

# Religion in Life for Girl Scouts

## Younger Girls

A Program for Unitarian Universalist Junior or Cadette Girl Scouts

### Introduction

In this program, you will learn more about your own Unitarian Universalist faith and values. The program helps you to think about what the Girl Scout Law means and how the values of Girl Scouting relate to your religion. The program is organized into 12 parts, one for each of the 10 parts of the Girl Scout law, plus a beginning part and a concluding part. Each part of the program has a few requirements to fulfill.

Each requirement has three parts:

**EXPLORE:** asks you to do a little exercise or find out something (research). For example, you might need to ask someone questions (an interview) or look up something in a book or on the internet. There are web links and hints here to guide you to resources, but it is okay if you use other sources for your research.

**THINK:** asks you to think and to answer questions about what you have learned or experienced.

**EXPRESS:** gives you lots of options for showing what you learned and what you think about what you learned. You get to choose how to express yourself! For

example, if you are asked to “explain” or “describe” or “list,” you could express yourself in many different ways:

- write a paragraph or list in a journal
- make a video or audio recording of your thoughts
- draw a picture
- make a computer graphic or poster
- compose a song
- create a photo or other collage
- perform a skit or role play
- write a list
- make a sculpture
- share your thoughts in a conversation with someone else (for example, a friend, family member, or your advisor)

Some girls like to collect their expressions in one place (such a notebook, folder, electronic folder, or box) so they can share them later.

Remember, whichever method of expression you choose, you don’t have to do it perfectly—this is not a school assignment. You also don’t have to have a super clear and definite answer for every question; it’s okay to hold a few different ideas at once, to have questions that lead to other questions, and to form your ideas as you express them. You can choose your method based on what you’re most comfortable with, what you enjoy the most, what you’d like to try, what fits a particular requirement well, or what fits your situation at the moment (for example, if you’re on a long car trip without a notebook, you might want to do a requirement by talking it out with the others in the car). Also, you don’t have to use the same method all the time, and you don’t have to do something different every time either. It’s up to you!

Use the Religion in Life Requirements Checklist (found on the Introduction to the [Religion in Life for Younger Girls](#) section of the website) to keep track of your progress. You can keep track on your computer or other electronic device or print a paper copy of the form and keep it in a safe place. You can also print out the paper version of the program and use the checkbox before each requirement as a check-off box and/or to scribble in dates as you plan.

### My Promise, My Faith

Girl Scouts of the USA has a program called [My Promise, My Faith](#) with a pin that can be earned each year by a Girl Scout. Girl Scouts of the USA encourages you to do your own religion's program (Religion in Life) alongside the My Promise, My Faith program. Sometimes you may complete a requirement for Religion in Life for Girl Scouts that can *also* meet one of the requirements for My Promise, My Faith. It is fine to take "credit" in both programs. The Religion in Life for Girl Scouts program points out places where this is likely to be the case. Watch for "My Promise, My Faith" buttons on the program pages.

## **Religion in Life for Younger Girls**

### **Frequently Asked Questions (FAQ)**

**What if I am not sure what a requirement means?** If when you read a requirement, it seems to mean a couple different things- one really hard that will take hours to do and the other more reasonable and quicker to accomplish, interpret it the more reasonable way! Ask your program advisor for help in making this decision; they have the final say on how to interpret a requirement.

**What if I cannot do a particular requirement because of my circumstances?** You may find that you need to adjust a requirement because of your learning differences, learning preferences, ability differences, or other circumstances. That's fine! If you find yourself not just working but *struggling*, be sure to talk to your program advisor about how the requirements should be interpreted or adjusted so you can get the most out of the Religion in Life for Girl Scouts program.

### **What if I've already done a particular requirement?**

As long as you completed a particular requirement at your current Girl Scouting level (i.e. Junior or Cadette) and the requirement is basically equivalent in content and in spirit, then count it as "done"! You might find that you have just done the Explore part in your religious education program or as part of something you learned at school; if so, count that part as "done" and move on to the Think and Express sections. If you are not sure whether you've completed a requirement (or part of it) somewhere else, be sure to ask your program advisor, your parent or caretaker, or the Director of Religious

Education at your congregation. The UUA's online religious education materials can be helpful in figuring this out; you can search [Tapestry of Faith](#) programs.

**If I work with others on this program, are there ways we can share the “work” of the requirements?**

Yes! Although you will all need to Explore AND Think AND Express for every requirement, you can often share the Explore and Express tasks. For instance, you can split up the research tasks and share your findings to complete the Explore part of the requirement. You can also do tasks together (for example, join together for a field trip OR be a greeter team at Sunday services). There isn't really a way of by-passing individual work for the Think sections, but thinking out loud together can make that activity more fun. As for the Express sections, you can do that through group conversations, collaborate on group art projects, or perform skits together.

**Is it OK to work online? Must I be able to work online?**

Although you will likely want look at the online program materials as you begin the program, you don't have to stay stuck to the computer! You may wish to download the program and to keep track of your progress on an electronic device or computer. You may prefer to print out the paper version of the program to use as your working copy, then go back to the computer now and again to do web research or click on the embedded links. You don't have to have access to the internet to get information; print resources and people are also good sources of information.

## **What if my family is not part of a Unitarian Universalist congregation?**

Many of the Religion in Life for Girl Scouts requirements make reference to connecting with people in your congregation, but those requirements can be adapted to your situation. If you are doing this program with a group at a friend's congregation, of course you can use that congregation as “your” congregation. You can also [find a congregation](#) close to you, contact the minister and/or director of religious education, and have them point you toward resources in the congregation. Another possibility is the [Church of the Larger Fellowship \(CLF\)](#), a worldwide Unitarian Universalist congregation without walls, that you can adopt as “yours” if you don’t already consider it your congregation. **Note:** Even if you are part of a local congregation, you are welcome to use the resources of the Church of the Larger Fellowship and the CLF’s online sanctuary, [Quest for Meaning](#). Both websites have great material for all ages, and Quest for Meaning has live Sunday services you can attend online. You can also combine the CLF resources with face-to-face, telephone, or other live contact with individual Unitarian Universalists you already know, including people in your own family.

## **How does the UUA’s Religion in Life for Girl Scouts recognition program relate to GSUSA’s My Promise, My Faith pin program?**

The relationship between the UUA’s Religion in Life for Girl Scouts religious recognition program and GSUSA’s My Promise, My Faith pin program is found [here](#).

### **What if I'm not a Girl Scout?**

You do not need to be a registered Girl Scout or a member of a Girl Scout group or troop to complete the Religion in Life for Girl Scouts program, although it will likely be more meaningful to you if you are a Girl Scout. The Younger Girl program is based on the Girl Scout Law, and the values and ideas expressed in the Girl Scout Law overlap with Unitarian Universalist values. Some requirements may refer to Girl Scout experience and heritage, so you may learn something new about Girl Scouting while completing them.

### **What if a link takes me to a Unitarian Universalist religious education page with more activities on it; must I complete those also?**

Through this program, you'll find links to stories and other materials on the UUA's website. Some of these links will help you find, for example, a story you need for your Religion in Life for Girl Scouts program, which was originally included in materials for religious education teachers. If you follow a link and find a new page that includes activities for a religious education class, you don't have to do the religious education activities to earn the Religion in Life emblem.

## Religion in Life for Younger Girls

### Ready? Set. Go!

#### I will do my best to be ...

The Girl Scout Law is made up of guidelines to live by that help us relate to other people and the world around us in positive ways. The Girl Scout Law can be called an “ethical code,” because many parts of the law include moral values, or ideas of right and wrong. When you say the last phrase in the Girl Scout Promise, “...to live by the Girl Scout Law,” you promise to try to live by this set of guidelines.

#### □ B.1 Do Your Best

##### EXPLORE:

Back in 1917, Girl Scouting’s National Secretary, a man named Montague Gammon, wanted to drop the word “try” from the Girl Scout Promise, which would commit a girl to *a/ways* living by the Girl Scout Law. Founder Juliette Low corrected him in a note, writing that “no girl should promise definitely a thing she *may* not be able to live up to; ‘to try to do it’ is all we ask of her.” Juliette Low understood that some things beyond a girl’s control might prevent a girl from fully succeeding when she tries to serve and help others. She also understood that the first step in following the Promise and Law are for the girl to *try*, and to do *her* best. In past years, Girl Scouts and Girl Guides might remind each other, “DYB, DYB, DYB!” which sounds like “dib, dib, dib” and stands for “do your best.”

THINK:

What does it mean to do your best? How is doing your best different from “being perfect”? What does it mean to do *your* best instead of someone else’s best?

EXPRESS:

Describe a time when you did your best. How did you feel?

□ B.2 Creeds

EXPLORE:

Look up the word “creed” in a dictionary. Unitarian Universalists have no creed which they must accept. Instead, UUs hold many different beliefs about God, life, death, and other important topics, and they are allowed to change their beliefs when their experiences and thoughts lead them to a different view. Read a pamphlet, an article, or a book on UU beliefs. Ask your advisor or other adult any questions you have about what you read. **HINT:** you might find several pamphlets near the front door of a UU congregation’s meeting place; you can also read pamphlets online through the [UUA’s Bookstore](#) by using “pamphlet” as a keyword (not a title) in the search box.

The text of all [UUA pamphlets](#) can be found online.

THINK:

Which of the UU beliefs described in your reading do you agree with? Which are confusing or unclear? Which beliefs are most and least meaningful to you? What else do you believe? Is the Girl Scout Law *like* a creed? Why or why not?

EXPRESS:

Make a list of some of your own beliefs or use music, art, poetry or another creative means to express some of your beliefs. Your beliefs might include some of the UU beliefs you read about. They might also include other beliefs that do not appear in your reading.

## Religion in Life for Younger Girls

### Girl Scout Law 1: Honest and Fair

#### □ 1.1 Honesty and Fairness

Choose A, B, or C.

#### CHOICE A

##### EXPLORE:

What does “honest” mean? Look the word up in a dictionary.

##### THINK:

Think of a time when honesty or dishonesty was very important either in your life or in a story you know. Why did being honest or dishonest matter?

##### EXPRESS:

Illustrate the story for kids or tell the story to someone orally. As part of your telling, say why honesty is important.

The children’s book *Jamaica’s Find* by Juanita Havill explores what happens when a young girl is dishonest by remaining silent. Find it at your public or congregational library.

*MY PROMISE, MY FAITH INTERSECTION: If you do your My Promise, My Faith program about “honest and fair,” you can adapt your Express activity to meet requirement #4.*

## CHOICE B

### EXPLORE:

What does “honest” mean? Look the word up in a dictionary.

### THINK:

Make up a story in which a girl your age must make a decision about honesty.

Why did being honest or dishonest matter?

### EXPRESS:

Tell the story you made up through writing, speaking, a skit, or a picture.

## CHOICE C

### EXPLORE:

What do we mean by “fair”? Think about a time when someone was unfair to you—perhaps by changing the rules in the middle of a game, dividing a dessert unequally, or blaming you when it wasn’t your fault? Now, can you remember a time when you were unfair to someone else?

### THINK:

What are some reasons that people treat other people unfairly? What are some ways we try to make sure things are fair—for example, in sports, education, or contests?

## EXPRESS:

Describe one of your experiences with unfairness and tell whether you might handle the situation differently now. Express yourself by writing about your experience and/or sharing it out loud with others. You might even decide to tell about your experience through creating a poem or song.

### □ 1.2 Fairness to Groups of People

## EXPLORE:

Prejudice is when you judge people before knowing them because of some characteristic they have or category of people they belong to, such as being black, lesbian, female, overweight, or poor. Discrimination is when people are treated unfairly because they belong to a certain category or have a certain characteristic. Racism, sexism, heterosexism and classism are specific kinds of discrimination. Find out what your congregation does to fight prejudice and discrimination, including racism, sexism, heterosexism, and classism.

### *Definitions:*

Racism is discrimination based on the color of a person's skin.

Sexism is discrimination because a person is female.

Heterosexism is discrimination because a person has a romantic interest in another of the same gender.

Classism is discrimination against people who are poor.

Interview someone in your congregation, your family, or your community who is involved in fighting some form of discrimination or prejudice; ask about their experiences with discrimination and working to end it.

*MY PROMISE, MY FAITH INTERSECTION: If you do your My Promise, My Faith program about “honest and fair,” you can adapt this Explore activity to meet requirement #2 by choosing to interview a woman.*

THINK:

Have you ever experienced or witnessed discrimination anywhere? How do your religious education, worship services, and/or other religious activities work to include everyone and be fair to them?

EXPRESS:

Describe what you can do to help fight discrimination and prejudice.

□ 1.3 The Golden Rule

EXPLORE:

The “Golden Rule” is an idea of fairness found in many religions and cultures. Have you ever learned the Golden Rule? Read these various versions of the [Golden Rule](#) from different places and religions.

THINK:

Which version(s) do you like best?

## EXPRESS:

Make a story, picture, poem, or skit that shows what the “Golden Rule” means.

Your expression can be something from real life or something you imagine.

*MY PROMISE, MY FAITH INTERSECTION: If you do your My Promise, My Faith program about “honest and fair,” you can adapt your Express activity to meet requirement #4.*

### □ 1.4 Fairness to Yourself

## EXPLORE:

The honesty and fairness part of the Girl Scout Law does not just apply to relationships between people. It’s also important to be honest and fair with yourself. List two weaknesses you have (we all have them!), and be careful not to exaggerate. Now make a list of 5 good things about yourself. Look at your lists: are you being fair to yourself in both? Is there any item where you’ve been too harsh or too easy on yourself?

## THINK:

In what situations is it hard to be fair or honest with yourself? What could you do to be more honest or fair with yourself?

## EXPRESS:

Imagine that you are a blogger or a someone who writes an advice column for girls your age. Describe your advice for being honest and fair with oneself.

## Girl Scout Law 2: Friendly and Helpful

### □ 2.1 Friendly Actions

#### EXPLORE:

What does it mean to be “friendly”? List at least 5 friendly actions. Do one of those actions on the list.

#### THINK:

How did the other person act when you were friendly? What are some things that more people could do—or just do more *often*—to make the world a friendlier place?

#### EXPRESS:

Describe how you show friendliness during a typical week or make a poster or collage that describes what it means to be friendly.

### □ 2.2 Getting to Know Others in Your Congregation

#### EXPLORE:

People often become friends quickly when they share something about their lives, their values, and other things that are important to them. With your advisor or a parent/guardian, interview three people in your congregation to find out a) what brought to them Unitarian Universalism or to your congregation, and b) which of the [Seven UU Principles](#) are most important to them.

You can find clip art for [Animal UU Principles](#) on the website of the UU Metro New York District.

THINK:

What did you learn about the three people during your interviews? What was it like to share ideas and opinions? How were those conversations different from conversations about such things as the weather or the snack menu?

Did your conversations make your relationships with the other people more like friends and less like “acquaintances” (people you know just a little bit)?

EXPRESS:

Talk over with your advisor/parent/guardian the experience you had doing the interviews and what you learned.

□ 2.3 Ideas about Helping

Choose A, B, or C.

CHOICE A

EXPLORE:

Whom can you help? Draw a dot in the center of a large piece of paper. Now draw 3 circles around the dot, each circle bigger than the next, so that you end up with something that looks like an archery target. **HINT:** You can trace bowls, plates, or other circular items of different sizes. Pretend the dot in the center is you and the three circles are people whom you can help. The closest circle includes your family and the people you live with—the people who share your

home and care for you. Those in the next circle as you reach out are people you know who are not part of your immediate family. Who are those people? Friends at school, people in your congregation, your neighbors? The next circle after that includes people you don't know who you can help, such as those in your community or in the wider world. Who are some of the people in that third circle? In each circle, list two or three ways you can help one or more of people in that circle. Do you need to learn more to know what would be helpful, especially for the people in your third circle?

THINK:

Are the ways you can help similar or different for the people in each of your three circles? Why? What kinds of help do people in each of the three circles expect from you? How are the expectations different from those who live with you, those who know you outside of home, and those who don't know you at all?

EXPRESS:

Explain how you help people now. What could you do to be more helpful?

## CHOICE B

EXPLORE:

Learn or review the story that girls learn when they become Brownie Girl Scouts.

**HINT:** The story can be found in *Brownie Girl's Guide to Girl Scouting*. There are also many versions that can be found on the internet, including videos and other productions done by [Girl Scout themselves](#). Who helps whom in the story?

**Fun fact!** In the early years, Brownie leaders were called “Brown Owls.” How is the Brown Owl like a Girl Scout leader?

THINK:

What does the story teach girls about being helpful? How do you help out around your home? Are you more like the child(ren) in the story before they meet the Brown Owl or afterwards? Whom do you know in real life who offers advice like the Brown Owl does in the story?

EXPRESS:

List ways you help out at home with daily or weekly household tasks. Is there anything you could do or should do to be more helpful? Create a colorful chart of the ways you help at home already and the ways you promise to try help in the future. You might decide create your list on your computer or electronic drawing program using interesting type faces.

CHOICE C

EXPLORE:

Learn or review the story of “[The Good Samaritan](#)” from the Christian Bible (Luke 10: 25-37).

“The Good Samaritan” can be found in the Tapestry of Faith curriculum [Resistance and Transformation](#). Learn what a Good Samaritan Law is and how it relates to first aid.

THINK:

How does the story of “The Good Samaritan” relate to prejudices in Jesus’ time?

How do Good Samaritan Laws help people help others?

EXPRESS:

Create a poster, poem, song, video, or illustrated version of “The Good Samaritan.”

□ 2.4 Doing Service

EXPLORE:

Participate in three acts of service for your own congregation: one individually, one as part of a group of two or more people, and one more either by yourself or as part of a group.

THINK:

Compare the three services you did. Consider how you made a difference, how people reacted, which tasks were easier or harder, what it was like to work individually or with others, and which one(s) you enjoyed most and least. How might you like to help in your congregation in the future?

EXPRESS:

Tell someone about your experience doing service in your congregation or community. You might write a short article for the congregation's newsletter, visit

an RE group younger than you are to explain what you did, or find another way to tell others about your experience.

## Religion in Life for Younger Girls

### Girl Scout Law 3: Considerate and Caring

#### □ 3.1 Caring in the Congregation

##### EXPLORE:

Learn about the ways people in your congregation care for each other. What happens when someone is seriously sick, or has a new baby, or has had a death in the family? Find out how news spreads that someone needs care and how the congregation reaches out to care for them. Help a committee or group that has caring duties with one of their tasks (for example, delivering greeting cards or preparing and delivering food).

*MY PROMISE, MY FAITH INTERSECTION: If you do your My Promise, My Faith program about “considerate and caring,” you can adapt this Explore activity to meet requirement #2 by choosing to interview a woman as your way of learning about your congregation’s activities.*

##### THINK:

How does working together and individual acts of kindness combine to care for people who need help? How do caring activities help build a community? Do you see any ways to make your congregation’s caring activities better?

##### EXPRESS:

Share what you have learned about caring in congregations with other people.

□ 3.2 Manners

Choose A or B.

CHOICE A

EXPLORE:

Since good manners (also called “etiquette”) grow out of consideration for other people, read a book or article, or view a video, about manners. HINT: Go to your public library for suggestions of books and videos you can get from your library or borrow through interlibrary loan. If you or your parent or caregiver uses *Pinterest*, check for boards on the topic of manners for good resources.

Recommendation: *Dude, That’s Rude (Get Some Manners)* by Pamela Espeland and Elizabeth Verdick, © 2007. Cover image used with permission of Free Spirit Publishing Inc., Minneapolis, MN; 800-735-7323; [www.freespirit.com](http://www.freespirit.com). All rights reserved.

THINK:

If the book or website you read or the video you watch doesn’t tell the history of some of the “manners” practices, guess why or how they might have started. If you did learn something about where a practice came from, ask yourself if the reasons and practices still make sense. How do you feel when people use good manners or bad manners with you?

**EXPRESS:**

Pick three manners guidelines or practices and explain how each one relates to consideration and caring.

**EXAMPLE:** At one time, people shook hands to show they were unarmed and others could feel safe around them. Now an open hand shows respect and an interest in being connected.

**CHOICE B**

**EXPLORE:**

Volunteer to serve as a greeter or usher for your congregation on at least one occasion. Talk beforehand to the adult in charge to learn what you should do, whether there is a particular way you should dress that day, and which manners are especially important to the task.

**THINK:**

Think about how your work helps show consideration for both the members of your congregation and visitors. What skills did you use to do a good job as an usher or greeter?

**EXPRESS:**

Ask someone to take a photo of you as you act as an usher or greeter. Use the photo to help you share your experience with your advisor or with a parent, grandparent, or other adult who was not there at the time.

□ 3.3 Consideration for People Who are Different from You

Choose A or B.

CHOICE A

EXPLORE:

Choose a congregation to visit that is not Unitarian Universalist. Learn about that religion before your visit. When you're there, talk with someone from the congregation. Find out how your religious beliefs, customs, and congregations are similar and different.

*How to Be a Perfect Stranger: A Guide to Etiquette in Other People's Religious Ceremonies* edited by Stuart M. Matlins and Arthur J. Magida. Permission granted by SkyLight Paths Publishing, Woodstock, VT, [www.skylightpaths.com](http://www.skylightpaths.com)

THINK:

What did you learn about that religion by experiencing a visit to the congregation? How can you be considerate to people whose religion is different from yours? How could you help people from that religion feel comfortable and welcome at your congregation if they were to visit?

EXPRESS:

Write a list, make a poster, or explain to friends or family members what you saw and heard and what you learned from your visit.

## CHOICE B

### EXPLORE:

Find out what your congregation does to meet the needs of those who have disabilities, such as difficulty walking, difficulty hearing, difficulty seeing, or severe food allergies. What does “accessibility” mean and how accessible is your congregation? Find out about good manners, also called “rules of etiquette,” related to disabilities. For example, How should people act around a service dog? What are some tips to follow when wheel chairs are being used? How can you be sensitive to people with food allergies?

The website of Easter Seals offers this page of [“Disability Etiquette.”](#)

### THINK:

What can you do to help people with disabilities feel included and welcome in your congregation? How about your home? If you have a disability or other special difference, how can you get your needs met and help people unfamiliar with your situation feel at ease?

### EXPRESS:

List three new ideas that came to you while exploring and thinking about differences in abilities, or create a collage or other piece of art that showcases your new ideas.

□ 3.4 Welcoming Babies

EXPLORE:

Attend a Unitarian Universalist child dedication AND/OR ask your religious educator about [child dedications](#).

THINK:

How do families and congregations show caring for the child through this ceremony? If the child's relatives are not Unitarian Universalist, what might they learn about Unitarian Universalism from the ritual?

EXPRESS:

Describe the part of the ceremony that you like best or think is most important.

## Religion in Life for Younger Girls

### Girl Scout Law 4: Courageous and Strong

#### □ 4.1 Four Types of Strength

##### EXPLORE:

Explore four different kinds of strength: physical strength; mental strength; emotional strength; moral strength (sometimes called “integrity” or “strength of character”—the ability to do the right thing). Ask someone over age 65 how these different kinds of strength have been helpful over their lifetime.

##### THINK:

How does your experience compare to the experience of the person you interviewed? Which strengths have you used in your life so far?

##### EXPRESS:

Lead a discussion with friends or family members that addresses each of the four areas of strength:

1. Physical strength: What can you do to build your physical strength? (**HINT:** Good health is a kind of physical strength.)
2. Mental strength: What can you do to make your brain stronger and more flexible?
3. Emotional strength: What are some things you can do to help you feel better or get through sad, disappointing, or frustrating times?

4. Moral strength: What are some books, stories, and movies that you would choose to help someone younger understand and practice doing the right thing?

*MY PROMISE, MY FAITH INTERSECTION: If you do your My Promise, My Faith program about “courageous and strong,” you can adapt this Explore activity to meet requirement #2 by choosing to interview a woman as your way of learning about your congregation’s activities.*

□ 4.2 Courage and You

Choose A or B.

CHOICE A

EXPLORE:

What is courage? Find three quotes about courage. Which one do you like most?

Now think of four situations in which courage was needed: two from fiction (e.g. from a book or movie) and two from real life. How are courage in real life and courage in fiction the same? How are they different?

*MY PROMISE, MY FAITH INTERSECTION: If you do your My Promise, My Faith program about “courageous and strong,” you can adapt this Explore option to meet requirements #1 and #3. Just a) pick stories related to Unitarian Universalism (such as this story about [Olympia Brown](#)), to help with My Promise, My Faith #1 and b) find quotes by women to help with My Promise, My Faith #3.*

### THINK:

Think about a time when you were afraid to do something you needed to do and still managed. How did you find the courage to do what you needed to do?

### EXPRESS:

Explain to your advisor or another adult how one of the quotes you found relates to a real-life situation requiring courage.

### CHOICE B

#### EXPLORE:

List several parts of your identity (what makes you **you!**) For example: Girl, Korean and Irish heritage, living in a single-parent household, tall, Unitarian Universalist, jeweler, Girl Scout, soccer player, dog lover...keep going!) Consider what strength(s) you get from each part of your identity.

#### THINK:

Which parts of your identity give you the most strength? What kinds of strength do they give you? Are there some things about you that have a downside, but also give you strength?

#### EXPRESS:

Make a list of at least 10 strengths you have. If you like, get creative with colored pencils, calligraphy, or a drawing program on your computer.

### □ 4.3 Meditation and Prayer

Many people find meditation and/or prayer to be a source of courage and strength in difficult times.

Choose A or B.

#### CHOICE A

##### EXPLORE:

Ask your religious educator for written or recorded material about Unitarian Universalist meditation and/or prayer and review it. "[Letter to Nancy](#)," a minister's response to a seven-year-old girl's question about prayer, may be a helpful place to start. Notice whether or not the materials your religious educator gives you suggest particular words to pray or meditate with. Do the materials mention any special objects people use for praying or meditating, like candles, mats, incense, or objects to hold? Find a few meditations/prayers that are already written or try making up your own prayer/meditation. If you have never tried praying before, find a quiet time and try it, using a written prayer/meditation or words that come from your own heart. You might also simply sit in silence for a while.

[A Child's Book of Blessings and Prayers](#) by Eliza Blanchard (Skinner House, 2008).

*MY PROMISE, MY FAITH INTERSECTION: If you do your My Promise, My Faith program about "courageous and strong," you can adapt this Explore option to meet requirement #1 by choosing written prayers that relate to courage or strength.*

## THINK:

How is reading about prayer and meditation different from actually doing it? What does it *feel* like? If this is something new to you, how do you think it would feel different if you did it more often and got used to it? How could prayer and meditation give someone strength?

## EXPRESS:

Share a prayer that is meaningful to you with a friend, a parent or caregiver, or your advisor.

## CHOICE B

### EXPLORE:

Learn about two of the following prayer traditions: 1) the Lord's Prayer in the Bible (Matthew 6: 9-13), a prayer offered by Jesus as a model for his followers, and used in many Christian churches and with self-help groups; 2) chant in pagan worship; 3) Buddhist loving kindness meditation; 4) Muslim prayer; 5) Roman Catholic prayer with rosary beads.

*MY PROMISE, MY FAITH INTERSECTION: If you do your My Promise, My Faith program about "courageous and strong," you can adapt this Explore option to meet requirement #1 by choosing prayers/meditations that relate to courage and/or strength, or relate the Lord's Prayer to courage and/or faith.*

THINK:

How are the two prayer practices you learned about similar? How are they different? Many people find these practices help them deal with difficult times and keep them feeling “balanced.” Think about what makes prayer and/or meditation work for people.

EXPRESS:

Describe what you learned about prayer and/or meditation and how prayer practices relate to courage and strength.

## Religion in Life for Younger Girls

### Girl Scout Law 5: Responsible for What I Say and Do

#### □ 5.1 Responsibility and You

##### EXPLORE:

What does it mean to be “responsible”? Make up your own definition and then compare it to a dictionary definition. Look at a dictionary that includes the etymology of words (where words came from and how they have changed in meaning over time).

##### THINK:

What do the roots of “responsibility” tell us about its meaning?

##### EXPRESS:

Tell how your responsibilities have changed as you have gotten older.

#### □ 5.2 Making Amends

##### EXPLORE:

What does it mean to “make amends”? Learn about Yom Kippur, the Jewish Day of Atonement. Find out what people do to observe this holiday.

##### THINK:

Why might it be good for a community for people to “atone” at least once each year?

## EXPRESS:

Describe a time when you said or did the wrong thing, or made a promise and didn't keep it. How did you help "fix" the situation? If you didn't fix it then and it's not too late, how could you fix it now? What would you do if you had a "do-over" for that situation?

### □ 5.3 Deciding How to Say the Girl Scout Promise

## EXPLORE:

Although "to serve God" is part of the traditional written Girl Scout Promise, GSUSA's [\*Blue Book of Basic Documents\*](#) says, "Girl Scouts of the USA makes no attempt to define or interpret the word *God* in the Girl Scout Promise. It looks to individual members to establish for themselves the nature of their spiritual beliefs. When making the Girl Scout Promise, individuals may make wording appropriate to their own spiritual beliefs for the word *God*" (p. 22). Girls of all religions are welcome in Girl Scouting, and so, to reflect her faith a girl may substitute another word or words for "God" (for example, "Allah" or "good," or something else) or simply promise "to serve." Unitarian Universalists have many different beliefs about "God," so this choice is very important to us. Since Unitarian Universalists are allowed to change their beliefs over time, UU Girl Scouts might make this decision differently over time.

**THINK:**

Think about how this choice relates to you. Think about whether you would like to say the Promise the traditional way or say it differently. Would you like to say it the same way all the time, or different ways on different occasions? Is there anything you might want to say instead of “God” that better fits your beliefs?

**EXPRESS:**

Discuss this choice with your parent or caregiver.

## Religion in Life for Younger Girls

### Girl Scout Law 6: Respect Myself and Others

#### □ 6.1 Showing Respect

##### EXPLORE:

The Latin root of “respect” is “specere,” the verb meaning “to look.” How is looking and seeing related to respecting? In the United States, what are some of our customs for showing respect to other people?

##### THINK:

Remember a time when someone showed you disrespect and a time when someone showed you respect. In each case, what did they do, what message did it send, and how did you feel?

##### EXPRESS:

Although it’s important to show respect for everyone, there are probably some people whose personal qualities especially inspire you to respect them. Choose someone whom you respect and explain why you admire that person. One creative way to do this is to write an acrostic poem. Write the person’s name in a column on the left hand side of the page, and write a word phrase about the person beginning with each letter in turn.

□ 6.2 Respect and Our Ethical Codes

EXPLORE:

Re-read the [Unitarian Universalist 7 Principles](#). Examine the Girl Scout Law again, too, by looking it up in your *Girl's Guide to Girl Scouting* or watching a video from the [Girl Scouts of the USA website](#).

THINK:

How does respect show up in the UU 7 Principles—even when the word “respect” isn’t used? How do the first 5 lines of the Girl Scout Law include the idea of respect, even when the word respect is not used?

EXPRESS:

Explain to another Unitarian Universalist of any age how respect is part of both the Unitarian Universalist 7 Principles and to the Girl Scout Law.

□ 6.3 Self Respect

EXPLORE:

What does “self respect” mean? Everyone deserves respect, including you. Make a list of things about yourself that you respect. Now have someone who knows you well make a list of your qualities that person respects. Compare the two lists. Do you see yourself the same way others see you? Is there anything on the other person’s list that you didn’t realize was one of your admirable qualities?

THINK:

How you can *show* respect for your body, your thoughts, and your feelings?

EXPRESS:

Write a list of things you can do to show respect for yourself or create a piece of artwork, a story, or a poem about respecting yourself. With your advisor or another adult, discuss the importance of forgiving yourself when you make mistakes.

## Religion in Life for Younger Girls

### Girl Scout Law 7: Respect Authority

#### □ 7.1 Authorities in Everyday Life

##### EXPLORE:

Who is an authority in your family? Is there more than one person? Make a list of some authorities outside your family. Can you think of a person who is an authority in one situation and not an authority in another? Are there any situations where you are an authority? How do you show respect for the people you listed who have authority?

##### THINK:

How can showing respect for authority help a group work together well? How can disrespecting authority affect a group? (For example, what if no one in a classroom followed the teacher's instructions?) What happens when you don't feel respect for a person in a position of authority? Can you and should you still behave respectfully toward them? How do other parts of the Girl Scout Law give you guidance? Where else can you go for guidance?

##### EXPRESS:

Have a conversation with your advisor, a parent or caregiver, or another trusted adult about what to do in situations where you think the person in charge isn't behaving appropriately or treating others well.

□ 7.2 Authority in Your Congregation

EXPLORE:

Unitarian Universalist congregations have what is called “a congregational form of government.” Find out what that means. How is a minister “called” to a Unitarian Universalist congregation? How are congregations connected with one another and with the Unitarian Universalist Association? How is the democratic process used in congregations and the UUA?

THINK:

Look at UU Principle 5, which says, in adult language, “The right of conscience and the use of the democratic process within our congregations and in society at large,” and in children’s language, “We believe that all persons should have a vote about the things that concern them.” Who has authority in a democracy?

EXPRESS:

Using your authority as a voter well depends on thinking carefully about questions and decisions before voting. Find out about one issue of importance to your family, congregation, or local community. How can you express your thoughts on the issue?

## Religion in Life for Younger Girls

### Girl Scout Law 8: Use Resources Wisely

#### □ 8.1 Personal Resources

EXPLORE:

Make a list of the resources you have: things you have access to that you can use when you need help. Your resources might include your personal qualities and experiences, books, the Internet, other people, your health, and things you own that are helpful to you.

THINK:

How can you use your many resources to help you complete this program?

EXPRESS:

Across from each resource you have listed, tell how you could use it wisely and well.

#### □ 8.2 Natural Resources

Choose A or B.

CHOICE A

EXPLORE:

List the natural resources you usually use in one day. Don't forget to include your stuff, which is made from natural resources, and power such as heating, cooling,

and going somewhere in a car, which also comes from natural resources. What natural resources does your congregation use on a Sunday? Watch “The Story of Stuff” video on the website of [The Story of Stuff Project](#).

THINK:

What does your congregation do to reduce, re-use, and recycle? What do you and your family do? Think about how you can reduce, re-use, and recycle more and/or get others to join you in the effort.

EXPRESS:

Create a poster, video, blog post, or other way to encourage others to join you in efforts to reduce, re-use, and re-cycle.

## CHOICE B

EXPLORE:

Find out about environmental projects in your congregation, school, or community.

THINK:

How do the 7 UU Principles relate to helping the environment?

EXPRESS:

Volunteer to help with one of the environmental projects you learned about or design and carry out an environmental project by yourself or with a group.

□ 8.3 Volunteer Resources

EXPLORE:

Find out how volunteers keep your congregation running smoothly and meeting its goals. Who are the paid staff members at your congregation and what are their responsibilities? What other work has to be done and who does it?

THINK:

How does volunteering benefit the congregation? How does it benefit the people who volunteer?

EXPRESS:

Make a list of volunteer tasks at your congregation that kids can do. Star the ones you might like to do and look for opportunities to try them out.

□ 8.4 Financial Resources

EXPLORE:

Find out these things about your congregation's finances: 1. What is the total budget (the amount of money spent each year)? 2. Where does the money come from? 3. How is the money spent? 4. Who makes the decisions about the congregation's money? 5. What sorts of things other than money do people give the congregation?

THINK:

How do money donations and volunteering work together to keep a congregation going strong?

EXPRESS:

Brainstorm some ideas for fundraisers your congregation could try. Which ones look like they would make the most money? Which look like they would be the most fun to work on? If you want, give your suggestions to one of your congregation's leaders.

## Religion in Life for Younger Girls

### Girl Scout Law 9: Make the World a Better Place

#### □ 9.1 Where to Improve

##### EXPLORE:

What are some things about the world that could be improved? What are some problems that need solving worldwide and close to home? How could these problems be solved? Pick one of the problems and find out what groups are already working on this problem.

##### THINK:

Which problems need lots of people to work together? Which ones need special knowledge or skill to solve? Which ones probably need years to solve? Which ones need the most fundraising? Which just need people to cooperate?

##### EXPRESS:

List ways you can help make the world a better place in these areas: home; school; congregation; town/city; nation. [Click here](#) for a worksheet (found on the page Make the World a Better Place, 9.1, Where to Improve) to help you complete this requirement.

□ 9.2 Clean-up

Choose A or B.

CHOICE A

EXPLORE:

Take part in a community or congregational clean-up and/or organizing project. If you need ideas for such a project, ask your religious educator for help.

THINK:

What skills and resources were needed for the project? What was your part?

EXPRESS:

Make before and after “pictures” (in photographs, words, or drawings) of your clean-up or organizing project.

CHOICE B

EXPLORE:

Do a big clean-up or organizing job at home—basement? garage? storage unit? closet? yard? attic? space shared with neighbors?

THINK:

What skills and resources were needed for the project? What was your part?

EXPRESS:

Make before and after “pictures” (photographs, words, or drawings) of your clean-up project.

□ 9.3 The Political Process

EXPLORE:

What issues concern you that need the government’s attention or help? Who are your representatives? How can citizens have an effect on what the government does about the issues that concern them?

THINK:

Pick one issue you are concerned about and tell how your concerns relate to your religious beliefs.

EXPRESS:

Write a letter to one of your representatives in government on an issue that is important to you. Share the letter with your parent(s) or caregiver(s) before sending the letter.

## Religion in Life for Younger Girls

### Girl Scout Law 10: Be a Sister to Every Girl Scout

There are over 3 million American Girl Scouts worldwide, and Girl Scouts of the United States of America (GSUSA) is a member of the World Association of Girl Guides/Girl Scouts (WAGGGS), which includes almost 150 member organizations. So many sisters! Members of GSUSA wear both membership pins on their uniforms (the WAGGGS pin is the blue and gold one).

#### □ 10.1 Sisters Across the World

##### EXPLORE:

Visit the [Unitarian Universalist Association](#) (UUA) and [World Association of Girl Guides and Girl Scouts](#) (WAGGGS) websites to learn about which countries have Unitarian Universalist and Girl Scout/Guide groups. Which have both? Which have one but not the other? Which have neither group? Find out about the [Unitarian Universalist Partner Church Council](#), the [Unitarian Universalist United Nations Office](#) and [World Thinking Day](#).

##### THINK:

What does it feel like to be part of two world organizations? How do Unitarian Universalists and Girl Scout help build a world community?

##### EXPRESS:

Create a work of art that represents world friendship.

*MY PROMISE, MY FAITH INTERSECTION: If you do your My Promise, My Faith program about “sister to every Girl Scout,” you can adapt this Express option to meet requirement #4.*

□ 10.2 UU Girl Scouts

EXPLORE:

Many Unitarian Universalist women are or have been Girl Scouts. Find at least three women in your congregation who are or were Girl Scouts and ask them how Girl Scouting influenced them. Find out when, where, and how they participated in Girl Scouting and what it was like for them. Share the current Girl Scout Law with them and find out how/whether it was different when they were girls. You may wish to take pictures of the women you interview and/or to audiotape the stories they tell you (with their permission, of course!)

THINK:

How has Girl Scouting changed over time? How are your experiences similar to the experiences of the women you talked to? How are your experiences different?

EXPRESS:

Write a thank you note to each of the people you interviewed, telling them at least three things you learned from your conversation.

*MY PROMISE, MY FAITH INTERSECTION: This requirement can be adapted to any of the lines in the Girl Scout Law to fulfill My Promise, My Faith requirement #2: just focus your questions on the line of the Girl Scout Law you have chosen.*

□ 10.3 Women in the UU Ministry

EXPLORE:

Find out about women in the Unitarian Universalist ministry. Approximately how many UU ministers are women? When did women start serving as UU ministers?

Ask for help from your religious educator or minister in finding a female UU minister you can interview, either in person or via phone or video conferencing.

When you conduct the interview, ask her how her experiences differ from the experiences of her male colleagues. In what areas are their experiences more similar?

THINK:

Do you think female UU ministers experience some of the same things experienced by women in other jobs which have long been held mostly by men?

EXPRESS:

Why is it important to have women in the UU ministry? Share your thoughts with the person you interviewed and with your advisor.

□ 10.4 UU Sisterhood

EXPLORE:

Find out how your congregation responds to the unique needs, experiences, viewpoints, and interests of girls and women. If possible, visit a meeting of a UU women's group and ask the women there why they value the group.

*MY PROMISE, MY FAITH INTERSECTION: If you do your My Promise, My Faith program about "sister to every Girl Scout," you can use this Explore option to meet requirement #2.*

THINK:

What role does sisterhood have in Unitarian Universalism? How might sisterhood relate to the 7 Principles?

EXPRESS:

Create a poem, a song, an Internet poster, a story, or a piece of artwork that focuses on what you especially value about your friendships with girls and women.

## Religion in Life for Younger Girls

### Wrapping It Up

There is just one more task to do to finish the program:

□ W.1 Share Your Experience

Share with others in your congregation your experience with Religion in Life for Girl Scouts. This could be by informally talking with others during a social time, through a newsletter article, on a poster or slide show during coffee hour, or even by talking to the whole congregation as part of an awards ceremony.

*MY PROMISE, MY FAITH INTERSECTION: This requirement can be adapted to any of the lines in the Girl Scout Law to fulfill My Promise, My Faith requirement #5 by choosing to share your My Promise, My Faith experience too.*

**Congratulations on finishing this program—now celebrate your success! If you are to be formally presented with your award in you congregation, consider inviting your Girl Scout friends.**