does this at her own pace. A Rainbow should not feel under pressure to do everything that everyone else does.

A COMMITMENT TO A COMMON STANDARD

Rainbows, like all members of the guiding family, make a promise when they are ready to do so.

The Rainbow Guide Promise

I promise that I will do my best to love my God and to be kind and helpful.

Before making her Promise, each girl is given her own copy of *Ready for Rainbows*. This fun activity book contains lots of information about Rainbows, and also the first part of the *Rainbow Story*. She should use this with the help of a Leader, and does not have to complete every part of it. The Leader also spends time talking with the new Rainbow about the Promise. Young Leaders often really enjoy this role, and helping a Rainbow to prepare for a Promise Party.

What the Promise means to a Rainbow

A Rainbow understands what a promise is and will have experienced what a promise means. She may already have promised to be good, or to do something for someone. She will have experienced adults promising to do things for her, like having something special for tea. She may occasionally forget to keep her promises, and knows that not everyone who promises her something actually carries out that promise.

Doing my best

While she is a Rainbow, each girl should be encouraged to do her best whatever the activity. 'Doing my best' is a basic principle of guiding. It is not an imposed standard as each member's best differs. Through trying to do her best each girl is encouraged to develop her own individual potential.

Loving my God

Each Rainbow's perception and understanding of God differs. Some girls come from families where faith and worship are important, others have very little, if any, experience. Rainbows can be encouraged to acknowledge the spiritual

dimension of life in the widest possible sense. The outdoors is one of the most effective ways of introducing this to Rainbows, such as by looking at trees, animals or insects. The weather offers many opportunities – freshly fallen snow, a rainbow, sunshine, wind and rain – to increase the Rainbow's appreciation and understanding.

Saying 'thank you' can also raise each girl's awareness of the world around her. This could be for:

- ▶ family
- ▶ friends
- ▶ homes
- ▶ people who are special to her
- ▶ nice things that have happened.

Rainbows all have different experiences within a multi-cultural society, which you should bear in mind when planning activities.

To be kind

Being kind involves a growing awareness and respect for the environment and the creatures in it. It is also about being kind in relationships.

In Rainbow meetings being kind is also developed by working together in groups, whether it is how to be friends, how to share or how to play fairly.

To be helpful

There are plenty of opportunities for a Rainbow to be helpful, whether at home or in the unit.

At home, Rainbows can be encouraged to do many things, such as:

- ▶ keep their room tidy
- ▶ water plants
- ▶ clear away their toys.

In the unit, Rainbows can help by:

- ▶ getting the equipment for a game ready
- ▶ setting out the materials for an activity
- ▶ looking after a new Rainbow when she first joins the unit.

Rainbows do not make the Guide sign.

5 THE LIFE OF A RAINBOW

New Rainbow starts



when the Rainbow is ready
(usually four to six weeks)



A new Rainbow receives a warm welcome.

She receives *Ready for Rainbows/My Pot of Gold* and her Rainbow Welcome Bag.

She reads or hears the first part of the *Rainbow Story* to meet Olivia and does activities to find out about Rainbows.

She chooses her Rainbow clothes.

With a Leader, she plans her Promise Party.

If she feels ready the new Rainbow makes her Rainbow Promise and receives her Promise badge and certificate at her Promise Party.

Look
Learn
Laugh
Love

Throughout her time as a Rainbow she enjoys a balanced and varied programme by covering the four Rainbow Jigsaw areas and taking part in Rainbow Roundabouts. Of course she also has lots of fun.

Everything she does is underpinned by the Five Essentials.

She is six and a half



Most Rainbows leave at the end of a term, so Pot of Gold challenges and parties are often shared by several Rainbows.

Girlguiding UK hopes that every girl who wants to be a Brownie will have the opportunity to enjoy the adventure, but realises that in some areas that this is not possible.

during her last six months



When she is about six and a half years old a Rainbow starts to look at *My Pot of Gold* and finds out how Olivia prepares to leave Rainbows and move to Brownies.

She does her Pot of Gold challenge.

With a Leader, she plans her Pot of Gold Party.

About the time of her seventh birthday, a Rainbow has her Pot of Gold Party and leaves Rainbows.

At her party she receives her Pot of Gold card and badge.

She is seven



She starts Brownies.

A WARM WELCOME

Some girls just turn up at Rainbows, others you know in advance are going to join. Either way, you should make sure that all new Rainbows are given a warm welcome and made to feel part of the unit.

RAINBOW PARENTS

You should have made contact with a new Rainbow's parents before her first meeting. It may be at the start of the unit meeting, by telephone, or by arranging a visit.

This may be a parent's first contact with Girlguiding UK. It is worth taking time for this meeting. As well as it being important to establish a good rapport from the start, you are providing them with 'reassurance' about Girlguiding UK. You may need their understanding and support in the future and it helps you as a Leader to understand a girl's home circumstances. You often find that you reap the rewards of parents' enthusiastic support for unit and District events.

During your meeting, give parents:

- ▶ a copy of the *Starting Rainbows* leaflet
- ▶ a brief outline of how Girlguiding UK works
- ▶ reassurance of the Leaders' qualifications to work with children
- ▶ details of the ratio of adults to children
- ▶ details of how unit meetings and events are financed
- ▶ an easy way to contact you, for example pop in at the start or end of unit meetings, telephone, email and so on
- ▶ your expectations of them as the parents of a Rainbow (as given in *Starting Rainbows*)
- ▶ Girlguiding UK's website address (www.girlguiding.org.uk)
- ▶ details of how to obtain Rainbow wear and other resources from your Girlguiding UK Trading Service depot, mail order or online from www.girlguidingukshop.co.uk. Buying from Girlguiding UK supports guiding locally
- ▶ details of your local Brownie unit(s), and whether it operates a waiting list.

READY FOR RAINBOWS

A new Rainbow receives *Ready for Rainbows* at her first or second meeting. It covers all the important facts and issues a new Rainbow comes across in her first few weeks, such as:

- ▶ the first part of the *Rainbow Story* which introduces Olivia
- ▶ the four Rainbow Jigsaw areas (Look, Learn, Laugh and Love)
- ▶ the guiding family
- ▶ international Rainbows
- ▶ the 'Rainbow Song'
- ▶ what Rainbows wear
- ▶ the Rainbow Promise and what it means
- ▶ the Rainbow Promise Party.

There are also fun activities and things to make and do at home or at Rainbows.

RAINBOW WELCOME BAG

All new Rainbows receive a special Rainbow Welcome Bag at their first or second meeting.

The bag has been specially designed to be fun for Rainbows to use, and it is an easy way to make sure a Rainbow has everything together at the end of every meeting.

You may like to give the Rainbow her bag with *Ready for Rainbows/My Pot of Gold* inside it.

RAINBOW WEAR

Specially-designed Rainbow wear is available that is suitable for all Rainbow activities and occasions. Each Rainbow and her parents should be informed of the entire range of items and the Rainbow should be encouraged and supported in making her own choice.

See also The Guiding Manual.

RAINBOW STORY

The *Rainbow Story* features a character called Olivia. Her story and adventures run through from the day she joins Rainbows to the day she leaves to move to Brownies.

Ready for Rainbows contains the first part of the *Rainbow Story* and highlights some of the activities a Rainbow can do before she makes her Promise.

Each Rainbow Roundabout has a further part of the story where Olivia explores different aspects of the Roundabout's theme.

See 'Rainbow Roundabouts' pages 22–23.

The last part appears in *My Pot of Gold*. Olivia enjoys her Pot of Gold challenge, and prepares to leave Rainbows for Brownies.

MAKING HER PROMISE

As she prepares to make her Promise, each new Rainbow is encouraged to think about what a promise means. Each girl should only make her Promise when she feels ready and happy to do so. She should choose how she would like to make her Promise, and can plan this with a Leader using *Ready for Rainbows*.

See also 'A commitment to a common standard' page 13.

When a girl makes her Promise the whole unit can help make it a special occasion. Everyone saying the Promise together can help the new Rainbow feel less nervous. It is also an opportunity for each Rainbow to think about her own Promise and what it means to her. Some girls prefer to make their Promise on their own in front of everyone, others like to say their Promise with everyone in the unit.

When the Rainbow has made her Promise, she is given her Promise badge and Promise certificate. Some units also choose to give new Rainbows a small gift.

Promise Party

In *Ready for Rainbows* a Rainbow is also asked how she would like to celebrate making her Promise. She should have some small party which can last for all or just part of the meeting.

Not every Rainbow wants to celebrate making her Promise in the same way, so be flexible. Avoid making it any sort of ceremony. When several Rainbows make their Promise together the Promise Party needs to be something that is special for them all.

A Promise Party should not place a financial burden on the unit.

THE RAINBOW EXPERIENCE

During her time as a Rainbow, a girl is expected to experience:

- ▶ taking part in exciting, lively and challenging meetings
- ▶ making her own decisions
- ▶ participating in experiences outside the meeting place
- ▶ contributing to planning unit activities through Rainbow Chat
- ▶ the four areas of the Rainbow Jigsaw (Look, Learn, Laugh and Love)
- ▶ participating in different groupings
- ▶ being recognised and valued as an individual
- ▶ being given opportunities to meet other Rainbow units and other members of Girlguiding UK, such as Brownies, Guides and Senior Section members
- ▶ being rewarded for participating in group activities.

Outdoor activities

Rainbows love the fun of being outside. Encourage your Rainbows to discover the world outside the meeting place.

Outdoor activities do not have to be adventurous. A simple outdoor activity does not have to be planned weeks in advance, it could be a spontaneous decision, for example to play a game outside. The main thing to remember is to have fun. Being outdoors can teach the Rainbows many new things.

When planning any activity that will take you away from your normal unit place, remember to tell your Commissioner and the Rainbows' parents.

Try these ideas during your usual meeting time. Most are inexpensive or even free. Add the Rainbows' and your own ideas as well.

- ▶ Go on a colour walk, a scavenger hunt, star gazing, on a nature trail or for a splash in the puddles.
- ▶ Explore nature, like pond-dipping.
- ▶ Arrange a visit to a local specialist shop to see behind the scenes, like a bakery, or an art, sports or pet shop.
- ▶ Play a game outside the meeting place.
- ▶ Ask your local supermarket to show your group around the store, explain how fresh fruit is stored, how bread is baked on the premises or how the in-store café works.
- ▶ Visit the fire, police or ambulance station. They often have a liaison officer who works with young people.
- ▶ Garden centres may have a play area.
- ▶ Visit your local vet or animal hospital.

Outings

An outing can be as simple as going to the park, but the more challenging you make it, the more fun Rainbows have. It's easier than you think to organise outings and events for Rainbows that everyone enjoys and leave happy memories.

Outing ideas

- ▶ Visit an open farm.
- ▶ Go to the pantomime.
- ▶ Have a splash at your local leisure centre.
See also The Guiding Manual.
- ▶ Your local education authority may have environmental centres suitable for your unit.
- ▶ Historical properties may have planned activity days.
- ▶ If you live close to London you may want to visit ICANDO at CHQ.
- ▶ Around the country there are guiding Training and Activity Centres that offer a range of Rainbow activities. Contact the appropriate centre for details.
- ▶ Visit a local place of interest.

If you want help planning and carrying out a Rainbow outing, ask your Commissioner or Outdoor Team for help.

Their guiding family

There are many ways you can help Rainbows meet other members of their guiding family.

- ▶ Arrange a joint activity with other Rainbow units in your area.
- ▶ Establish links with Brownie units locally and arrange joint activities. This will also help Rainbows as they prepare to move on.
- ▶ Encourage Rainbows to take part in District, Division or County fun days. Not only can Rainbows meet other members of Girlguiding UK, it is also an opportunity for you to gain experience, confidence and knowledge of taking Rainbows on an outing.
- ▶ Ask your local Guide Leaders if any of their Guides would like to be a Rainbow Helper in your unit.

See also 'Moving on' page 21 and The Guiding Handbook page 39.

Games

Rainbow games can be played for fun or to develop a skill. Rainbows can take part individually, in pairs or small teams. Games can be a chance to let off steam or to provide a moment of calm. They all help develop an understanding of fair play and why rules are important.

Promise activities

Each Rainbow will take part in a number of Promise Parties. These are ideal opportunities to encourage every Rainbow to think about the Promise she has made, and to include activities that encourage every Rainbow to think about her Promise.

Community activities

Rainbows love helping other people and being busy so there are many activities they will enjoy that help them to be active members of their community.

- ▶ Visits to or from members of the community, such as a paramedic or local radio presenter.
- ▶ Community action activities, like recycling or planting bulbs.
- ▶ Singing at the local old people's home.
- ▶ Making a scrapbook for a child in hospital.

Arts and creativity

Rainbows love to express themselves in many ways, and you should give them opportunities for imaginative play and being creative. Here are some things that Rainbows enjoy.

- ▶ Mime.
- ▶ Singing.
- ▶ Dancing.
- ▶ Music activities.
- ▶ Making food.
- ▶ Craft.

International activities

Rainbows are aware of many global issues and are keen to learn about people from other countries. It is also a chance to help Rainbows understand that the guiding family stretches around the world and that there are 'Rainbows' everywhere. Explore these themes and ideas with your Rainbows.

- ▶ Clothes worn in other countries.
- ▶ Find out about 'Rainbows' in another country.
- ▶ Endangered animals.
- ▶ Food from around the world.
- ▶ Games from other countries.
- ▶ Collecting for an appeal.
- ▶ International craft ideas.

Remember, international guiding happens every day – not just on World Thinking Day.

Roundabout activities

In a Chat, Rainbows choose activities from a Rainbow Roundabout resource. Most Rainbow units will do one Roundabout every 12 months. Each girl is rewarded for her participation by being given a badge.

See also 'Rainbow Roundabouts' pages 22–23...

Rainbow overnight events

Guiding is all about fun and most Rainbows enjoy a 'sleepover'. They give Rainbows a chance to:

- ▶ get to know each other better
- ▶ get to know their Leaders better
- ▶ increase their confidence
- ▶ gain a sense of independence
- ▶ have lots of fun.

Holding a Rainbow overnight event also gives you a chance to get to know the Rainbows better. There are many benefits from spending longer together than the usual meeting time.

To find out about training for Leaders and qualification requirements see page 24.

Pot of Gold activities

As she prepares to leave, each Rainbow does the Pot of Gold challenge found in *My Pot of Gold*, which is part of the flip/flop book *Ready for Rainbows/My Pot of Gold*. The activities are specially designed to be more challenging for an older Rainbow. They will help to prepare her for Brownies and to celebrate her achievements as a Rainbow.

See also 'Pot of Gold', right.

Rewarding Rainbows

Each Rainbow should be recognised and valued for her progress and achievements. Rainbows like to be:

- ▶ **told when they have done something particularly good or well**
- ▶ **rewarded for completing something, or taking part in an event or activity.**

Sometimes you may want to reward a development over a number of months. At other times it is something you see and want to reward there and then.

Genuine praise

Rainbows respond to genuine praise given by an adult they trust. Leaders should be ready to reward or praise each Rainbow instantly, not a week later when she cannot quite remember what it was for.

Stickers

As well as telling a Rainbow she has done something well, you can use the stickers in your *Rainbow Leaders' Sticker Pack* to reward Rainbows.

Certificate and card

There is also a certificate and a special card Rainbows should receive.

- ▶ **Every Rainbows should receive a Promise certificate at her Promise Party.**
- ▶ **The Pot of Gold card and badge shows that a Rainbow has done her best during her Pot of Gold challenge and is given to each Rainbow at her Pot of Gold Party.**

Roundabout badges

When the unit has completed the four chosen Roundabout activities the Rainbows who took part in all or some of them receive a Roundabout badge to wear on their Rainbow clothes.

Roundabout badges are for participation in the four chosen unit activities and are not for individual achievement.

See also 'Rainbow Roundabouts' pages 22–23.

POT OF GOLD

When a Rainbow reaches about six and a half years old, Leaders should encourage her to think about moving on, hopefully to Brownies. Even though some girls may not have a place waiting for them in a Brownie unit, you should help your Rainbows learn what to expect at Brownies. Each Rainbow should be encouraged to leave Rainbows when she is aged about seven.

A Rainbow challenge

My Pot of Gold contains a new type of activity for the older Rainbow – a challenge. Her Pot of Gold challenge encourages a Rainbow to complete four activities – one from each Rainbow Jigsaw area (Look, Learn, Laugh and Love), and helps her to learn about being a Brownie.

If she does not like any of the activities given she can make up her own. If she takes this option, you need to make sure it is challenging for her and appropriate to that Rainbow Jigsaw area.

During a Rainbow's last few weeks, you should spend some time at each meeting with her helping her complete the challenge activities in *My Pot of Gold*. If there are a number of Rainbows moving on at the same time, this is a good opportunity for the Rainbows to work together as a small group almost like a Brownie Six. Young Leaders and Rainbow Helpers often enjoy looking after this group.

My Pot of Gold

My Pot of Gold contains the important facts and activities a Rainbow needs for her final few weeks, such as:

- ▶ the final part of the *Rainbow Story* and how Olivia moves to Brownies
- ▶ her Pot of Gold challenge
- ▶ details of the Pot of Gold card and badge
- ▶ a reminder of her guiding family
- ▶ what Brownies do
- ▶ planning and having a Pot of Gold Party.

There are also fun activities which can be done at Rainbows or at home.

The book should be used to encourage the older Rainbow to choose her own challenges and to carry them out by herself or with other older Rainbows who will be leaving at the same time.

Pot of Gold Party

When a Rainbow leaves, it is a good opportunity for the whole unit to celebrate her life as a Rainbow and wish her well. It can last all or part of a meeting.

Discuss with each Rainbow the party ideas she has given in *My Pot of Gold* to help her choose what is most suitable for her. If you have a few Rainbows moving on, you must talk with them all to agree what they would all like to do together.

Most importantly, a Pot of Gold Party:

- ▶ **must be planned in consultation with the Rainbow who is leaving and should include things she has chosen to do**
- ▶ **should not be a financial burden to the unit**
- ▶ **includes the Rainbow being given her Pot of Gold card and badge**
- ▶ **must be fun.**

Some of the things that a Rainbow could choose for her Pot of Gold Party include:

- ▶ the theme
- ▶ an activity
- ▶ a game
- ▶ drinks and snacks
- ▶ a special cake
- ▶ her favourite song
- ▶ who she would like to invite.

Many Rainbow units like to end the party with a special 'goodbye'.

Not every Rainbow will want to celebrate leaving Rainbows in the same way, so be flexible. Think about what is right for each individual Rainbow and the situation. Remember, it should be fun.

Card and badge

An important part of the Pot of Gold Party is each Rainbow being given her Pot of Gold card and badge. The badge can be worn on her Brownie clothes. The Pot of Gold card is a special memento. You may also want to give her a photograph of herself at Rainbows which she can keep safe in her Brownie Promise Box.

MOVING ON

Many Rainbows move on to Brownies. Before she goes to Brownies, the Rainbow needs to know what she can expect to happen at a Brownie meeting, and feel comfortable with the idea of joining Brownies. An older Rainbow may be confident at Rainbows, but feel overwhelmed at Brownies.

There are many ways you can help by creating links with Brownie units in your area.

- ▶ Within your District, talk with the Brownie Leaders to establish which units have got spaces.
- ▶ Find out when and where Brownie units meet so you can advise your Rainbows' parents.
- ▶ Involve your Rainbow unit in District and Division events so they are familiar with Brownies from other units and see the kind of activities they do.
- ▶ Establish regular joint Rainbow–Brownie events or activities, perhaps once a term, with units in your area.
- ▶ Encourage Rainbows to visit the Brownie unit with one of your Unit Team so they can see what Brownies is like before they join.
- ▶ Ask some older Brownies, or a Six, to visit your Rainbow meeting with some of their Leaders. If the Brownies can't manage, could the Brownie Leaders still come along?
- ▶ Ask the Brownie Leader if she has got some *Welcome to Brownies* invitations that the older Rainbows can receive.
- ▶ Ask the Brownie Leader if it is possible for a Rainbow to meet her new Brownie Buddy before her first meeting.
- ▶ Ask if your older Rainbows can visit Brownies at their camp or holiday for a couple of hours and take part in an activity.

Do not forget to involve the Rainbow's parents. Tell them about the Brownie meetings and encourage them to support their daughter.

Before sending a *Welcome to Brownies* invitation, the Brownie Leader should contact the parents to avoid any disappointment.

You should pass on to the Brownie Leader the Rainbow's details and records, talk about her likes, dislikes, abilities, interests and progress during her time as a Rainbow.

Waiting lists

Some Brownie units operate a waiting to join list and Rainbows should get their names on the list in good time. Being a Rainbow does not mean that the girl will automatically have a place at Brownies.

See also The Guiding Handbook page 39.

Find out from the Brownie Leaders if there is a waiting list and, if so, how it operates. Make sure Rainbow parents are told when their daughter joins Rainbows.

Talk with your local Brownie Leaders to establish how likely it is that your Rainbows will have a place at Brownies. If it appears unlikely, discuss the issue with your Commissioner and within your District Team. Together plan a recruitment campaign to start a new Brownie unit.

6 MAKING THE RAINBOW JIGSAW WORK

Over the period of a term or a year each Rainbow will have many exciting experiences and activities, such as:

- ▶ **Promise and Pot of Gold parties**
- ▶ **theme evenings**
- ▶ **outdoor fun**
- ▶ **celebrating festivals**
- ▶ **exploring the arts**
- ▶ **community activities – local, global and guiding**
- ▶ **Roundabout activities.**

The main source of ideas for your unit's programme is the Rainbows themselves through the Rainbow Chat. As well as choosing activities from Roundabouts, they have lots of their own ideas and it is important to make sure that they are incorporated into the programme. Some ideas may need to be adapted, or a compromise reached. If the Rainbows' ideas cannot be worked into the programme explain why, don't just ignore the suggestion.

You can also get lots of ideas at trainings, from other Rainbow Leaders, from your District Team, and from County, Country, Region or Girlguiding UK initiatives and resources.

Of course the Unit Team will also have different ideas, so together you should be able to come up with an exciting and varied programme.

Other sources

There are also lots of places to find new ideas, such as:

- ▶ *guiding* magazine
- ▶ www.girlguiding.org.uk
- ▶ books from your local library
- ▶ Girlguiding UK publications – see the *Guiding Essentials* catalogue
- ▶ websites.

OVERALL BALANCE

It is important to ensure there is a good balance of activities in your unit's programme over the course of a year. Use the ideas on page 28 to help you think about the different activities you should see in your unit's programme.

Across your unit's programme you should make sure there is a balance of the four Rainbow Jigsaw areas:

- ▶ **Rainbows Look**
- ▶ **Rainbows Learn**
- ▶ **Rainbows Laugh**
- ▶ **Rainbows Love.**

Many activities cover more than one of these areas.

RAINBOW ROUNDABOUTS

A Rainbow Roundabout is a unit resource that contains activity ideas which support the Rainbow Jigsaw and complement other Rainbow activities.

During a Chat, Rainbows choose four activities from the options given in a Roundabout pack. Each activity should come from a different Rainbow Jigsaw area (Look, Learn, Laugh and Love).

Roundabout badges

The Roundabout badge incorporates the symbols for the four Rainbow Jigsaw areas. The badge is available with a choice of three different border colours (blue, red and yellow). When the Rainbows choose which activities they want to do as a unit, they should also choose as a unit which colour border they are going to have for their badge.

Stickers should also be used as instant rewards for each activity.

- ▶ Roundabout badges are for participation in the four chosen Roundabout activities.
- ▶ A badge should be given to every Rainbow who has taken part in the Roundabout.
- ▶ It is not compulsory for every Rainbow to complete every part of the four Roundabout activities to be given a badge.
- ▶ All Rainbows in the unit should be given the badge at the same time.
- ▶ Each badge can be worn at the same time as other Roundabout badge(s) already gained.
- ▶ Roundabout badges are not individual achievement badges.
- ▶ Rainbows may choose to work for the same or a different colour badge each time they do a different Roundabout.
- ▶ Most units do one Roundabout each year.

Although Rainbows may only get one badge for doing activities from a Roundabout, there is nothing to stop you asking the Rainbows to choose other activities from the resource.

Decision-making and self-governing

Rainbow Roundabouts offer Rainbows opportunities for decision making and self-government.

As a unit they take part in decision making by:

- ▶ choosing which badge colour to work for collectively
- ▶ agreeing which four activities to do as a unit
- ▶ deciding what activity they would like to do first.

See also 'Rainbow Chat' pages 9–11.

They are also putting self-government into action by choosing the content of their own unit's programme.

Balance and variety

Each Roundabout has a range of activities that offers Rainbows a choice across their four Rainbow Jigsaw areas. In the Chat, Rainbows may need support from their Leaders to reach an agreement about which activities they want to try.

Record-keeping

To help Rainbows 'evaluate' the four activities at the end of their Roundabout they should be given a chance to draw or write about what they did. These thoughts can be stored together and be the unit's record of the activities they did. This is done on the large poster that can be displayed, or kept safe for Rainbows to look at during their Pot of Gold challenge.

Apart from this, Roundabouts need no separate record-keeping. It is all right to note the activities along with all the other Rainbow activities in the unit's programme book. All feedback, from both the Rainbows and the Unit Team, will help you with future programme planning.

OUTDOOR ACTIVITIES

Rainbows like to play and discover outdoors, and there are many outdoor activities that Rainbows can try. If you want help finding out more about Rainbow outdoor activities, including organising them and carrying them out, talk with your Commissioner or Outdoor Team for help and training.

RAINBOW SONG

Many Rainbows love singing and the specially written 'Rainbow Song' can be used on any occasion, perhaps a Promise or Pot of Gold party, at the start or end of a meeting, or when meeting with other Rainbows.

See page 29 for the words and music.

OUTINGS

When planning an outing, there are a few things to remember, such as:

- ▶ **adult to child ratios**
- ▶ **appropriate clothing**
- ▶ **how the weather may affect the outing, for example Rainbows may need sun cream and hats, or waterproofs and wellies**
- ▶ **parental permission**
- ▶ **transport.**

It is important that parents and your District Commissioner are aware in advance of all details of any activity:

- ▶ **that takes place outside the normal meeting time**
- or
- ▶ **that will be away from the normal meeting place.**

If you need help in organising an outing, talk with your Commissioner.

RAINBOW OVERNIGHT EVENTS

A Rainbow overnight event should be fun for the Rainbows and their Leaders.

Wherever you hold your Rainbow overnight, it is important that:

- ▶ **it is close to home**
- ▶ **you hold, or are working to gain, the required qualification**
- ▶ **the venue is suitable for an overnight event.**

It may be that your meeting place or a local guiding centre can be used. There are also a number of guiding residential centres around the country that offer suitable accommodation, including Girlguiding UK's Training and Activity Centres. To find one that is both local to you and suitable contact your Outdoor Activities Adviser or Holiday Adviser.

Full guidelines for organising and running a Rainbow overnight can be found in *Rainbow Overnights*.

When organising a Rainbow overnight:

- ▶ **check the rules in *The Guiding Manual***
- ▶ **follow the qualification requirements in Girlguiding UK's Camp and Holiday Scheme**
- ▶ **talk to your Commissioner about local support and training.**

7 THE UNIT TEAM

Although a Rainbow Leader may seem like she has a lot to do, you need to remember you are part of a team. All the Leaders have an important role to play in making the Rainbow Jigsaw happen in your unit.

Your Unit Team could include:

- ▶ all the adult Leaders
- ▶ Young Leaders
- ▶ Unit Helpers
- ▶ Rainbow Helpers
- ▶ other adults who provide regular support.

Everyone should be encouraged to take a full and active part in both planning the unit's programme and leading activities.

Leader names

Rainbows often like to choose special names for each member of the Leader Team. There can be a common theme, or a complete mix of names chosen to suit each individual. Let the Rainbows be creative (though you do have to be happy being called the name in public).

WHAT THE UNIT TEAM DOES

The Leaders are responsible for ensuring that guiding works safely and effectively in their unit.

A team works best when members trust and respect each other and when individuals feel needed and valued. All members of the team should be involved in planning and delivering the Rainbow Jigsaw.

The Unit Team should:

- ▶ plan and run meetings together – each Leader takes responsibility for part of the meeting and all team members are encouraged to contribute their ideas
- ▶ share responsibilities – tasks like organising activity equipment, record keeping, accounts and writing letters can be shared to spread the workload, and occasionally to stretch an individual
- ▶ combine their skills – each team member shares her talents and encourages others to learn new skills
- ▶ evaluate together – there should be an opportunity for discussion after a meeting or event. What went well? What didn't? Could it be improved next time?

Senior Section members

In addition to the adult Leaders, there is also the opportunity for girls and young women to develop their leadership skills within Girlguiding UK. Many gain valuable experience for their own personal development.

Young Leaders are very capable young women with many talents, skills and ideas, and are valued members of the team. It is important you encourage them to be involved in the organisation of the unit, overseeing activities, helping individual Rainbows, keeping records and taking part in planning meetings. By doing so you will help their development and make them feel valued. They may be working on:

- ▶ Young Leader Qualification (Girlguiding UK's leadership scheme for 14- to 16-year-olds)
- ▶ Girlguiding UK's Leadership Qualification: from her 16th birthday, a young woman can start work on the qualification although she cannot receive her warrant card until her 18th birthday.

Senior Section members who are not Young Leaders may want to help for a while as part of the Leadership octant of Look Wider, or the service section of the Duke of Edinburgh's Award Scheme or the Queen's Guide Award.

Rainbow Helpers

Rainbow Helpers are Guides who help with a Rainbow unit on a regular basis, often organising a game or helping individual Rainbows with an activity.

Any Rainbow Helper, Senior Section member or other helper aged under 18 cannot be counted as an adult in the adult to girl ratio.

See also The Guiding Manual pages 23–24.

Unit Helpers

Unit Helpers are adults (female or male) who help with the unit on a regular basis but do not make the Promise or wear uniform.

Other helpers in the unit

There are a variety of adults who can help your unit on a regular or occasional basis. All can bring valuable skills to the team.

Adult helpers

Other adults who support your unit may be:

- ▶ **parents on a rota**
- ▶ **a treasurer**
- ▶ **visitors to the unit such as a local police officer or firefighter.**

Parents and carers have skills and talents they are often willing to share – if asked. Members of your community may have specific expertise. Don't forget to tap these resources. Many people are willing to help, especially on an occasional basis.

Remember that all adults who work directly with Rainbows and other young members of Girlguiding UK should complete Girlguiding UK's recruitment checks. Talk with your Commissioner for advice and help.

A PROGRAMME FOR YOU

The Rainbow Jigsaw is relevant to you as well.

Look

It is an opportunity to look about you to find out more about those you work with, and your local community. You can contribute to helping your environment. Guiding offers the opportunity to travel, even internationally.

Learn

There are many opportunities in guiding to learn new skills and gain experience in activities you may never have thought of doing. It is an opportunity to widen your own horizons, learn about other cultures and extend your knowledge. There are opportunities for training locally and at Girlguiding UK Training and Activity Centres. Many of the skills gained through guiding are valued by employers. In addition you can try your hand at a range of activities at a County event, for example climbing, canoeing or archery.

Laugh

Being a Rainbow Leader should be fun. Make time with the rest of your team to enjoy being part of a Rainbow unit, a guiding District, a member of Girlguiding UK and part of a world organisation. The friendships made through guiding are often life-long.

Love

It is an opportunity to feel valued in your local area, make a positive contribution to your society and your local guiding community. Take time to think what your Promise means to you, and how it benefits you and those around you. Guiding offers many opportunities for personal development and gaining new life skills.

Being a Rainbow Leader will enhance your life!

Your support

If you ever feel you need some support with any aspect of the Rainbow Jigsaw, why not...

- ▶ **speak to other Rainbow Leaders**
- ▶ **chat at a District or Division meeting**
- ▶ **talk with your Commissioner**
- ▶ **contact your Rainbow Adviser**
- ▶ **read *guiding* magazine, especially articles about the Rainbow Jigsaw**
- ▶ **check Girlguiding UK's website (www.girlguiding.org.uk)**
- ▶ **attend a Rainbow training.**

8 RAINBOW MEETING IDEAS

Use these outline plans as a rough guide to how your Rainbow meetings could work.

SHOES

Opening

Activity 1 Compare the different sizes of shoes worn by girls and Leaders.

Activity 2 Who wears these shoes? Cut out pictures of footwear from magazines. Can the Rainbows guess who would wear what?

Activity 3 Get Rainbows to draw round their feet. 'Rainbow Song'

Activity 4 Practise tying shoelaces, using card in the shape of a shoe and laces or string.

Storytime Tell a story about shoes.

Rainbow Chat

Closing

QUEENS

Opening with 'Rainbow Song'

Activity 1 Ask girls to show the pictures of queens they have brought with them.

Rainbow Chat

Activity 2 Make a crown.

Storytime Tell a story about a queen.

Activity 3 Ask girls to act like queens.

Closing

There is a good opportunity at the start of the storytime to talk about Her Majesty The Queen being Girlguiding UK's Patron. She was also a Brownie, Guide and Ranger (Rainbows didn't exist then). Talk with the Rainbows about how the Queen made a promise at her coronation and how they make a Promise too.

FIVE SENSES

Opening Talk about the five senses: touch, taste, smell, sight and hearing.

Activity 1 Play 'Rooms' game: divide the meeting area into five 'rooms'. Show pictures from magazines, girls choose a room.

Rainbow Chat starting with 'Rainbow Song'

Activity 2 Taste a small sweet without one sense, such as using a blindfold, earmuffs, gloves or holding nose.

Activity 3 Make and use yoghurt pot phones.

Closing

INSIDE OUT

Activity 1 Visit the local park to collect leaves, twigs and so on.

Activity 2 Play a running around game.

Return to meeting place

Rainbow Chat

Activity 3 Make a collage with the leaves and twigs collected by the Rainbows. Talk about the shape of leaves.

Sing 'Rainbow Song'

Storytime Read a poem about leaves.

Closing

RAINBOW SONG

Look at the world a - round, Learn eve - ry - thing you can,
Laugh as you go a - long, Love this world of ours. Look, Learn, Laugh, Love,
Rain - bows have be - gun. We're all here now, Come and join the fun.

Words and music: Lesley Pirie and Shirley Bateman