

GIRL GUIDES ASSOCIATION OF AUSTRALIA INCORPORATED

# FAITH AWARENESS BADGE RANGER SECTION & ADULT

Name: .....

Address: .....

..... Phone: .....

Unit: .....

District: .....

Division: ..... Region: .....



"There is no religious side to the Movement, the whole of it is based on religion and service to God" (words of the Founder).

Guiding has its foundation in the Promise. The Faith Awareness Badge will help you in this. It is a way for all members who have made the Promise to increase their awareness of its meaning.

<b>1. COMPULSORY CLAUSES:</b> (a) You have promised to do your best to do your duty to God. When all required clauses have been completed, talk to the assessor about what this part of the Promise means to you. (b) Read the W.A.G.G.S. publication "Essential Elements". Discuss the religious policy with the assessor. (Not compulsory for Ranger Guides.)	<b>ASSESSOR &amp; DATE</b>
<b>2. DO ONE CLAUSE FROM EACH OF THE FOLLOWING SIX SECTIONS:</b> <b>Section 1.</b> (a) Co-ordinate and lead a Guides' Own for a group (unit, district, region, etc.) (b) Regularly participate in worship over a period of at least 3 months. (c) Take part in a course, retreat or seminar which gives you a deeper understanding of your faith. Tell the assessor about this experience. (d) Write a prayer or poem, or prepare a song or dance and use it at a Guides' Own or your place of worship.	

(e) Express in your own way (write, draw, sing, model, mime, speak, photograph, etc.) your understanding of God as Creator and Source of Life.	<b>ASSESSOR &amp; DATE</b>
<b>Section 2.</b> (a) Read a true story about a famous person whose experience of God has led him/her to help others, e.g. Mother Teresa, William Booth. (b) Find something beautiful in creation and talk about it with the assessor. (c) Study 3 religious art works and express in your own way what you think the artists were trying to say or portray. (d) Make a list of experiences in everyday life which have helped you with your search for your faith in God.	
<b>Section 3.</b> (a) Attend or participate in a performance of religious music or drama. (b) Describe the preparation and ceremony that enables people to accept full responsibility in their own faith.	

(c) Make something to illustrate a major festival of a religious faith. (d) Describe a religious ceremony. (e) Find a blessing to be used before or after meals, which is not known previously to your unit or group and share it with them. Explain how it is used.	<b>ASSESSOR &amp; DATE</b>
<b>Section 4.</b> (a) Be familiar with the sacred book of your own religion. Tell a story from it in your own words. (b) Read an Aboriginal Dreamtime story. Consider how it helps explain the importance of the land to Aboriginal people. (c) Illustrate or tell in your own words a religious story from a faith other than your own.	
<b>Section 5.</b> (a) What do religions teach us about caring, peace, truthfulness and forgiveness and how we should treat other people? Discuss your findings with the assessor.	

<p>(b) Find out about the needs of a disadvantaged group in your community and how you and/or your unit can be of service to its members. Plan with them to carry out this in practice if at all possible.</p> <p>(c) Try to be friendly with someone you do not like very much or try to relate to someone with opinions different from your own. Tell the assessor how you coped with this challenge.</p>	<p style="text-align: center;"><b>ASSESSOR &amp; DATE</b></p>
<p><b>Section 6.</b></p> <p>(a) Visit a place of worship, note and explain the reason for the layout, furnishings, symbols and decorations.</p> <p>(b) Find three different Promises, one each from a different World region (Asia Pacific; Western Hemisphere; Africa; Europe). Explain why their wording differs.</p> <p>(c) Talk with a religious leader about his/her work.</p> <p>(d) Do a 'good turn' associated with your place of worship.</p> <p>(e) Some faiths prescribe a certain dress, customs, special foods, etc. for the religious leaders or for the community as a whole. Illustrate and explain the meaning of some of these special rules in the lives of these people.</p>	

## WHERE TO WEAR THE BADGE?

**Ranger:** On the right side, top row, next to the World Badge.

**Adult:** One of the five on the tab.

## NOTES FOR ASSESSORS

The assessment should be arranged in the usual way, on a local (region or district) basis, with every attempt being made to suit the assessment to the individual.

The girl/adult should meet with the assessor prior to commencement of the syllabus and keep in touch throughout.

It may be advisable to use several assessors, according to the clauses chosen.

Assessors should refer to the booklet "Badges and Certificates — Hints on Assessment" but recognise that the objective of this badge is not a level of achievement but a growing awareness of the Promise as the basis of guiding.