



THE RAINBOW JOURNEY

STEPPING STONE 10 HOLISTIC EDUCATIONAL THERAPY

Contents

What is a ‘Rainbow Journey?’	3
RATIONALE BEHIND THE RAINBOW JOURNEY:	4
PRACTICAL SESSION:	10
THE RAINBOW JOURNEY:	10
BRAIN FUNCTIONS AND METAPHORS FOR THE RAINBOW JOURNEY	24
THE EMOTIONAL BRAIN.....	27
A SIMPLE INTRODUCTION TO COLOUR THERAPY	28
RAINBOW JOURNEY FOLLOW UP - COLOUR THERAPY SESSION.....	30
INTRODUCTION	32
DEVELOPMENT	32
CONSOLIDATION	34
SCIENTIFIC DEVELOPMENTS – BRAINBOWS!.....	34
BRAIN EXERCISES:.....	40
Helping your brain help you!.....	40
Strengthening the left hemisphere: making the details count:	41
Appendix.....	44

What is a 'Rainbow Journey?'

Rainbow Journey is a form of colour therapy. Colour therapy has existed in various formats and disciplines for a long time now. There is shared understanding between colour therapists, but a lot of difference in techniques and methods as to how to administer a colour therapy.

HET's Rainbow journey is no exception. It is "new", but fits into an established theme and it delivers results and what is more – the theory has been validated by some very exciting and leading edge research into neuroscience. This means the science of understanding how our mind / brain work together.



The 'Rainbow Journey' is a guided meditation / relaxation journey that enables the HET practitioner or 'helper', to explore a world of colour and meaning with a young person.

It offers a new understanding into the role of colour therapy and its effectiveness in behavioural management. The approach is underpinned with leading scientific insight into how colour frequencies fire the brain to inform how the brain and body's cells respond. These new discoveries show exciting potential for well being, especially for the behavioural spectrum e.g. ADHD and autism etc.

Its place in Holistic Educational Therapy is two- fold:

Firstly, it provides a therapeutic approach to establishing any signs of imbalance within a child's (or adult's) world and provides an energy (quantum based) remedy, to address that imbalance. This is known as the 'Rainbow drops' or 'Rainbow remedy'.

Secondly, it provides a basis to weave the strands of the other therapeutic approaches used within the HET model. For example, the outcomes of this approach can be cross referenced with the results from the pattern, (explained in Stepping Stone 7) and also Diet and Nutrition (Rainbow Diet- Stepping Stone 4) and growing (Stepping Stone 12).

Originally, the approach to the rainbow journey was designed to be used with specialised sensory equipment in Special Education. However, it differed in one major respect: the 'Rainbow Journey' way of using the equipment related solely to the emotional and behavioural benefits to be derived from this equipment rather than the physical coordination and stimulation benefits with which this type of equipment is traditionally associated. If the HET Helper or practitioner does not have access to this specialist equipment then it is possible to adapt the technique as a template to be used with other art therapy approaches.

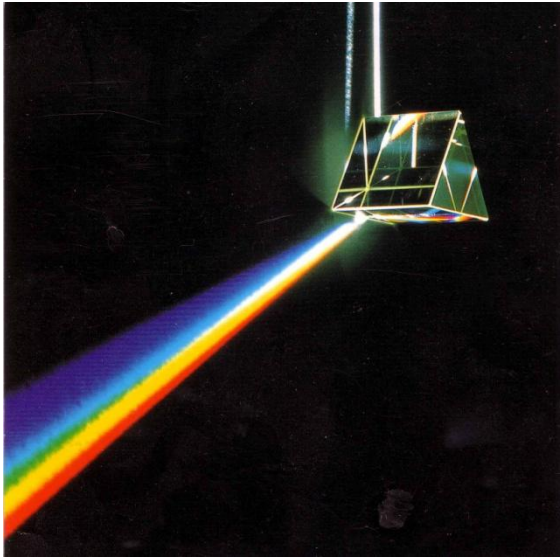
Here is a presentation to explain the background to the rainbow journey:

<http://www.hetwebsite.com/file/cache/linsthings/rainbow/rainbowjourneypresentation.htm>

RATIONALE BEHIND THE RAINBOW JOURNEY:

The Human form is a prism through which the universal light shines – Light is pure energy. As with any other prism it is split into three sides or aspects, the mind, the body and the spirit. This in turns splits the light into different frequencies that are

represented as the colours of the visible spectrum. Just as when white light passes through a prism and forms its rainbow of component colours.



The colours of the rainbow.

Each separate rainbow colour is 'managed' in the human body by energy points. They are like 'transformers', they are known as 'chakras' throughout the body / mind /spirit / system and they work through different layers of the human 'auric' or 'energy' field. Each chakra in turn governs the function and physiology of the body's major organs and endocrine system. The endocrine system is the hormone communication system; these are the body's messengers. It also affects and is affected by our feelings and our thought processes.

When these chakras are vibrant and strong, the system glows in health and well being. When it is flooded with negative thoughts feelings, situations etc, the light is dimmed and that dimming process creates a form of negative stress and eventually dis –ease. It is reflected also in impaired performance aka 'Behavioural Problems'!

Everything in the physical realm absorbs and reflects specific colour frequencies within the visible light spectrum. It is this process that gives our world and our life – colour. That light, from which everything on our planet is dependent, (without it,

plants would not be able to derive energy from sunlight which is so vital to our food chain). It also ignites the mitochondria of our very cells to enable the energy transfer for life to happen. The process is reflected and refracted all around us, in our living world all the while, our world of COLOUR! No wonder it affects us so much - our health, our mood our well being. Even our language!



Colour is perceived by the human eye and the process of this light frequency perception is picked up by specific cells in the eye called rods and cones – these are activated and neurotransmission (viz. how the message is conveyed from one set of nerves to another), is then taken via the optical nerve to the brain. Different areas of the brain are then activated by the response to this colour coded input and transmission 'pathways' call in to play hormonal and physiological communication channels, to produce a well functioning and balanced system.

RETINAL ACTIVATION OF THE COLOUR SPECTRUM ACTIVATES THE BRAIN'S HORMONAL PATHWAYS.

Sadly, as with so many other things today this process is compromised by the impact of modern technological living and man's departure from the natural cycle. Things like electrical lighting, VDUs, TVs, mobile phones, colour processed foods, modern

farming techniques etc. are all going towards compromising the healthy functioning of the system.

By working with the brain, and the body's reception and reaction to colour, it is possible to gain an indication of how these neuron responses and deficiencies are registered within the brain. This is where they govern the function of our body and we can restore the balance, by preparing the frequencies of light / colour needed to put any missing pieces of the colour spectrum jigsaw together for healthy functioning.

At its most simplistic level, we can see this process play out in every day life with an individual's preference for colour (or specific spectrum light frequency). This happens through colour schemes and choice of clothing etc. We all have such colour preferences to balance out any colour deficiencies, in order to flood our system with that colour or 'frequency'. This is the body's way of restoring the full colour spectrum input where there are deficiencies of that colour within the system.



The original research behind the Rainbow Journey was undertaken in a pupil referral unit where I researched HET several years ago. I was fortunate at the time to be donated £10 k worth of sensory equipment for the purpose and of course, the techniques which are included here were researched and evaluated with children presenting some very extreme emotional behaviour.



Later on, I dedicated a studio in my home, to this part of the programme and HET therapists would come to the studio from around the City to bring young people to this facility if they didn't have a sensory room to access for themselves.

Suki Jandhu is a HET practitioner at Dunstall Primary school in Wolverhampton. She is also a HET trainer. One of her case load was so quiet; he would never speak up in class or contribute verbally. On his first visit to the Studio, he went through the rainbow journey. This was on the Thursday. As they left, on the way back to school this young man didn't stop talking. His approach to school totally turned around with him taking a part in the class play for assembly and by the following Monday, his Mom had laughingly asked if he they had got anything to shut this young man up!



Now, I am not saying it makes everyone talkative, it was just how focused exposure to colour helped this young man achieve a breakthrough and this was without any of the follow up activities or colour remedies throughout the following month.

Another little boy came with his Dad; he suffered from eczema all his life and had not had a proper night's sleep since he was born. After his visit to the studio and a Rainbow Journey, he had 6 hours sleep that night which was unheard of!

This approach was very helpful for the research and evaluation of this Stepping Stone in HET, however not everyone, even professionals have got access to £10K worth of equipment in order to do this. So, what we have done is to recreate the rainbow Journey, using this equipment on video for you to follow the same techniques.

One Special Education school that I visited in Taunton had every class room attached with a sensory room. This was achieved by getting parents to donate simple and effective LED lights, disco ball and some improvised curtain liner and black out made from pond liner, Other special effects were achieved with a reclaimed smoke machine and shimmers of fluorescent plastic blowing in a fan. UV light is easily achievable by getting one of those counterfeit note torches, which are really cheap. Using creative approaches – such as the eco 'recycle' project and 'putting out the thought technique' can be fun and you recreate the entire effect without going to hardly any expense at all. Asking the children to help out on this one is great fun and working with parents online to create this stunning 'Disco' effect in a bedroom is another family based Eco - online project which can be posted up on HET website!

HERE IS THE RAINBOW JOURNEY FILM:

<http://youtu.be/kfWDDVf6Vrg>

You can stop and start the film and talk about it. Do whatever feels most comfortable for you and the child. The important thing about this is that you make it relaxing and fun!

If you want to create your own rainbow journey with your own colour experiences, you can find the script for taking a child through the process below:

PRACTICAL SESSION:**THE RAINBOW JOURNEY:**

The young person is made comfortable and taken into a relaxation mode. Grounded, centred and protected space! (See this technique in Willow & His Helpers in the introductory book).

Through talking to the young person, you can take them to an imaginary rainbow door. You can use this as an imaginative response – get them to visualise a rainbow door (or if you have a photo of a rainbow put it on a real door and ask them to choose a colour from it to physically take them through)– choose a colour. Record that colour on the sheet provided.

Show them the film of the Crystal City (or if you have a real crystal that you can use – you can stand it on a LED light based lamp and just allow the colours to flow through it.) Whilst they are watching the colours in the crystal City, you are asking them to choose just one of the colours which is the key to take them on to the next part of the journey. At this stage you can also ask them if they can see any images or shapes in the crystal , adopting the same technique that you would use for Universal Frequency Therapy in the breaking negative patterns work (Stepping Stone 7). This part of the process is working with the right hemisphere of the brain and with the subconscious or psychological colour ‘diet’. Record the colour that is chosen on the sheet provided.

The next part of the Rainbow Journey is to watch the Rainbow tunnel – choose ONE colour (red, green, blue, yellow). Record that colour on the sheet provided.

Take them onto the magic Rainbow Carpet, Studded with a myriad of rainbow stars it will lift you and take you to the centre of the Crystal Rainbow City - choose a coloured star - Record that colour on the sheet provided.

At the next stage of the journey, they are taken to the rainbow fountain, where they can bathe in a flow of healing light. When they are ready, they can tell you which colour is their key to the next part of the journey. Record this information on the sheet provided.

Next take them into the crystal cave, the revolving mirror ball is a rainbow moon, reflecting rainbow moonbeams around the cave as it moves night into day in the crystal city, (Allow each moonbeam to flow through you, relaxing, you each moonbeam colour brings new insights and understanding and healing as it flows into you and as it flows through you and away from you it takes any worries or bad thoughts away from you). Choose the colour that helps you feel best project desired colour - Record that colour on the sheet provided.

Allow the child to bathe on the shore of the Rainbow Lake, stare through the ripples which are forming gentle patterns across the water's surface. They will see a movement of colours and shapes as beautiful water creatures visit them and bring special gifts that they need right now (– you can ask them what these gifts are about). Allow them to choose a colour, close their eyes and say all the things that the colour makes them feel, think or remember. Write these down. Record that colour on the sheet provided.

When the film is over, make sure your client is well grounded (you can bring them on a mind journey back along the tunnel –saying goodbye to the crystal rainbow city and knowing they can always go back there now they know their way around – then bring through the door again and close it behind them) – A good way of grounding is to drink a glass of water, or to move around.

See additional activities below – for further follow up.

NOW:

From your recording sheet – choose the predominate colour favoured, Prepare a 'Rainbow Drops Remedy' by taking one of the rainbow colour pilules and adding it to a vodka / water based solution (1:4) and take 1 drop x 3 daily.

The most favoured colour is the first choice to be made up. However if there is approximately the same number of choices for other colours, then up to three rainbow remedies can be made up separately.

Prepare a list of preferred colour foods with the child that they can eat and help them record this in their dietary programme.



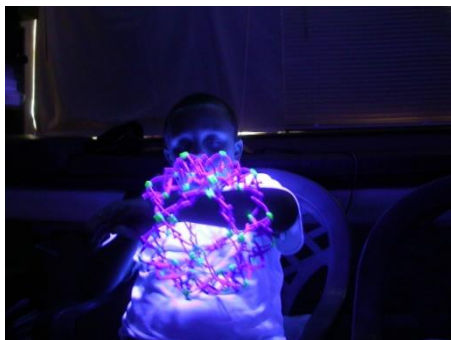
Discuss with the child other ways in which they can bring that colour into their lives – favourite clothes, cushions, stationery etc.

NOTE:

For children who are exhibiting signs of hyperactive type behaviours, there is an additional exercise. The pineal gland is sensitive to light frequency in much the same way as a light sensor on a street light is activated by the amount of light that falls

upon it, to act as a trigger to switch on. For these ADHD children, it goes beyond the colour spectrum frequency and is activated by the morning and the evening light in different ways. Morning light is high in Ultra violet frequency. Evening light is higher in infra red frequency. This is why our garden looks so different at different times of the day. This is also why plants respond differently to different times of the day (e.g. Evening primrose plant).

Now UV triggers the production of serotonin – this is a brain chemical which gives us feel good factor – enthusiasm – get up and go for the day ahead. Children exhibiting ADHD symptoms have the mental equivalent of their foot stuck on the accelerator and their brain cycles are way up in the 28 cycle per second rate. Well exceeding the speed limit!



The natural cycle throughout the day, takes us towards the infra red range of the spectrum which activates the melatonin production. This is what helps us relax, unwind and prepare for a good nights sleep. All of this impacts on the autonomic nervous system. This is the body's system to help us balance activity and relaxation and everything we do consciously, like taking a walk and unconsciously, like remembering to breathe.

An activity with these children is to sit in UV light for UV play for between 5 – 10 minutes.

Also to follow up with UV rainbow remedy in the morning + IR rainbow remedy in the evening and Core Issue ADHD formula 3 times daily.

RECORDING SHEET:**NAME:****DATE:**

STAGE OF RAINBOW JOURNEY	COLOUR KEY FROM PRACTICAL SESSION + notes
Rainbow door	
Crystal city	
Tunnel	
Magic carpet	
Rainbow fountain	
Crystal cave / Mirror globe	
Colour movement in rainbow lake	

ANALYSIS GRID:

RED	ORANGE	YELLOW	GREEN	BLUE	INDIGO	VIOLET

ULTRA VIOLET		INFRA RED	
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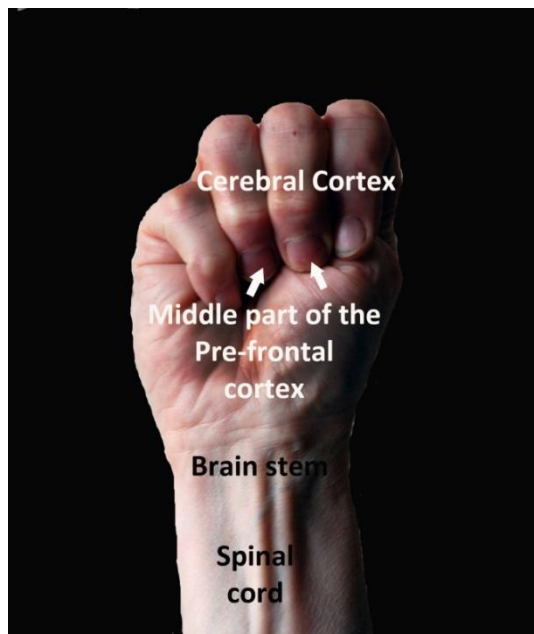
So, we know all this works..... but WHY? And HOW?

First of all, a simple look at how the brain works:

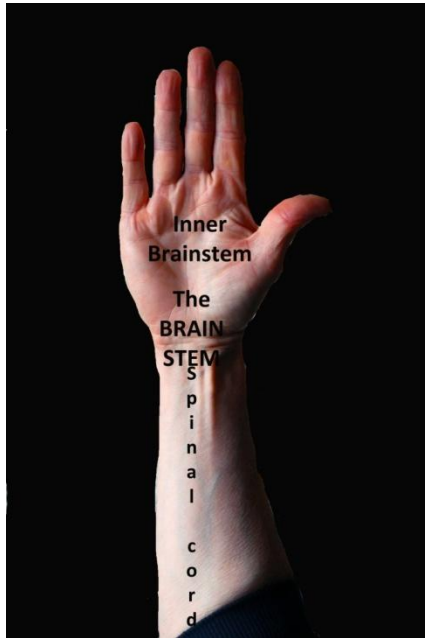
Here is a very simplified insight into how the brain actually works. You will need an understanding of this to see how simple and effective this part of HET is in helping to support some of the reasons underpinning behavioural issues.

Using our hand as a model, we can see the way the brain has evolved to the shape it has become:

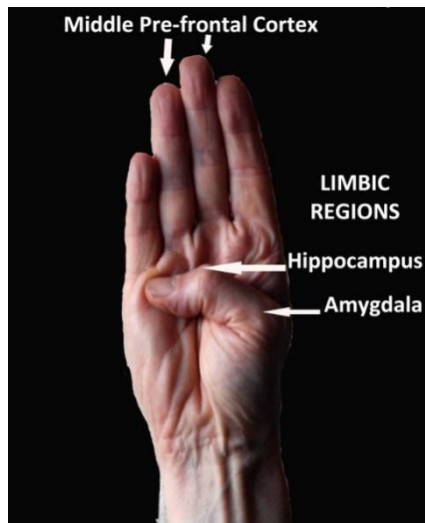
Imagine that someone's face is the front of their knuckles; the back of the head is towards the back of your hand. The wrist represents the spinal cord. This rises along your backbone and basically your brain rests on top of this so it can transmit messages backwards and forwards for the rest of your body to respond to.



If you lift your fingers up and raise your thumb you'll see your palm which represents a person's inner brainstem.



Place your thumb back down and you'll see that area represented as the LIMBIC area.



Now curl your fingers back over the top again and the CORTEX is in place.



These 3 regions: the limbic area, the brainstem and the cortex are three layers which have developed over the course of time and evolution.

Well you may ask, what has that got to do with your child's behaviour?

Quite a lot as it turns out because when your child is having a 'melt down' they are accessing different parts of the brain and bypassing the bit of the brain that governs and controls higher behaviours.

Let's see how that works...

The 3 layer brain is also divided into 2 halves (like mirror images of one another). So for nerve messages to transmit properly they must link across both hemispheres over the brain.

The Brainstem:

This first formed millions of years ago and is also known as the 'Reptilian' brain. This part of the brain receives input from the rest of the body and sends messages back down again. Its job is important because it regulates all the basic functions of the body e.g. regulating the heart and lungs. It also controls our states of arousal for example whether we are feeling hungry or full up, sexual arousal, whether we are awake or asleep. As such it also shapes the energy areas of the brain above it. For

example, we talked in the Introduction to HET: How to manage behaviour problems through the HET journey, about an example of a little girl. She watched an argument between her parents and witnessed an act of violence. It is the brainstem that works with this fight or flight response at times of perceived danger. At this point the brainstem liaises with both the limbic and Cortex areas of the brain, to evaluate the situation. Do we summon up our energy to fight or to run away or do we freeze in to a state of helplessness? Whatever the outcomes of that brain negotiation, the brainstem 'decides'! When we are in survival mode – there is little time for negotiation, everything rides on our levels of being ready to react appropriately. The main job description for our brainstem is 'Mr Motivator!' – It helps us to satisfy our basic needs such as for food, shelter, reproduction and safety. When we feel the drive to behave in a certain way, we can see the partnership between the brainstem and the next level of command in the brain – the Limbic System.

The Limbic System: this is represented in our simple model by the folded thumb. It arrived on the scene with small mammals about two hundred million years ago. This is why it is sometimes referred to as the 'Mammalian brain'. As mentioned above it works with the brainstem to regulate our basic drives but it also plays another important role – our emotions!!! Remember Stepping Stone 3??

The limbic centre monitors our current experiences through feeling states and associates them with a sense of meaning (Stepping Stones 6 + 7). It all boils down to the question of "Is this good or is it bad?" and referencing it all, through that 'Mind Body filing cabinet of experience' that we spoke of in the introductory book.

It also plays an instrumental part in how we form relationships with one another. Think about how we keep different types of pets. Reptilian ones for example do not form an attachment to you but mammalian ones like cats, dogs or pigs like Daisy, for example do form bonds and attachments to you. The brain hardwires us to one another through the Limbic System.

Part of how this works is through an important regulatory role, through something called the 'Hypothalamus' this is the control centre for our hormones. And we all know what havoc they can cause particularly when it comes to adolescent behaviours! Supported by the pituitary gland, the hypothalamus sends and receives hormones to the rest of the body. Hormones are the body's messengers. They have

a hotline to our sexual organs (what was I saying about teenage behaviour?) And also our adrenal glands, which are linked to what is perceived as stress levels. This is done through a body messenger called Cortisol, which is very helpful should we need to fight or run but sometimes when we perceive stress too often in long term overwhelming situations, then the Cortisol levels build up. What are perceived as traumatic experiences then trigger the Limbic System into over reacting, in even minor stress situations and this can lead to major trauma reactions. Does this sound familiar in dealing with some of these challenging behaviours in young people? The key is in adopting soothing strategies that can assist in calming down the Limbic System and rebalancing the emotions that trigger the stress reaction.

There is help at hand! It is possible to bring on board some of the higher aspects of the brain here which override the stress perceptions! The 'Amygdala' is an almond shaped cluster of neurons that lies at the side of the Limbic System and the Hippocampus. It plays an important part in the fear response. It is a bit like an automatic pilot and in a situation that is perceived dangerous; it will override everything else to put life saving reactions in place. Sometimes it may cause us to do things that we might later regret too! Does this all sound familiar? Can you see how all this brain hard wiring is behind a lot of the behavioural challenges in young people?

Enter the Cortex! This evolved with the arrival of the primates and especially human beings, (the 'New Mammalian Brain' or 'Neocortex'). The wiring in the Cortex is at a higher level than just the basic instincts and the emotions. It builds up models of experience that define our personal worlds (Stepping Stone 6 & 7). The frontal Cortex is concerned with ideas and concepts, it focuses on the ability to think about thinking.



Going back to the hand model, the front of your hand is the frontal cortex and the back of your hand represents the posterior cortex. This extends from your second knuckle down to the back of your hand. This is divided into three lobes the occipital, the parietal and the temporal lobes. Generally this is what makes maps of your world of perceptions and experiences. It creates that 'mind body filing cabinet' model that we spoke of earlier.

As we move from the back of the hand towards the front, we find located there the part of the brain, the motor strip, responsible for controlling our muscles, learning how to use tools etc. Moving forward a bit more is the pre-motor strip, the part responsible for planning our movements, enabling us to interact with the environment. As we move forward now to the pre frontal cortex, which is represented by our first knuckles to our finger tips, we are in the highest levels of our brain's evolution.

At this point we can begin to understand the wiring behind some young people's behaviour. For us to become aware of our feelings and then come to understand them, we need to link the sub cortical emotions to our cortex.

Enter the Hippocampus! This 'sea horse' shaped cluster of neurons sorts all the pieces together and like a central communication hub in a computer network, it links the different departments of the brain together. This integration of the neural firing patterns from around the brain converts our moment to moment experiences into memories that are ready to be 'filed and indexed'.



This important connector starts to develop in early age and continues to grow making new connections throughout life. You can begin to see here, why those early childhood experiences anchor in so many emotions and that behaviour patterns are triggered by so many sensory experiences later on in life. The older we get the more this vital piece of brain equipment weaves together our 'tapestries', (see HET Introductory book). It transfers our emotional and perceptual memories into factual and autographical recollections, laying down the foundation for the way we create, believe, perceive and experience our life journey.

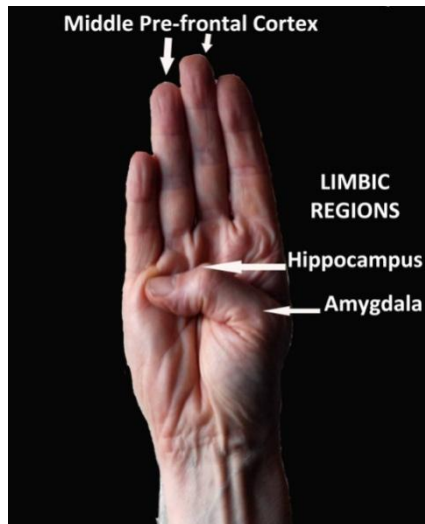
How effective this is in sparking higher levels of behavioural understanding and control depends on developing certain links with the cortex or higher brain.

Moving forward along our hand model again, if you now focus your attention on the outer two finger tips. These represent the side - cortex. This generates conscious focus of attention. It puts things in the front of you mind (often this is linking in with visual recall activity from the occipital lobe).

Now, focusing attention onto the middle two finger nails and you understand the location of the middle prefrontal cortex. If you lift your fingers up and put them back again, you can see that this part of the brain connects to everything else. They rest on top of the 'Limbic,' thumb as well as touching the brainstem palm and the side cortex fingers.

In lifting your fingers up in this hand model you will see how the disconnection causes young people to “Lose it!” and how we can support this brain ‘wiring’ and ‘firing’ process.

When a behavioural meltdown occurs, it is toxic for the young person concerned and everyone around them. It is possible to reduce the negative impact on relationships and reduce the frequency and intensity of when meltdowns happen.



In a meltdown, the emotional larva erupts from a volcanic, fiery, Limbic Centre. In our model, we can see this is just below the middle prefrontal cortex. All kinds of factors might be firing data at this part of the brain, e.g. hunger, lack of sleep, the significance of when a similar event happened before and so on. This middle prefrontal cortex whose job it is to calm down the emotionally reactive limbic System and the reptilian brain impulses and drives, is unable to regulate all the energy being stirred up from the other brain departments. It is unable to put out the ‘fire’ as the brain’s coordination and balance disrupted.

So, how do we put a ‘fire- fighting’ mechanism in place to deal with situations like this?

Well the good news is that the middle prefrontal cortex has its own fire extinguisher that it can pour over the process in order put out the fire and to restore calm. It produces a ‘fire extinguishing’ chemical which is called GABA (or Gamma amino

butyric acid). This is the brain's mechanism for overriding the lower emotional and basic instinct drives.

The bad news is that teenagers may not be producing enough GABA to calm down what is going on in the brains. This process of higher brain function tends to mature in the mid 20s. However through a process known as 'Neuroplasticity' (the shaping that new and positive experience has on how the brain is wired to deal with previous experiences), the brain can be encouraged to produce more GABA and higher reasoning intervention through the process of endorphin production. Endorphins are those brain chemicals that send out the 'feel good' messages. Research has shown that feeling good through helping others, increases this affect. ARKs... Acts of Random Kindness are a passport into this process! Encouraging young people to engage in Acts of Random kindness is a way into helping their brains override some of the destructive responses.

Here is a film of how Daisy does ARKs:

<http://youtu.be/bCPJXTbGj64>

These links expand on how the process helps:

<http://hetwebsite.com/Daisy>

<http://www.hetwebsite.com/ruby/>

A recent study published in 'The journal of Neuroscience' shows that life stress, such as failure to bond with the mother just after birth for example, can have a lifelong impact on Genes which contain DNA (which is the body's programming data), and the production of GABA.

Researchers have found evidence that experiences can alter the form and structure of DNA, an effect known as epigenetics. Because these changes affect genes, events early in life have the potential to make a lasting impact on behaviour and health.

Differences in a mother's attention affect the *GAD1* gene, which controls the production of GABA. Some of these concepts are explored in more depth in Stepping Stone 11 – The Amino Codes.

Through this simplified introduction into how the brain works and how its 'wiring and firing' affects behaviours in young people, you will be able to see the significance of light and colour. In the last 20 or so years of scientific research it has become known that the cells in the body containing banks of DNA knowledge, not only absorb light but that they also emit it. Colours are the children of light. Not only do pathways of colour map their way via neurotransmissions across the brain at phenomenal rates but they actively communicate coherently with every single cell in the body.

We have over one hundred billion neurons and an average of ten thousand synaptic connections linking one neuron to others; we have trillions of connections within our brains. These synaptic linkages are created by both genes and by experience. Experience shapes new connections among neurons by how genes are activated, proteins produced, and interconnections established within our spider-web like neural system.

This is all mobilized by the bands of colour that come together to create light information.

Now we have the science available that has underpinned millennia of colour therapy

BRAIN FUNCTIONS AND METAPHORS FOR THE RAINBOW JOURNEY

As mentioned above the brain is divided into two hemispheres by a band of nerves called the corpus callosum. This acts as a bridge and sometimes in the case of autistic spectrum disorders there is a misfiring of nerve impulses over the bridge.

This equates to the tunnel journey (described above in rainbow journey)... it takes us into the operational centres...where we start the journey. The colour bands across this bridge are a bit like traffic directors to ensure that everything is going the right way to where it should be!

The hemispheres serve different functions: The right hemisphere serves the left side of the body and is the home of creativity. The left hemisphere controls the body's right side and rational thought.

The right hemisphere is activated and works subconsciously and the left brain accesses the sensory / physical activity and works consciously.

Each hemisphere is made up of four lobes named after the overlying bones of the skull.

- Conscious thought occurs in the frontal lobe.
- The Parietal lobe interprets and coordinates sensory signals.
- The occipital lobe controls vision.
- Sound is interpreted by the temporal lobe

When the brain perceives a threat fed back through the sensory data, the limbic centre activates the autonomic nervous system which activates certain behaviours, or patterns (see the Amino codes in Stepping Stone 11) and physiological changes. This involves the hippocampus, amygdala and hypothalamus and pituitary gland. This centre is represented by the lake.

The visual cortex deals with neural events such as light entering the eye and hitting the retina and stimulating neurons to fire. This produces coded messages that the brain can understand. All sensory input through sound, taste, smell, touch and visual is carried to the brain via pineal circuits which are like internal intranet systems for transferring data to the different departments of the brain and this equates to sitting in the Rainbow cave.

Consciousness can be defined as arousal and attention. Attention specific behaviour which is directed towards an object or a task is the function of the cerebral cortex. Arousal seems to be the function of activity located in the brain stem. This equates to the fountain flow



Spatial memory runs through the hippocampus and the thalamus, emotional memory on the Amygdala, long term memory is in the cortex. This again equates to crystal cave and globe.

The pineal gland acts like a crystal and breaks light energy frequencies into bands which are distributed to the other control centres of the brain via pineal circuits and brain hormones which inform the endocrine system. This is represented by the magic carpet ride.

The pineal gland was originally believed to be a "vestigial remnant" of a larger organ. It was only after the 1960s that scientists discovered that the pineal gland is responsible for the production of melatonin, which is regulated in a circadian (daily) rhythm. Melatonin is a derivative of the amino acid tryptophan, which also has other functions in the Central Nervous System. The production of melatonin by the pineal gland is stimulated by darkness.

The pineal gland is large in children, but shrinks at puberty. It appears to play a major role in sexual development, hibernation in animals, metabolism, and seasonal breeding. The abundant melatonin levels in children are believed to inhibit sexual development. When puberty arrives, melatonin production is reduced and this often

presents itself as disturbed sleeping patterns in adolescence. This also doesn't help behavioural issues!

Ok, so we can now see where a lot of HET is coming together within the understanding behind Rainbow journey – Diet, Amino Acid codes, The pattern, Universal frequency ... what about the Bach Remedies?

WHERE DO THE EMOTIONS PLAY A PART IN ALL OF THIS?

THE EMOTIONAL BRAIN

Scientists have agreed in recent years that there are seven basic emotions: joy; surprise; anger; fear; sadness, contempt and disgust. These emotions are manifest in different facial expressions. However there are other emotions that have several means of expression. Jealousy for example, is clearly an emotional state of being, but it isn't always detectable from someone's face. It can also lead to different behaviours; a jealous person may attack his rival, make peace, or pity himself. It can be said that jealousy is the combination of our 'somatic' reaction i.e. basic emotions such as anger, sadness and fear and our cognitive interpretation, or appraisal, of the personal and social context of this situation.

Plutchik's wheel of emotions explains how emotions can combine to create other emotions. Some emotions are primary, while others are secondary. Secondary emotions such as disappointment are the product of two or more primary emotions such as surprise and sadness.

Hmmm..... Getting the picture?

OK – SO WHAT DOES COLOUR HAVE TO DO WITH IT ALL?

A SIMPLE INTRODUCTION TO COLOUR THERAPY

Colour is the tiny visible portion of the vast spectrum of electromagnetic energy that is one of the four fundamental forces of the universe. Light functions at the sub atomic (quantum) level of matter as well as filling the whole of space (as background microwave radiation – an echo of the big bang of cosmic creation). All life on Earth is dependent on the nutritious energy of light from the sun, which is conveniently stripped of dangerous levels of ultra violet radiation by the Earth's atmosphere. Light as bio-photons, is also working within the body's cells as communication, and outside to infuse the body's auric energy field.

An individual's life and psychology is symbolically related to colours and the colours that occur in the auric energy field. They may be "Seeing red," or "Feeling blue," rather literally. You may be in 'the dark' (depressed) or fired with enthusiasm, 'a bright spark'. Growing spiritual awareness and positive personal development is linked with pale hues and the golden white light that unifies everything and all colours represents the unity or Source of All. Advanced techniques in science have now proved that everything is connected by this coherent field.

Modern medicine deploys specific colours in the treatment of several illnesses, such as migraine, cancer, neonatal jaundice and dyslexia. Colour therapy or healing is very broad in its applicability as it aims to treat the energetic causes of illness.

It is readily combinable with other therapy techniques. Early research into the efficacy of colour was conducted by Goethe, then Babitt, Rudolph Steiner and Ghadiali and more recently by Theo Gimbel, Vicky wall, Max Luescher, Mikhhael Aivanhov, Faber Birren et al. The most well known colour systems include colour

therapy and light therapy, colourpuncture, Aura Soma and Light Boxes for Seasonal Affective Disorder (SAD).

Children of all ages are very responsive to colour and interestingly in the most part have very little choice in selecting the colours they have to work with. Very often , for example younger children have their clothes chosen for them to put on the morning, denying them the choice of what best supports the way they are feeling that day, they have clothes bought for them or have 'hand me downs' etc. and don't get to choose their own colours. Also research has been conducted into the choice and use of colours in the children's environment. For example in a school in America, half of it was decorated in a very harsh vibrant yellow green décor and the other half, in subdued pastel green. The number of behaviour incidents were logged in each half of the school and recorded. There were significantly less incidents occurred in the pastel end than the vibrant end and the incidents recorded were less serious!

It is always helpful for children to be given as much colour choice as possible on a daily basis, e.g. which colour chair or cushion they choose to sit on, and which colour stationery they prefer to use. This will probably change on a daily basis for each child.

The FOLLOW UP exercises undertaken in the RAINBOW JOURNEY are twofold:

Firstly, to allow the children to sense the effects that colour has on them and this can be helpful for future working with the child.

Secondly, to allow the child to work with colour in the 'pattern' exercise from Stepping Stone 7, which allows them to express their own particular learning / personality profile and this can be extremely beneficial in preparing future project based / curriculum access tasks and activities to suit that individual child's own unique learning style.

HERE ARE SOME SUGGESTIONS:**RAINBOW JOURNEY FOLLOW UP - COLOUR THERAPY SESSION**

There are many different examples of good colour therapy charts that demonstrate how popular this therapy approach has become in recent years. Generally speaking the colours relate not only to different emotions but can also to different organs and functions of the body as well as specific health conditions. Colour was discussed in the Introductory HET book 'How to Manage Problem Behaviour in Children through the HET Journey'. Here is a very brief overview of what we covered in Chapter 7.

RED - can be to do with survival, anger, or sexual issues

ORANGE - can be to do with creative issues or reproduction

YELLOW - can be to do with our beliefs, thinking patterns or our relationship to ourselves

GREEN - to do with healing in our lives, forgiveness, love

BLUE - to do with communication issues

INDIGO - to do with our vision, our perspective or how we see things

VIOLET - to do with our personal growth and understanding - our spirituality

WHITE - To do with what we are attracting and reflecting around us

BLACK - to do with what we are hiding or absorbing from others

PINK to do with un-conditionality, especially love.

More specific details are available in 'The Pattern' in Stepping Stone 7.

AIMS OF THE FOLLOW UP SESSION:

To provide an opportunity for children to explore colour in different ways and to establish how individual children respond to individual colours.

OBJECTIVES

To use senses other than visual senses in experiencing the effect that colour has on people.

To enable children to become more aware of the impact that colour has on their lives and the way they feel.

To undertake an exercise in which children can express their own personality profile and adapt this to specific learning approaches on an individual basis.

EQUIPMENT:

Colour lamp

Choice of different colour chairs or cushions to sit on (work with basic rainbow colours)

Fun blind folds (not frightening image here, this should be introduced like a party game e.g. blind man's bluff!)

Colour cards (These can be made and laminated or a selection of paint choice colour cards from the local DIY can be just as effective)

Selection of different colour foods (optional)

Selection of felt pens and crayons

Copies of 'The Pattern'

INTRODUCTION

Children are invited upon entering the room, to select their own colour seating (it's a good idea to have several of the same colour to avoid fights / arguments at the beginning of the session!)

Children can talk about how they use colour in their lives, for example – what is their favourite colour? What colour clothes are they wearing? Does the group make a rainbow – get them to stand or sit in sequence. Which colours make them feel happy / sad? What colour is their bedroom? Do they like that colour? Would they like to change the colour if so to what?

Play the rainbow game:

Take the different colours of the rainbow (Red, Orange, Yellow, Green, Blue, Indigo, Violet) and think of the name of a flower for each colour? A different food for each colour? A song with the name of a colour in the title? A name that's also a colour? What football teams match the rainbow? Think of a saying that is about a colour e.g. 'Seeing red... Green with envy... in the pink.... Feeling blue....' etc. Try and devise your own games which will suit the age level and ability of the children.

DEVELOPMENT

Exercise 1: Blind man's Bluff. The children work in pairs and each child is given a pretty blindfold. Scarves are excellent for this. Let them practice putting them on and off each other and making sure that their partner cannot 'cheat'.

Optional: Have to hand a selection of rainbow fruits (and or veg. - healthy food only please!) cut up and ready on plate for each pair – these should be representative of

each colour e.g. strawberries, cherries, tomatoes, oranges, peaches, apricots, pineapples, bananas, green grapes, gooseberries, avocado, kiwi fruits, passion fruits, purple grapes, blackberries, blueberries, aubergines, dates, plums, prunes etc.

With one child wearing the blindfold, the other child chooses – without saying which – a sample of food and puts it into the blindfold' child's mouth – they then have to guess the food AND THE COLOUR!!!

NB. Please make sure that there are no allergies or drastic dislikes to any of the foods beforehand and make note!!!

EXERCISE 2 - Using the same principle let the blindfolded child guess the colour of the cards which their partner randomly selects and puts into their hands – let them feel the colour and their partner keeps score.

EXERCISE 3 – Each child puts on a blindfold and the room is darkened
(Please tell the children beforehand what is going to happen and make sure that they all feel comfortable with this activity – if there is anyone who is frightened of the dark, please ensure that they 'help' the session in another way e.g. switching the lights on and off the lamp or writing down the results etc.

When the children are ready switch one colour bulb on the lamp only and ask them questions such as – Does this feel a warm or cold colour? A happy or sad colour? Does it bring you any mind pictures? Thoughts? Memories etc. Does it say anything to you? Where in your body can you feel the colour?
(Check chart to correlate) What colour do you think this might be?

Repeat this with each separate bulb in turn – do not necessarily follow the rainbow sequence in turn as they will try and guess and can pre-empt the experience.

CONSOLIDATION

EXERCISE 4 – Explain to the children they are going to undertake colouring in a pattern – there is no right way or no wrong way to do it! They go about it any way they like. This information is available in full from Stepping Stone 7:

http://www.amazon.co.uk/Overcome-Negative-Behaviour-behaviour-ebook/dp/B008E8SJ1C/ref=la_B007QV1N8Y_1_2?ie=UTF8&qid=1365342202&sr=1-2

Each child chooses 2 colours only from the selection of pens or felt tips.

Follow the instructions given in the pattern exercise sheets.

Keep observational notes on how each child is going about this

Allow the children to see each other's pattern afterwards and tell them how different and unique and special they all are. You may like to give them a simple explanation as to what this tells us about them.

FOLLOW UP:

Prepare a learning profile for each child on the basis of what they have presented through their pattern. Design an assignment or project for each of them on the basis of the outcome. Monitor the success / outcome of their approaching the tasks in this way.

Always have a go at doing this exercise for yourself first!

SCIENTIFIC DEVELOPMENTS – BRAINBOWS!

The Following article was taken from this magazine and created great interest at the end of 2007:



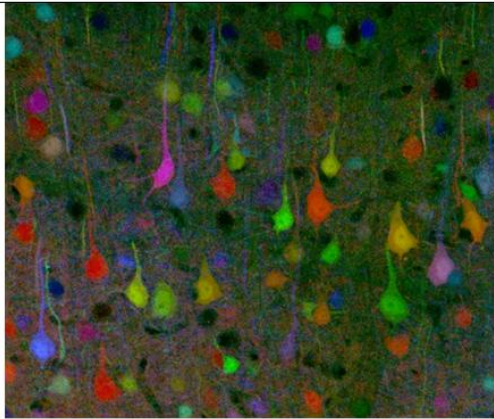
“Leading edge neuroscience has now taken the colour gene from coral and the luminescence gene from jelly fish and used it in a technique called transgenic mutation i.e. have placed it in mice to study the wiring of the brain. This bio luminescence colours the nerve cells of the brain and as such enables the neuron pathway to be followed from the axon, synapse and dendrite receptor cells – this heralds the way to understanding conditions such as autism, ADHD and bipolar conditions amongst others.

The technique is achieved by shining a fluorescent light on the cells which absorb the gene within their own protein structure. Each nerve cell has a unique colour, this is a bit like a monitor with three prime colours RGB. The way it interacts within the cell provides a rainbow spectrum of colour. In the pathways of connection with neighbouring cells this provides a palette of hue, tone and colour. The technique is the ultimate in complex wiring charts.”

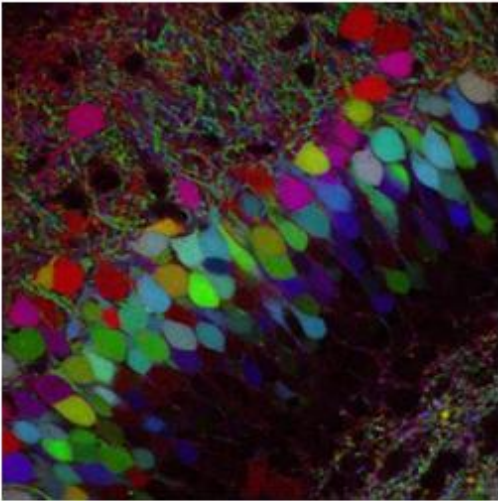
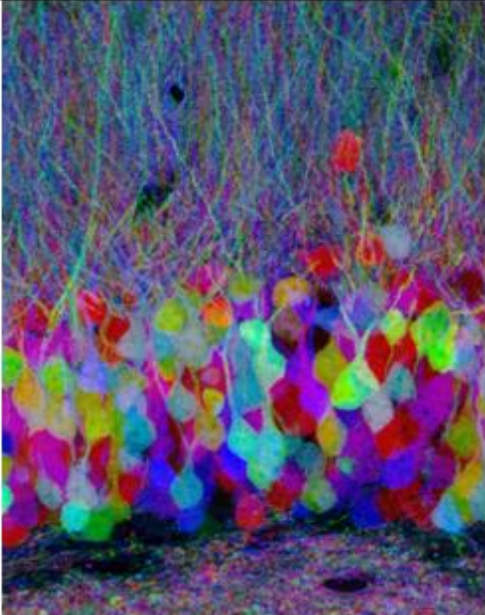
This whole new area of BRAINBOW science backs up the results we have been achieving in HET via the Amino Acid codes and Rainbow Journey.

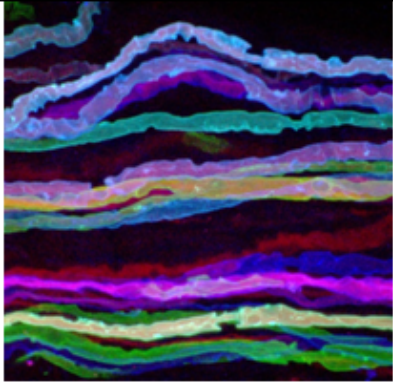
Here are some of the scientific pictures that have been produced with this technique of using dyes to colour neuronets and proteins – **A whole RAINBOW JOURNEY!**

Citing further research that goes alongside these stunning photographs now available from the internet:



Take a genetically-engineered mouse and add colour. That is what Jeffrey Lichtman, Jean Livet, and Joshua Sanes have done. Start by inserting genes that turn neurons fluorescent hues of yellow, red and cyan. Then add some more DNA that randomly expresses those three genes. Presto, rainbow brains.

	<p>As a Harvard Scientific journal reports, “By activating multiple fluorescent proteins in neurons, neuroscientists at Harvard University are imaging the brain and nervous system as never before, rendering their cells in a riotous spray of colours dubbed a ‘Brainbow.’ This technique... allows researchers to tag neurons with roughly 90 distinct colours, a huge leap over the mere handful of shades possible with current fluorescent labelling.”</p>
	<p>So many colours in something as complex and elegant as a neuron produce striking images, and I have included many here. These images also permit the study of fields of neurons, from the life course of one neuron to the patterns of connections between neurons. Hence the emerging field of “Connectomics” which “attempts to physically map the tangle of neural circuits that collect, process, and archive information in the nervous system.”</p>

	<p>Lichtman's images appear in two publications. Harvard Magazine features his work, along with five other Harvard scientists, in this month's feature article, Shedding Light on Life: Advances in Optical Microscopy Reveal Biological Processes as They Unfold (see link below). The magazine also provides an online collection of short video clips called Lights! Microscopes! Action! Across the Charles River, MIT's Technology Review features Lichtman's work as one of its Ten Emerging Technologies of 2008, complete with an accompanying video featuring Lichtman.</p>
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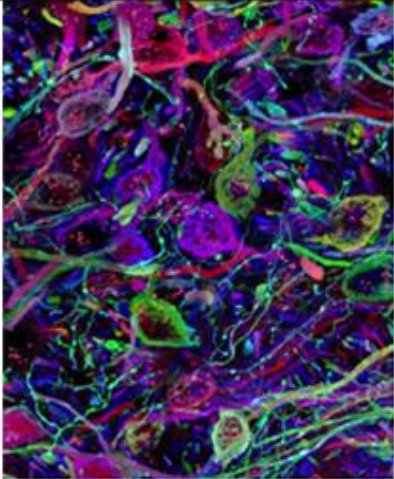
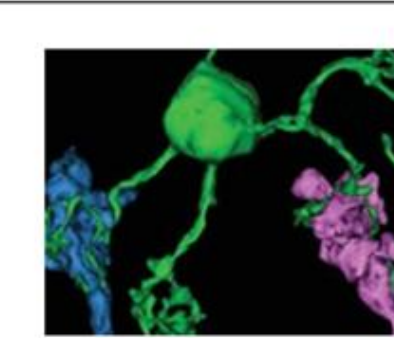
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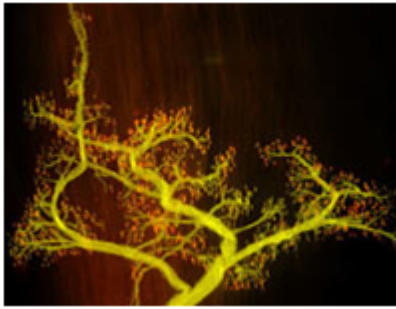
[Shedding Light on Life: Advances in Optical Microscopy Reveal Biological Processes as They Unfold](#)

[Lights! Microscopes! Action!](#)

[Lichtman's work](#)

[accompanying video](#)

	<p>How does the wiring of the brain work? What happens when things go awry? The combination of new approaches to imaging, molecular biology, and computational analysis offer us up new maps. As Lichtman describes in the MIT video, he is like the explorers of old, discovering new lands never before seen. (Don't worry, he also quotes Yogi Berra, "You can observe a lot by watching.")</p>
	<p>Lichtman tells us, "We don't normally think of nerve cells as living organisms, but in fact, they are alive. They just happen to be living inside your brain. But they all have to survive, and to do so, they have to compete with each other for resources."</p>



There's a war going on inside our bodies, early in life. The combatants are motor nerve cells, the strangely branched bodies that carry nerve signals from our brains to our muscles and that are responsible for all our movements, from a sprint across a field to the tiniest twitch of a finger. The prize is the muscle fibres they are struggling to control. Each nerve cell sends out multiply-branched fingers called axons that contact many muscle fibres, which are also in contact with axons from other nerve cells.

And a battle ensues. The different nerve endings compete back and forth until one is the victor and becomes the conduit for messages from the brain to that particular bit of muscle. In the meantime, the battle leaves us pretty helpless.

BRAIN EXERCISES:

Helping your brain help you!

In Stepping Stone 5 (Physical Holistic Exercise Workout PHEW), we saw how exercising could help balance brain chemistry.

When you are doing these exercises with your child, you can combine them to focus on colour to help coordinate the different compartments of the brain. Here are some examples:

Strengthening the left hemisphere: making the details count:

When you go out for a walk, jog or to do green exercise... Plan some details to focus on – to look out for record either at the time or to make a mental note of and go through them on return.

A strong left hemisphere gives you the ability to view a project, a problem, or a situation in an up-close, detailed, and linear way. In order to do so, it requires being able to get very involved in what you are doing, temporarily not paying explicit immediate attention to anything else in your life that may have to get done.

Make lists.

One method of getting into the details is to outline what must be done. Converting something that seems like a giant, singular task into a series of smaller, bite-size chunks is an excellent way to not only engage one's left hemisphere, but also to overcome apparently impossible hurdles. It is important to remember that projects do not get done by themselves, but rather through slow and bit-by-bit progress, getting through what must be done. This is an ideal process for planting out or preparing land for seeding or planting or even cooking a meal (see Eco Therapy Projects in Stepping Stone 12)

Learn to consciously relax.

If your goal is to change the way you use your mind, then you are necessarily going to have to change the way you use your entire body. Before trying to get anything done, get yourself into a comfortable but unfamiliar frame of mind by doing something different with your body. Go for a walk, water some plants, make tea, do some exercise — anything that involves moving your body, and not just sitting and stewing over what you have to accomplish. Design a colour plan, this works well with children on the autistic spectrum – How many red things can see on the way? What are they? etc. Visualise colours whilst receiving a Hopi Ear treatment or a massage? Which ones float across your mind's eye at the time? Etc.

While working, continue checking in with your body's relative level of tension or relaxation. A tense body leads to a tense mind, and a tense mind thinks in its old ways — how it is used to thinking. Verbalisation after long periods of silence can also snap you out of your familiar patterns — go someplace where you can stretch your mouth, vocal chords, and body, and stretch on out. The more physically flexible you focus upon being, the more mental flexibility you will find yourself capable of. Divide the day into colour zones and carry out a different relaxation routine associated with each zone.

Pay attention to details.

While out walking — to the car, the bus, school or what have you — be sure to notice the details surrounding you. Where are you? The left hemisphere is all about details and linear thinking. Connect yourself to your immediate environment; are there flowers growing nearby? Is anyone walking their dog? Are other people smiling? There are many other things going on in the world while you are lost in thought or concerned about the next thing you have to do. Talk about these things together. Give them colour coded categories — look out for red cars for example or people wearing blue etc

Another way to focus your mind upon details is to engage in mental gymnastics, such as trying to think of every prime number between 1 and 100 (1, 2, 3, 5, 7, 11...). Such a process will get you to pay attention to the minute details since the focus of such an exercise is upon each and every individual number between 1 and 100.

Alternately, you could recite the alphabet backwards, or count to 20 by adding 2 to each number and then subtracting 1, all the way (1, 3, 2, 4, 3, 5, 4, 6...). These sorts of mental exercises take familiar sequences of information — numbers, letters or what have you - and have you relate to them in an unfamiliar way, thereby ensuring that you see each element as distinct and individual. This is a great activity to do whilst you are exercising it — but how about working with colour numbers as well — what numbers do you see whilst you are out together and what colour are they?

Change your immediate environment.

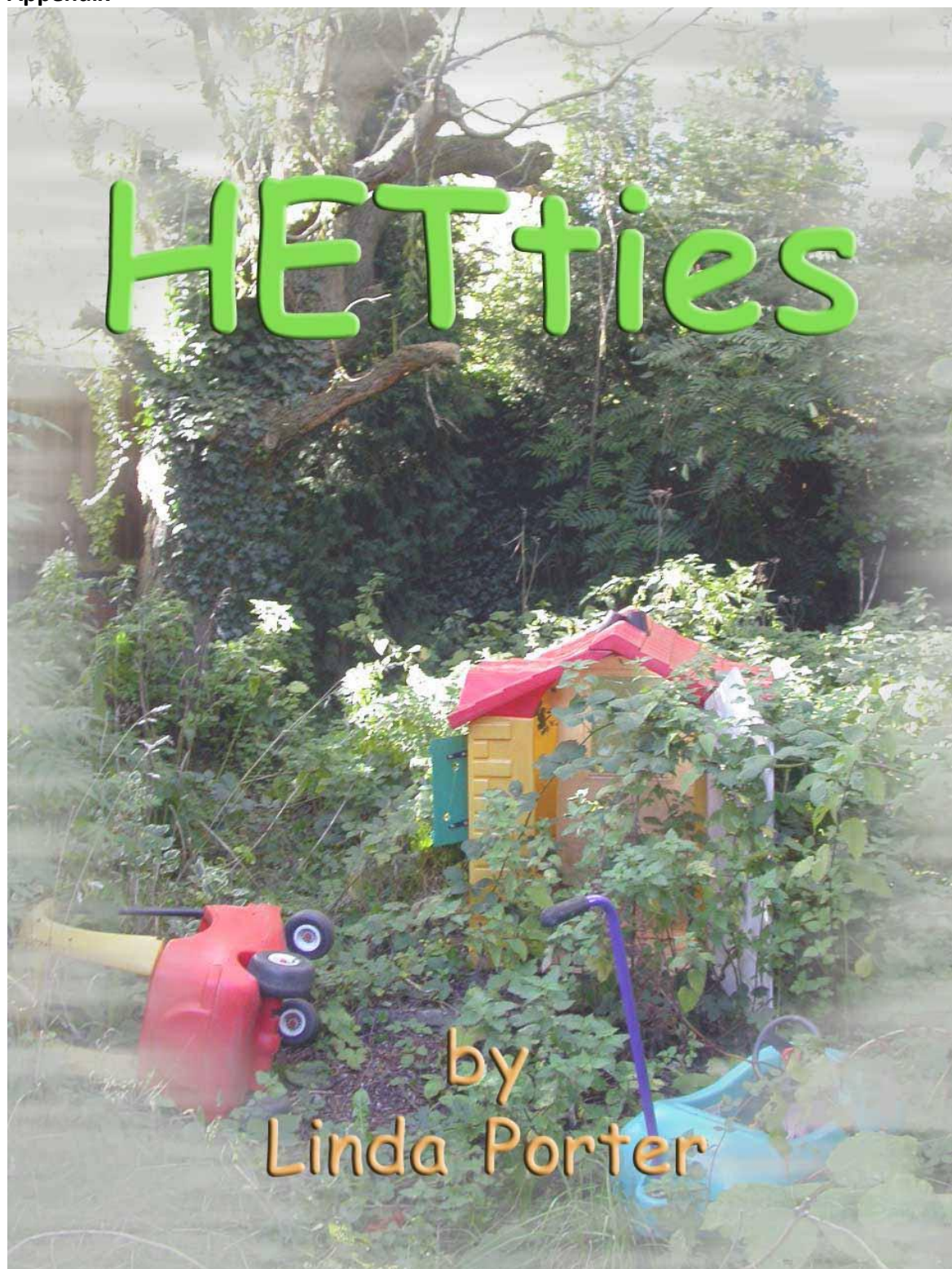
Another way of focusing upon details is changing something in your immediate

environment. If you do school work together from home, rearrange the room where you work. When your child works elsewhere, agree a plan with the teacher for them to try to beautify their workspace with little details that makes your child feel at ease. Take in flowers or plants or something else that your child finds calming and enjoyable. Try and create a full rainbow spectrum around them in any working space they are in. You may not know it, but work and living space hugely affects the way you do things. Changing where you are offers you and your child the opportunity to change how you think, as your mind will not have its familiar environment to cue it into its old ways of doing things.

Your world is made up of a wide variety of tiny, not-so-insignificant details. Strengthening the left hemisphere is all about focusing upon these details

The next section of this book, in the APPENDIX, includes the corresponding chapter from HETties, the children's book for HET. It is included below for you to start working with this part of the programme with a young person as soon as possible.

Appendix



Chapter 13: STEPPING STONE 10

The chill out zone: Sight – the Rainbow Journey

When you worked with core issue formulas, you were looking at things that were stuck inside the core of that which is – you! One of these, Core Issue Formula 10 was about rainbows. This formula is about finding the pot of gold at the end of the rainbow. Many people believe that finding something of great value lies outside of themselves. In fact the opposite is true. When we start to value ourselves and appreciate who we are and the things that we do, we become more successful and we achieve and accomplish loads more!!

Some young people lose sight of valuing who they are because they have been criticised or in trouble for behaving badly, when often they cannot help themselves. When this happens they can lose ‘valuing’ themselves. This is called ‘self esteem’. They find it difficult to take praise or compliments and sometimes they can rip up or ruin good pieces of work because they don’t value the things that they produce. This may even go as far as hurting themselves in some extreme cases.



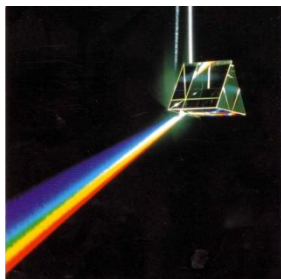
The pot of gold at the end of the rainbow is found in the heart. In accepting and loving one’s self. It is in appreciating our achievements and achieving a sense of pride in who we are and what we do. If you have needed to take this remedy then you have opened the door to the rainbow journey when you discover the effects that colour can have on your life.

Whether or not you have taken Core Issue Formula number 10, then you will find out in this stepping stone, which colours you do need to balance your life.

To start with, let's look at what rainbows do. Firstly, we see them on rainy days and when the sun is shining at the same time. This tells us a lot about the way we are feeling – when we are feeling dark and weepy – a 'rainy day' feeling, or bright and happy, a 'sunny day' feeling – they are all defined by colour and light. Sunlight makes everything seem brighter and more vibrant, cloud and rain, darkens everything, so what happens when a rainbow is made?

Sunlight includes every colour we can see. This is called a 'colour spectrum' with violets and blues at one end and oranges and reds at the other end. The rainbow spectrum includes: red, orange, yellow, green, blue, indigo and violet. Remember the old saying to help remember this "Richard Of York Gave Battle In Vain."

You cannot touch a rainbow and for you to be able to see it, the sun must be shining, behind you, and there must be some water drops in the air in front of you. The sunlight shines into the water drops, which do the same job that a prism does when it bends the light into its spectrum of separate colours.



It is the way the light is bent when it enters the raindrop that causes it to appear as different colours, when it is reflected off the back of the raindrop and bends again on the way out. Each droplet reflects only one colour of light, so it takes many water drops to make a rainbow. It is the angle at which the light is bent, that gives the rainbow its circular shape

So this takes us to the next question – what is colour?

The world around us reflects the colours of the rainbow back to us.

When light hits an object, it will take in some of the colour bands or wavelengths within the light and then reflect back other wavelengths of the light. It is this reflection back to us that we see as colour. This is detected by little signal receivers in our eyes called 'rods and cones' which pass all the visual information on to our brain to make sense of.

Our eyes are the sensory receptors for this light. At the back of the eye is a screen called the retina and this takes all the information projected onto it, along to the brain by something called the optic nerve. The brain then has to work with all the information. Along the journey, it passes through a gland that acts like a crystal prism. It looks like a crystal pine cone and is called the pineal gland. It is sometimes referred to as the 'third eye', because it looks just like another eye. When the light journey reaches the pineal, it creates rainbows and each colour carries information to different parts of the brain which responds by sending messages back to each and every cell in our body (and there are trillions of them)! This helps all the different parts of our body to work together. It works a little bit like Bluray DVDs that you watch films on. This is where a blue ray laser light is used to read information from a particular colour wave band in light because it holds so much more data.

Sometimes the pathways that the rainbow colour bands take can be blocked, just like traffic gets delayed in the rush hour! Then, they have to find other ways round. So some of the light colours get delayed on their journey and this affects how we think and feel and do things. It is a little bit like not having a proper food in our diet. Our body and emotions don't work properly then. So, we need a good balance of colour to feel better. When the rainbow pathways are blocked we get a shortage of that colour and we need to experience more of it to balance things for us. It explains why some days we prefer to wear different colours. This is all part of something called 'colour therapy'.



Rainbow journey is a colour therapy, which helps you to find out what colours you need more of right now and to help you balance the rainbow pathways.

To do this you are going on a rainbow journey and your HET helper will help you.

You are going to watch a short film in different sections, which takes you on a journey to a crystal city and there you will visit different parts of the crystal city. At each part of the journey you will need to choose a colour and that is the key to take you onto the next part of the journey. After you have experienced the different parts of the crystal city and come out of the journey, you can work out which colour keys appear the most and this is the colour that you need to use as much as possible for the next 4 weeks. This means wearing, the colour, using the colour like with pens, paints, crayons and paper, sitting on the coloured cushion or even with a light bulb that colour and your HET helper can help too by making up some 'Rainbow Drops' of that colour.

Here are the different stages of the journey.

Firstly you or your HET helper may have a special crystal that you can put over a 'rainbow' light box and you can find the different areas in the city yourself before

you watch the film. If you do you can still find the colour keys to take you to the next part of the journey. If not, you can watch this at the beginning of the film.

Just like when you did the 'willow and the helpers journey' you will need to relax yourself. You should have plenty of practice at that by now.

THE RAINBOW JOURNEY:

The first step is towards the rainbow door. Choose a colour from the rainbow that will take you through it. Tell your HET helper what that colour is and they will write it down for you.

The next part of the Rainbow Journey is to travel through the Rainbow tunnel – choose ONE colour to take you to the other end

Now onto the magic Rainbow Carpet, Studded with a myriad of rainbow stars. "It will lift you and take you to the centre of the Crystal Rainbow City - choose a coloured star"

At the next stage of the journey, you are taken to the rainbow fountain, where you can bathe in a flow of healing light. When you are ready, which colour is your key to the next part of the journey?

Next stop is the crystal cave, the revolving mirror ball is a rainbow moon, reflecting rainbow moonbeams around the cave as it moves night into day in the crystal city, (Allow each moonbeam to flow through you, relaxing, you each moonbeam colour brings new insights and understanding and healing as it flows into you and as it flows through you and away from you, it takes any worries or bad thoughts away from you). Choose the colour that helps you feel best. Later on you can use that colour as a lamp bulb and talk about different things that are associated with that colour so you can really bathe in the colour.

Now on to bathe on the shore of the Rainbow Lake, stare through the ripples which are forming gentle patterns across the water's surface. You will see a movement of colours and shapes as beautiful water creatures visit them and bring special gifts that you need right now (– you can ask them what these gifts are). Choose a colour, close your eyes and say all the things that the colour makes you feel, think or remember).

When the mind journey or the film is over, you can journey back along the tunnel – saying goodbye to the crystal rainbow city and knowing you can always go back there now they know your way around – then back through the door again and close it behind you – A good way idea now is to drink a glass of water, or to move around.

Your HET helper will be able to do some follow up work with you and your colours to help you balance your colour diet.

Now here is the link to the film:

<http://youtu.be/kfWDDVf6Vrg>

SPECIAL MISSION:

Earn a HET token. Some HETTIES have a go at making their own rainbow room with colours. Post to our website how you went about doing this and we will email your HET helper a 'Rainbow' token to put towards your treasure chest.

