



# Religion In Life Program

## Canadian Unitarian Council



Published for the Community by Scouts Canada

### Religion in Life Program

Membership in Scouts Canada is open to all girls and boys who wish to make the promise, regardless of race, colour or creed. The purpose of the Scouts program is to assist girls and boys in character development by encouraging them to be responsible citizens of their country. An important part of the program is to assist in the spiritual growth of each girl or boy in their own religious community. Scouts Canada upholds the principle that specific religious instruction is the responsibility of parents and religious authorities.

### Purpose

The purpose of this program is to provide Scouts with an opportunity to explore their faith, to make it a basic part of their personal life, and to share it with others.

### The Emblem

The Emblem shows a flaming chalice. The Flaming Chalice has been the symbol of Unitarians and Universalists since the Second World War. This symbol was created for the Unitarian Service Committee during the Second World War by artist Hans Deutsch. The Flaming Chalice was used as a logo for papers and a badge to distinguish Unitarian Service Committee members in a time when their work of moving Unitarians and Jews out of Eastern Europe was extremely dangerous. Hans Deutsch was an Austrian living in Paris in the 1930s who drew satirical cartoons of Adolf Hitler. When Paris was invaded in 1940 Deutsch became a refugee in Portugal and discovered the Unitarian Service Committee. Rev. Charles Joy, the executive director of the Unitarian Service Committee in the 1940s, described the symbol as “ ‘a chalice with a flame, the kind of chalice which the Greeks and Romans put on their altars. The holy oil burning in it is a symbol of helpfulness and sacrifice’. The story of Hans Deutsch reminds us that the symbol of a flaming chalice stood in the beginning for a life of service. When Deutsch designed the flaming chalice, he had never seen a Unitarian or Universalist church or heard a sermon. What he had seen was faith in action – people who were willing to risk all for others in a time of urgent need.”

- adapted from the Unitarian Universalist Association’s pamphlet, “The Flaming Chalice” by Daniel D. Hotchkiss.

### Requirements

The candidate must be a member of Scouts Canada. The candidate must also be a member of his/her fellowship or congregation’s Religious Education or Young Religious Unitarian Universalists (YRUU) program or working at home with the Church of the Larger Fellowship program. Unitarian Universalists value spiritual growth and the continuing search for truth and meaning, therefore the Religion in Life program should be treated as a serious step in the spiritual journey of the Scout.

### Introduction

The candidate should work on the program with a mentor/advisor who is a member of his or her fellowship or congregation (it is advisable that even adult candidates work with a mentor/advisor). This mentor/advisor would likely be the Minister, Director or Minister of Religious Education (DRE or MRE) or the Religious Education Co-ordinator. The candidate, in consultation with the mentor/advisor, will create a schedule of meetings to aid in the completion of the program. Adaptation of some of the projects may be made at the discretion of the mentor/advisor where necessary.

### Presentation

Presentation of the emblem is made by the candidate’s spiritual advisor and can form an impressive part of a regular Scout meeting, a church service, or a special evening for parents/guardians.

### Stages

The Religion in Life program is in four progressive stages, colour-coded and adapted to the age groups concerned.

**Stage 1** — Grey Border (about 7–8–9)

**Stage 2** — Green Border (about 10–11–12)

**Stage 3** — Blue Border (about 13–14–15)

**Stage 4 — Red Border (15+)**

**Stage 5 – Tan Border (adult)**

Candidates may start at any stage appropriate to their age and capabilities. Only one emblem - the latest stage earned is worn.

## Where Obtainable

The emblem may be obtained from provincial offices or through regular badge channels.

## Where Worn

See Scouts Canada *By-Law, Policies and Procedures*.

## The Program

The program is in three parts: Learning, Thinking and Questioning; Action and Service; and Religious Freedom. At each Stage of the program candidates are asked to complete projects in each of the three sections.

## Requirements

Learning, Thinking and Questioning

### Stage 1

- a) Learn the seven Unitarian Universalist Principles.
- b) Pick the two that are most important to you and write a short paragraph about why they are important.
- c) Ask someone in your congregation what his/her favourite Principle is and why. Write his/her answer.

### Stage 2

- a) Learn about the history of your fellowship or congregation. When was it begun, who founded it and why? Which Principles were most important to the founders?
- b) Think about why you attend your fellowship or congregation. Write a few paragraphs about why it is important to you.
- c) Ask at least two members of your fellowship or congregation why they attend. Are their reasons the same as yours? Make some comparisons.

### Stage 3

- a) Choose a Canadian Unitarian or Universalist who has influenced Canadian society. Learn about this person's life.

- b) Think about how this person lived Unitarian Universalist principles. Write a short essay about how this person's life has influenced you.
- c) Contact an influential Canadian Unitarian Universalist and ask him/her about his/her influences. Record the answers and make some comments.

### Stage 4

- a) Learn about Unitarianism and/or Universalism in a country outside of North America. (The International Council of Unitarians and Universalists can help you.)
- b) How do Unitarian Universalist practices and principles differ from those in North America? Record your findings.
- c) Contact a member of the International Council of Unitarians and Universalist – ask him or her how this faith has shaped his or her life. Record your findings.

### Stage 5

- a) Learn about the history of Unitarian Universalist Principles.
- b) Find out why Unitarians and Universalists have changed their statements of principles over the years.
- c) Would you change the Principles? How and/or why?

## Action and Service

### Stage 1

Choose one of these projects to complete with the help of your mentor/advisor and other members of your fellowship or congregation.

- a) Action – plan a project to help an organization that promotes animal welfare; complete that project. Write a short report that explains how this projects fits with your Unitarian Universalist principles and with Scouting Law.

Or

- b) Service – help your Care & Connection Committee with a project (party, coffee hour, visiting someone in hospital, etc.). Explain how this fits with your Unitarian Universalist principles, Scouting Law, and why this type of work is important for your community.

## Stage 2

Choose one of these projects to complete with the help of your mentor/advisor and other members of your fellowship or congregation.

- a) Action – plan a project to help an organization that promotes peace; complete this project. Explain how this project fits with your Unitarian Universalist principles and Scouting Law.

Or

- b) Service – help your Property Committee with a project (yard clean up, painting, tending garden, etc.). Explain how this fits with Unitarian Universalist principles, Scouting Law, and why this is important to your community.

## Stage 3

Choose one of these projects to complete with the help of your mentor/advisor and other members of your fellowship or congregation.

- a) Action – plan a project to help an organization that works to protect the environment; complete this project. Explain how this project fits with your Unitarian Universalist principles and Scouting Law.

Or

- b) Service – help your Worship Committee plan and present a Sunday or special service (Christmas, Dedication, Ingathering, etc.). Explain how this fits with Unitarian Universalist principles, Scouting Law, and why this is important to your community.

## Stage 4

Choose one of these projects to complete with the help of your mentor/advisor and other members of your fellowship or congregation.

- a) Action – plan a project to help an organization that promotes gay, lesbian, bisexual and transgender rights; complete this project. Explain how this project fits with your Unitarian Universalist principles and Scouting Law.

Or

- b) Service – help your Finance Committee with a project (Canvass, Capital Campaign, etc.). Explain how this fits with Unitarian Universalist principles, Scouting Law, and why this is important to your community.

## Stage 5

Choose one Action AND one Service project to complete.

- a) Action – help (with more than money) an organization that promotes economic justice in your area (youth co-op, Habitat for Humanity, community garden, etc.)

Or

- help an organization dedicated to international justice issues (USC, Oxfam, Medecins SansFrontieres, etc.)
- find a way to present the outcome of your project to some or all members of your fellowship or congregation (small group talk, newsletter, Sunday service, etc.). Explain how this project affected you and your understanding of your faith and Scouting.

- b) Service – work with your Board of Trustees as an elected member or on a shorter term basis.

Or

- work with your Regional or National (CUC) body as an elected member or on a volunteer basis.
- find a way to present the outcome of your work to some or all members of your fellowship or congregation. Explain how this work affected you and your understanding of your faith and Scouting.

## Religious Freedom

### Stage 1

With the help of your mentor/advisor interview three members of the congregation. Find out what “Religious Freedom” means to them. Record their responses in an audio or video medium or on paper. Present your interviews to some or all members of your fellowship or congregation and your Scout unit (if possible).

### Stage 2

With the help of your mentor/advisor and friends from your fellowship or congregation create a skit, slide show, PowerPoint presentation, video, etc. about how your fellowship or congregation lives its commitment to religious freedom. Present this to some or all members of your fellowship or congregation and your Scout unit (if possible).

### Stage 3

With the help of your mentor/advisor and maybe some friends from your fellowship or congregation write a story or essay, create a 'radio' play, slide show, PowerPoint presentation, video, etc. about a historical Unitarian Universalist figure, people or congregation and their struggle for religious freedom in Canada. Present this to your fellowship or congregation and your Scout unit (if possible).

### Stage 4

With the help of your mentor/advisor write a story or essay, create a 'radio' play, PowerPoint presentation, video, webpage, graphic novel, etc. about the struggle for religious freedom, in a Unitarian and/or Universalist context, outside of North America. Present this to your fellowship or congregation and your Scout unit (if possible).

### Stage 5

What does the term "Religious Freedom" mean? Present your 'findings', in any medium you feel appropriate, in a forum or worship service.



**It starts with Scouts.**

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