

Stewardship: The Joy of Giving



Stewardship: The Joy of Giving

“Living is giving. We live life best as we give our strengths, gifts, and competencies . . . We are called to serve, not survive. Our giving makes a difference in our families, our congregation, our community, and our faith.” –adapted from Kennon L. Callahan

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Introduction

Stewardship: The Joy of Giving is a five-session program in which primary children, intermediate children, youth, and adults can learn about stewardship with their peers, then celebrate it together. The program affirms every person as a steward—that is, as a caretaker or trustee with a vision for the future.

This curriculum aims to empower all who participate in it to be stewards of self, family, community, congregation, and Unitarian Universalist faith. Successful stewardship involves not only protecting the resources that exist, but also nurturing growth to ensure the future. Stewardship invites each person to balance spiritual development with good works in the wider world, enabling us to put our faith in action.

Stewardship: The Joy of Giving is, above all, a resource for congregations. As leaders of the program, you are encouraged to adapt it to your community and its people. Infuse each session with stories of generosity from your participants, the stewardship legacy of your congregation, and the unique challenges and opportunities in your community for your ministry of stewardship.

Goals and Assumptions

Stewardship: The Joy of Giving is a lifespan program that is designed to engage participants in peer groups - primary group of five- to eight-year-olds, intermediate group of nine- to twelve-year-olds, youth, adults - concurrently in four sessions. The final session is an intergenerational celebration of stewardship. This final worship service needs to incorporate the learnings and experiences across the generations and to share leadership cooperatively.

The primary goal of this curriculum is to promote an understanding of stewardship grounded in Unitarian Universalist spirituality and ethics. It makes four basic assumptions:

1. Stewardship is about taking care of something we value and enabling it to grow. When we become stewards, we take responsibility and contribute our time, talent and treasure.
2. Money touches every portion of our lives. When we—children, youth, and adults—learn to use it to meet our needs and support our values, we are empowered. Money is no more or no less important than talent or time; all are related, and all can be shared.
3. How we learn is just as important as what we learn. We undertake this study of stewardship in the spirit of respect and affirmation toward others. The projects we do are meaningful. Our aim is to empower individuals and strengthen the whole congregation of children, youth, and adults.
4. Giving is a joyous process, and it has the potential to help us grow spiritually. We need to experience the process and reflect upon it to understand how it works and why it is important. We will know we are successful when participants experience their giving as “making a difference” in what is most meaningful to them.

See Leader Resource 1, Overview, for more information about the understanding of stewardship promoted in this program.

Program Process and Structure

The four programs in this book follow the same general outline, adapted to the needs of the different age groups involved. In Session 1, participants learn what stewardship is and relate it to life experience as well as Unitarian Universalist values. In Session 2, participants learn about other stewards of the congregation and the UU movement and begin to claim responsibility for building on their legacy. In Sessions 3 and 4, participants

identify concrete ways to act as stewards of the congregation, the community, or the Unitarian Universalist faith, and either carry out a stewardship project or make a plan for doing so. In Session 5, all age groups come together to help the congregation celebrate stewardship.

This five-session lifespan program can be completed in five weeks, but you may wish to make it a ten or twelve week curriculum, or even to use it as a theme to be incorporated in many educational activities in congregational life. Although the order of the sessions is flexible (and each session can stand alone), there is a compelling logic in the sequence as presented: understanding the concept of stewardship; understanding your congregation's legacy of stewardship; designing, planning and completing a stewardship project; and celebrating stewardship together as a congregation.

Before beginning this program, read all of the sessions. Consider—perhaps in conjunction with other teachers and leaders—whether and how you wish to adapt, expand, enhance, or enrich these materials. You may want to include other activities that focus on Unitarian Universalist principles, stories, history, and heritage. You may also wish to incorporate information particular to your congregation. For example, if you are a First Parish, your history mirrors that of the founding of our country; if a member of your congregation is a renowned community leader, include this information in your program. Research your congregation's archives for people and events and places to celebrate. Look for sites in your community where your congregation's leadership is documented. Consider combining the age groups for some activities.

When planning the concluding worship service, involve participants in the design and leadership of the ceremony. Invite participants from all generations to share their knowledge and experiences. Allow enough time to rehearse the service. Also, schedule the service carefully, coordinating with the social responsibility, finance, and/or worship committees and the minister. You may wish to avoid conflicts with other fundraising activities, such as Guest at Your Table, UNICEF, or Unitarian Universalist/United Nations

Sunday. It is important to schedule this program and celebration with all congregational leaders to find the appropriate time and place in your congregation's calendar year.

Session Plans

Each session begins with a statement of goals; a summary of activities and approximation of the time each will take; information about the required materials and preparation; and notes for the teacher. Sessions last for one hour and consist of five sections: Centering, Commentary, Story/Activity, Contemplation, and Commitment/Celebration. Each section represents an integral part of the learning process.

The Centering section brings participants together and invites them to focus their attention and energy on a topic related to the theme of the session.

The Commentary section introduces the topics of the session and encourages participants to express some of what they already know and feel about those topics.

In the Story/Activity section, participants explore the topics of the session. Teachers act as facilitators by sharing resources, raising questions, and providing new experiences for learning.

In the Contemplation section, participants consider the implications of what they have learned and reflect on what they have experienced.

The Commitment/Celebration section concludes the session with an offering and a brief ritual.

This session outline is identical for all four age-group programs. For the youth and adult groups, however, we suggest an important modification. An opening check-in—a time of personal sharing and intentional community building—is essential for youth and adult

programming. This experience helps each participant feel heard and respected by the group, which in turn develops mutual trust and acceptance. We recommend that you add ten or fifteen minutes for a check-in time during the Centering section for these units.

The end of every session includes an opportunity to take an offering. You may wish to explain the practice each time you take up a collection. For Unitarian Universalists, the offering is a celebration of the fact that the congregation is supported and governed by the people; it is a voluntary act of commitment. It is also a privilege. Passing the collection basket signals a shared commitment to the work of the congregation. In the words of the Reverend Ellen Johnson-Fay, “The offering is a sacrament of the free Church. It is supported by the voluntary generosity of all who join with us. The offering is given and received in grateful appreciation of our shared hopes and values.”

The times given for each activity are approximate. Actual times will depend on the group size and characteristics and the leadership style of the teachers.

Each session of this book includes Reflection and Planning questions to guide you in evaluating the session, as well as in preparing for the session to follow. Ten or fifteen minutes of discussion with your co-teacher(s) will enable each of you to grow as a leader. In addition, consult your religious educator and minister for suggestions and resources throughout this program.

Environment

It is important to meet in a space that is large enough to accommodate the number of participants in your group and the variety of activities in this program. Have a space that is clean, bright, and aesthetically inviting. Include items that engage all the senses and invite different kinds of learning, such as pictures, music, stones, plants, or scented candles.

You will need the following equipment and space within your meeting room:

- chairs and/or cushions so that participants and teachers/leaders may sit in a circle
- work tables and chairs for writing and art projects
- wall space for posting banners, pictures, signs, and other illustrations
- open areas for small group work and games
- resource table for books, pamphlets, and other items

Interviewing

Several units require recruiting guests and interviewing stewardship leaders, so plan ahead to do so. In addition, all units offer possibilities to bring guests into your meeting room, interview them, and gain a deeper understanding of the stewards of your congregation and forebears of our Unitarian Universalist faith. Pay attention to the following as you arrange these activities.

- Recruit guests who are:
 - experienced stewards of your congregation.
 - moved to act as stewards by their religious values and beliefs
 - able to articulate why and how their religious values motivate this work.
 - willing to talk openly about these issues and their own experiences with your group.
 - most importantly, comfortable with children/youth and able to communicate with them openly and honestly.
- Allow yourself enough time to find the most appropriate people for this activity. Your religious educator, parish minister, board president, and church administrator may have suggestions.
- Try to organize a balanced panel, including men and women, people of different ages and backgrounds, and people with different kinds of experience.

Conclusion

Leading this program offers the opportunity to influence the faith development and religious identity of participants of all ages. The chance to deepen one's faith, and to engage in ethical action because of that faith, is one to cherish and handle with care. Take pride in leading and participating in this program, for you are helping children, youth, and adults—indeed, your whole congregation—become lifelong stewards of our Unitarian Universalist faith.

Unit One

Stewardship for

Primary Children

Stewardship for Primary Children Session 1

What Is Stewardship?

Goals for Participants

- To define stewardship in the context of personal experience and Unitarian Universalist values
- To recognize that stewardship involves sharing time, talent, and treasure
- To gain understanding of stewardship in three settings: congregation, community, and Unitarian Universalist faith

Session Summary

Centering	5 minutes
Commentary	5 minutes
Story/Activity	25 minutes
Contemplation	15 minutes
Commitment/Celebration	10 minutes

Materials

- Chalice, candle, and matches
- Wall illustrations (see Preparation)
- Objects from the natural world for display (see Preparation)
- One of the following books to read aloud: *The Tree in the Ancient Forest* by Carol Reed-Jones (Nevada City, CA: Dawn Publications, 1995); *The World That Jack Built* by Rita Brown (New York: Dutton Children's Books, 1991); or *A Rose for Abby* by Donna Guthrie (Nashville, TN: Abingdon Press, 1988)
- Stewardship Bag with toothbrush, toy, piece of trash, box of cereal, and birthday card (See Story/Activity)
- Boxes with items for the Stewardship Activity (see Contemplation)

- Newsprint, markers, and tape
- Collection basket
- *Singing the Living Tradition* hymnal
- Handout 1, LOUUP Stewardship Tasks

Preparation

- Read through this unit in its entirety, including Leader Resource 1.
- Read this session and decide who will lead each activity.
- Collect needed resources and supplies.
- Copy Handout 1 for each child.
- Post pictures or posters of favorite places in nature, such as parks, beaches, gardens, treehouses, lakes, and animals, around the room.
- Collect objects from the natural world—e.g., seashells, flowers, beehives, pine cones—and place them on tables for children to examine as they enter.

Notes to Teacher

Stewardship means taking care of something we value and enabling it to grow.

Stewardship calls us to take responsibility and to make a contribution of our time, talent and treasure. When defining stewardship with children, begin with examples from their own experience: taking care of oneself by brushing teeth and washing hands, helping out around the house by putting toys away. Then, explain that we can be stewards in other areas as well:

1. We are stewards of our *congregation* when we give time to do a needed task, like cleaning up a classroom, or when we share a talent, like singing or playing music.
2. We are stewards in the greater *community* when we take care of other people's needs by collecting food or clothing for them.

3. We are stewards of our *Unitarian Universalist faith* when we give money during a children's chapel or worship service; when we support a partner church in Transylvania; when we help our congregation give its fair share to the UUA.

Young children may also have acted as stewards of the *earth*, by recycling, participating in school ecology programs, or doing community clean-up activities. You may wish to talk about those experiences and how they are related to the three settings of stewardship.

In the Unitarian Universalist Principles and Purposes, the seventh principle acknowledges our respect for the interdependent web of all existence of which we are a part. Unit One will expand this theme to include caring for our institutions, for each other, and for our Unitarian Universalist faith.

Session Plan

Centering

5 minutes

1. Invite the children to form a circle and light the chalice.
2. Lead an opening ritual. Use one of your own favorites or the one below from "Children of the Green Earth Pledge:"

From Our Hearts

With Our Hands (illustrate with hand motions)

For the Earth

All the World Together.

Commentary

5 minutes

1. Say something like, “What did you notice in the room today as you came in? Look around again at the wonderful gifts our mother earth gives us and see if one reminds you of a favorite place you like to visit.” Pause for comments.
2. Invite participants into a guided imagery by saying “Close your eyes and imagine you are in your favorite place outdoors. It may be a special park, or a place by the ocean, or in a tree or garden; maybe it’s on a lake. You probably have more than one, but for today choose just one place. [Pause] See yourself in your favorite place and notice what you’re doing there. [Pause] Now, open your eyes. As I pass this seashell around, tell us about your place.”
3. Invite each child in turn to hold the shell and speak.

Story/Activity

25 minutes

1. Choose one of the following books and read it to your group: *The Tree in the Ancient Forest* by Carol Reed-Jones, *The World that Jack Built* by Ruth Brown, or *A Rose for Abby* by Donna Guthrie.
2. Invite participants’ comments when you have finished.
3. Play the Stewardship Game. Stand in the circle and show the children your Stewardship Bag. Take one item at a time from the bag and talk about it.

First, take out a piece of *trash* (such as a smashed milk carton, empty soda can, or dirty paper bag). Ask them if they have seen any trash at their favorite place that they talked about earlier. Invite them to tell you what they did with the trash.

Second, take out the *toothbrush*. Ask participants to tell you what it is and how they use it. Ask them why they need a toothbrush.

Third, take out the *box of cereal*. Invite the children to tell you what it is and how they use it. Then ask why they eat cereal.

Fourth, take out the *toy* (such as a jump rope, marbles, or ball). Ask them what it is and how they play with it. Then ask them who they share their toys with and why.

Fifth, take out the *birthday card*. Invite the children to tell you what it is and why they would send or give one away. Ask who they give cards or gifts to and why.

4. Summarize by saying that these five items show how we take care of ourselves, our families and friends, and our environment on earth every day. Say something like, “When you take care of your body, share with others, help family and friends, and take care of the environment, you deserve a special name—*steward*. A steward is a caregiver and a helper and a person who shares.”

Invite the children to say the word with you—*steward*—and name other ways they are stewards.

Contemplation

15 minutes

1. Ask “What did you discover about yourself as a steward?” After the children have shared, reiterate the ways that we are all stewards every day. Then invite participants to talk about why we are stewards. Summarize their comments and emphasize that we are taking care of very important people, places and things.

2. Begin the Stewardship Activity by breaking into groups of four or six. Give each group a box of objects to stimulate their thinking about what people do as stewards: a UNICEF collection box, a Guest At Your Table box, offering envelopes or collection basket, a broom or paintbrush, a choir collar or robe.

Using ideas from this session’s Notes to Teacher, ask each group to think of ways we are stewards of our congregation, our community, and our Unitarian Universalist faith. Place these words as headings on the newsprint and use illustrations that might help children understand the words (such as a drawing of a church building, a chalice, or the letters UUA).

Invite children to bring items from their boxes to the area corresponding to one of these headings. Then ask participants to name other ways to be stewards of the congregation, community, or Unitarian Universalist faith. Each group’s list will be different; here is one example:

<u>Congregation</u>	<u>Community</u>	<u>UU Faith</u>
giving money	food collection	UNICEF
cleaning up	Recycling	Guest At Your Table
singing in choir	Gay Pride Walk	hosting a district conference
teaching	soup kitchen	
Habitat project	AIDS ribbons	

Commitment/Celebration

10 minutes

1. Summarize the day’s work by saying something like, “Today we learned about being good stewards. As Unitarian Universalists we believe in taking care of the earth and ourselves and our family and friends. We are stewards in our congregation, community and UU faith.”

2. Introduce the concept of an offering. Share information from Leader Resource 1 in your explanation. Summarize by saying, “Helping other people, sharing things we have and taking care of ourselves and our world are the ways of stewardship. We are all Unitarian Universalist stewards.” Ask participants to bring coins to put in the collection basket next time.
3. Give a copy of Handout 1, LOUUP Stewardship Tasks, to each child to take home.
4. Sing “From You I Receive” from *Singing the Living Tradition* (No. 402). Other songs you might like to try are “For the Earth Forever Turning” (No. 163) or “Magic Penny” by Malvina Reynolds.

Reflection and Planning

Reflect on these questions, and discuss them with your co-leaders:

1. What have I learned from the experience of leading this session?
2. What preparation do I need to do for the next session(s)?

Stewardship for Primary Children Session 2

Who Are Our Stewards? What Is Our Legacy?

Goals for Participants

- To gain understanding of their congregation's legacy of stewardship
- To honor congregational and institutional stewards, and to appreciate the gifts they have inherited
- To increase awareness of their responsibility to further the growth of Unitarian Universalism

Session Summary

Centering	5 minutes
Commentary	10 minutes
Story/Activity	30 minutes
Contemplation	5 minutes
Commitment/Celebration	10 minutes

Materials

- Chalice, candle, and matches
- Historical objects from your congregation's archives, such as an old Bible, collection plates, photos, vestments, pictures of children in church school who are now grownups
- Materials needed for an activity of your design (see Story/Activity)
- Leader Resource 2, Stories of UU Stewards: John Haynes Holmes; Leader Resource 3: Stories of UU Stewards: Gwendolyn Willis; Leader Resource 4: Stories of UU Stewards: Whitney Young
- Collection basket
- *Singing the Living Tradition* hymnal

Preparation

- Read this session and decide who will lead each activity.
- Collect needed resources and supplies.
- Recruit a guest speaker from your congregation who relates well to children and can tell an interesting story he/she remembers about your congregation. Ask him/her to bring a photo album or object(s) to illustrate the story.
- Design an activity to complement the guest speaker's presentation (see Story/Activity).
- Familiarize yourself with Leader Resources 2, 3, and 4.

Notes to Teacher

This session aims to give children an understanding of stewardship by looking at their past. Learning the stories of those who have worked to preserve and cultivate our Unitarian Universalist faith and institutions helps us appreciate what we have. Through this perspective, children become aware of how they, too, will become a part of history when they become stewards of their congregations, their communities, and their faith.

Each congregation will have many stories to tell. Invite a guest or elder from your congregation to visit your class and share some living history. Or, tell the story of a congregational or Unitarian Universalist hero/heroine. Some questions to be addressed include: Who founded this congregation? What were some important turning points and leaders in our congregation's history? Who are some notable personalities in our community? Who were the important stewards of Unitarian Universalism in our district? Who were the people who kept our UU faith alive?

When participants learn the stories of other stewards, they will be better able to appreciate the gifts they have and to act as stewards of their own congregations, communities, and faith.

Session Plan

Centering

5 minutes

1. Invite children to form a circle and light the chalice.
2. Lead participants in an opening ritual, or use last week's choice:

From Our Hearts

Let us light a candle
of understanding

With Our Hands

For the Earth
All the World Together

Or in our hearts,
So that we may know
How other people think and feel.

Commentary

10 minutes

1. Show one or two objects from your congregation's archives. Explain to the children why they are important and what relationship your guest speaker has to them.
2. Introduce your guest as a steward of the congregation. Ask children if they remember what steward means. Invite sharing.

Story/Activity

30 minutes

1. Invite the guest speaker to tell the children about his/her connection to the congregation, and to show the objects she/he has brought. Leave time for questions from children.

2. Undertake an activity related to the speaker's contribution to your congregation. For example, if the guest has contributed a work of art (such as a mosaic, carving, or chalice) to your congregation, then have something similar for children to design or model with clay or other medium.

If the speaker's contribution is not easy to translate into an art activity, have portraits of famous Unitarian Universalists that you've photocopied and cut into puzzle pieces. Ask children to put the puzzle together; then glue to a piece of construction paper or 8 1/2" x 11" sheet and ask children to decorate the border or frame. Adult helpers or children who can write should add the person's name and why they were good stewards (e.g. John Haynes Holmes - modern day Unitarian Universalist prophet).

3. If you choose not to have a guest, tell one or two of the stories from Leader Resources 2, 3, and 4.

Contemplation

5 minutes

In a large group, have children identify and describe the objects they have made.

Commitment/Celebration

10 minutes

1. Summarize the session by saying, "Today we enjoyed learning from one of our congregation's stewards, (name), about how we take care of our congregation and each other. As Unitarian Universalists we feel it is important to be good stewards."
2. Pass the collection plate as described in the previous session.

3. Sing No. 402, "From You I Receive," from *Singing the Living Tradition*:

From you I receive

To you I give

Together we share

From this we live

Alternatively, sing this "Hymn of Thanks":

Give thanks for love we all may share

Give thanks for beauty everywhere

Give thanks for hope of good to be

Give thanks for truth that makes us free

Reflection and Planning

Reflect on these questions, and discuss them with your co-leaders:

1. What have I learned from the experience of leading this session?
2. What preparation do I need to do for the next session(s)?

Stewardship for Primary Children Session 3

How Can We Be of Service?

Goals for Participants

- To identify, design, and plan a stewardship project
- To affirm individual contributions of time, talent, and resources to the project
- To experience a sense of accomplishment for what they have done, and for making a difference in the lives of people in the congregation, community, or faith

Session Summary

Centering	10 minutes
Commentary	5 minutes
Story/Activity	20 minutes
Contemplation	15 minutes
Commitment/Celebration	10 minutes

Materials

- Chalice, candle, and matches
- Building blocks (wood, cardboard, or plastic), two or three sets
- Scissors
- Tape or glue
- Newsprint
- Crayons and markers
- Handout 2, Family Stewardship Letter; Handout 3, Children, Money and Values: Ten Principles; Handout 4, Helping Children with Allowances and Savings; and Handout 5, Stewardship Box
- Collection basket
- *Singing the Living Tradition* hymnal

Preparation

- Read this session and decide who will lead each activity.
- Collect needed resources and supplies.
- If you wish, make arrangements with children, or their family members, who have musical gifts to share them during the offering. Such participation offers them a way to be stewards to your class, and gives the closing ceremony more variety.
- Copy Handouts 2, 3, and 4 for each child.
- Copy Handout 5 onto card stock for each child. Make a few Stewardship Box samples.

Notes to Teacher

In Session 3, children and teachers think about the skills they have to offer and define a project or make a commitment to take action. Session 4 will be used to carry out your project. Choose a project that is significant to your congregation. Coordinate it with your congregation's social action committee and with the other groups doing this curriculum. Make your project fit into the final session, the Intergenerational Worship or Children's Chapel celebration. The sample Celebration of Commitments provided include a suggested format, but we encourage you to be creative.

When defining your project, consider these guiding questions:

What am I capable of doing?

What *talents* can I share?

What resources (*treasure*) do I have to offer?

How much *time* can we give to this project?

As you talk and plan the project with the children, consider carefully the following points:

- The success of the project will depend on the children's commitment to participate, your commitment to plan, arrange, and follow up, and the

commitment of the people recruited from your congregation and the chosen social service agency to work with your group.

- The kind of project that children of this age are most able to complete successfully is a service project involving either collecting and donating goods and/or donating time and effort to help or serve in a particular way.
- Choose a project that can be begun and completed in a single morning.

Your project or actions can be in one or all of the three stewardship settings. For example, your students could decide to be Sunday greeters, participate in the Unitarian Universalist Service Committee's Guest at Your Table program, or bake cookies and take them to shut-ins. The possibilities are almost endless. An important attitude to nurture in Sessions 3 and 4 is affirmation of individual gifts. People can learn to be generous. You provide an opportunity for your children to make a meaningful gift. The reward comes as the children see they have made a difference.

Some financial commitment to the congregation and larger Unitarian Universalist Association is an important part of the project. We are most likely to experience the joy of giving when we sort through our priorities and find a time and place for it in our lives. By educating participants about the value of stewardship, and by encouraging them to make giving to our communities, congregations, and other Unitarian Universalist institutions a part of our religious life, we challenge our congregation and Unitarian Universalist institutions to integrate young people into the full life of our religious communities. Empowerment and joy are the key words.

Session Plan

Centering

10 minutes

1. As children arrive, invite them to play with the blocks, either on the floor or at a table. Encourage them to build real or imaginary structures.

2. After the children have built structures with blocks, invite them into a circle. Light the chalice and say your opening words.

Commentary

5 minutes

1. Comment on the structures that the children have built and how some worked together and some built alone. State that this is similar to how we build stewardship in our congregation, our community, and the world. Sometimes we do things as individuals, like collecting for UNICEF; at other times, we do things in groups, like building a house for Habitat for Humanity.
2. Show them the sample Stewardship Boxes you have made. Discuss the six sides and items you've written or drawn on each side.

Story/Activity

20 minutes

1. Tell the story of a congregational stewardship project in which you have participated, such as Guest At Your Table, a Habitat for Humanity project, visits to hospital patients or the elderly, or a capital campaign fund drive.
2. Invite the children to the activity table. Distribute to each child a Stewardship Box pattern that you have copied onto card stock. Demonstrate how to create their own by doing one for yourself, as follows:
 - A. On each side of the box, draw a symbol to represent:
 1. your name
 2. your grade
 3. a way you help at home
 4. a way you are a steward in congregation

5. a way you are a steward in your community
6. a way you can be a steward for the UUA or the world

B. Cut out the box on the solid outside line. (For younger children, cut them ahead of time.)

C. Fold in on all the dotted lines.

D. Glue/tape the flaps and glue/tape them to the inside walls to form a box.

3. Help children make their own Stewardship Boxes, completing the six sides with their individual pictures and words.

Contemplation

15 minutes

1. Invite children to bring their Stewardship Boxes and gather in a circle. Ask each child to share one side as you build a structure together with the boxes. Encourage participants to explain how they are or can be good stewards at home, in the congregation, in the community, or in the world.
2. On a sheet of newsprint or the chalkboard, list four or five ideas from the boxes (including your own) that would be practical projects for your class to undertake for Session 4. The project might last only a week—e.g., baking cookies for shut-ins— or it might be a longer, ongoing project such as recycling or cleanup.
3. Discuss the pros and cons of the four or five choices. Then have the children vote on which project they will pursue. Point out that the use of the democratic process is one of our UU Principles and Purposes.

Commitment/Celebration

10 minutes

1. Distribute Handouts 2, 3, and 4. Explain that these handouts have ideas that participants will want to talk about with their families; review them briefly with the children. Return each child's Stewardship Box and encourage each to share it with his/her parents.
2. Summarize the session by saying, "Today we shared how we can be good stewards at home, in the congregation, in the community, and in the world. We decided to _____ next Sunday to help care for _____."
3. Pass the collection basket and sing "We've Got the Whole World in Our Hands." Have family members accompany the singing if you have arranged for it.
4. Mail Handouts 2, 3, and 4 to families whose child(ren) may have been absent for today's session.

Reflection and Planning

Reflect upon these questions, and discuss them with your co-leaders:

1. What have I learned from the experience of leading this session?
2. What preparation do I need to do for the next session(s)?

Stewardship for Primary Children Session 4

Doing an Act of Stewardship

Goals for Participants

- To successfully complete a stewardship project
- To affirm individual contributions of time, talent, and resources to the project
- To experience a sense of accomplishment for their stewardship actions and for making a difference in the lives of people in the congregation, community, or faith.

Session Summary

Centering and Commentary	5-10 minutes
Activity	35-40 minutes
Commitment/Celebration	15 minutes
Materials and Preparation	

- Before the session, copy, complete, and mail Handout 6, Letter to Child and Family.
- Gather the materials for opening and closing: chalice, candle, matches, collection basket, and *Singing the Living Tradition* hymnal.
- Gather the materials you will need for your project. Plan the work so that every child can participate.
- Consider recruiting members of your social responsibility committee to be adult helpers.

Notes to Teacher

1. Review the Session 3 Notes to Teacher. Emphasize the three T's of time, talent, and treasure in your conversations throughout the session.

2. Most of Session 4 will be devoted to the project you chose in Session 3. It is an important learning experience for the children. Name some of the values—respect, responsibility, cooperation, reciprocity, reverence—as you work together. Talk about being Unitarian Universalist stewards as you complete the project.
3. Reserve some time at the close of your session to review how your class will be involved in the Session 5 worship service. Refer to Session 5 for suggestions on how your class might contribute.

Session Plan

Centering/Commentary

5-10 minutes

1. Begin with a brief chalice lighting and review last week's decision to be stewards for your project.
2. Describe how to proceed with the project. Introduce any special helpers present.

Activity

35-40 minutes

Complete the project your class has chosen, or begin it if will take more than one week. Affirm each child's participation.

Commitment/Celebration

15 minutes

1. Gather children for a brief summary of the day's activity.
2. Tell the children that the next session will be a congregational celebration of stewardship involving the whole congregation (or whole church school). Explain how they will be included.

3. Conclude with an offering and a closing. Use the songs from previous sessions or one of your favorite closing rituals.

Reflection and Planning

Reflect on these questions, and discuss them with your co-leaders:

1. What have I learned from the experience of leading this session?
2. What preparation do I need to do for the final intergenerational celebration?

Stewardship for Primary Children Session 5

A Celebration of Commitment

Turn to the section of this book entitled “All Units: Session Five Celebrations of Commitment” to plan the Intergenerational Worship Service or Children’s Chapel Service in which your class will participate.

Unit Two

Stewardship for Intermediate Children

Stewardship for Intermediate Children Session 1

What Is Stewardship?

Goals for Participants

- To define stewardship in the context of personal experience and Unitarian Universalist values
- To recognize that stewardship involves sharing time, talent, and treasure
- To gain understanding of stewardship in three settings: congregation, community, and Unitarian Universalist faith

Session Summary

Centering	5 minutes
Commentary	5 minutes
Story/Activity	15 minutes
Contemplation	25 minutes
Commitment/Celebration	10 minutes

Materials

- Wall illustrations (see Preparation)
- Objects from the natural world for display (see Preparation)
- Chalice, candle, and matches
- Ball of yarn for each child (see Story/Activity)
- Newsprint, markers and tape
- For banners, felt rectangles (9" x 12") for each participant in a variety of colors, or three larger pieces
- Many small pieces of felt to decorate banners
- Pens or markers to draw on banners
- A dowel, 1/8" or 1/4" wide and 9 1/2" long, for each banner

- Scissors
- Glue
- Stapler
- Tongue depressors (to carry banners)
- Collection basket
- *Singing the Living Tradition* hymnal
- Handout 1, LOUUP Stewardship Tasks, and Handout 7, Intermediate Grade Participant Letter
- Leader Resource 1, Overview

Preparation

- Read through this unit in its entirety, as well as Leader Resource 1. Note that Session 2 and Session 3 call for guest speakers, necessitating advance planning.
- Read this session and decide who will lead each activity.
- Collect needed resources and supplies.
- One week before class, mail Handout 7, which invites children to bring an earth treasure from home to share with the class, to each participant.
- Prepare felt pieces for banners. You may choose to make either three large banners or one for each child. Fold over one end of the fabric, staple it, and insert a dowel. Leave enough space at the center to insert each of the tongue depressors.
- Copy Handout 1, LOUUP Stewardship Tasks, for each participant..
- Post pictures or posters of favorite places in nature, such as parks, beaches, gardens, treehouses, lakes, and animals, around the room.
- Collect objects from the natural world—e.g., seashells, flowers, beehives, pine cones—and place them on tables for children to examine as they enter.

Notes to Teacher

Stewardship means taking care of something we value and enabling it to grow.

Stewardship calls us to take responsibility and to make a contribution of our time, talent, and treasure. When defining stewardship with children, begin with examples from their

own experience: taking care of oneself by brushing teeth and washing hands, helping out around the house by putting toys away. Then, explain that we can be stewards in other areas as well:

1. We are stewards of our *congregation* when we give time to do a needed task, like cleaning up a classroom, or when we share a talent, like singing or playing music.
2. We are stewards in the greater *community* when we take care of other people's needs by collecting food or clothing for them.
3. We are stewards of our *Unitarian Universalist faith* when we give money during a children's chapel or worship service; when we support a partner church in Transylvania; when we help our congregation give its fair share to the UUA.

Participants may also have acted as stewards of the *earth*, by recycling, participating in school ecology programs, or doing community clean-up activities. You may wish to talk about those experiences and how they are related to the three settings of stewardship.

Session Plan

Centering

5 minutes

1. Invite participants to form a circle, bringing an earth treasure—either one they brought from home or one from the display table—along.
2. Light the chalice and recite your favorite chalice-lighting words, and/or choose one of these selections:

From Our Hearts

With Our Hands

For the Earth

All the World Together

(Children of the Green Earth)

Flame of fire, spark of the universe

that warmed our ancestral hearth—

agent of life and death,

symbol of truth and freedom.

We strive to understand ourselves

and our earthly home.

(No. 451 *Singing the Living Tradition*)

Commentary

5 minutes

1. Say something like, “Everyone has a favorite place we like to visit outside. The earth treasures that you are holding can help us remember those places. We’d like to hear about your special place as you put your treasure on our worship table.” Invite each child to say his/her name as well.
2. When everyone has spoken, ask participants to come to the table, pick up another person’s earth object, then return to their seats. Invite each child to share what this new item reminds them of or means to him or her.

Story/Activity

15 minutes

1. Ask the group to stand and form a circle. Say something like, “As Unitarian Universalists, we respect the interdependent web of all existence of which we are a part. All of the places you mentioned depend on so many things to keep them healthy and beautiful. The Web Game we are about to play can help us see how we are connected to plants, animals, people, and every other part of our world and earth.”
2. Give each child a ball of yarn.
3. Ask the children to tell you what four things most forms of life need to survive (water, air, soil, and sun). When the four things are named, ask for four volunteers to act as these things and to sit in the center of the circle. Have other children portray different forms of life: grass, tree, insect, frog, mouse, snake, hawk, chicken, cow, person. Then begin the game by naming each of these living things in turn. Invite each child to tie yarn around her/himself and around the people representing everything else that his/her form of life needs to survive (air, water, soil, sun).

4. As the game continues, a web will take shape. (You may need to explain the interdependencies, if they are not obvious.) Here is one possible list of players and their ties:
 - grass tied to air, water, soil, sun
 - mouse tied to grass, air, water, soil, sun
 - insect tied to grass, air, water, soil, sun
 - frog tied to insect, air, water, soil, sun
 - snake tied to mouse, frog, air, water, soil, sun
 - hawk tied to mouse, snake, air, water, soil, sun
 - cow tied to grass, air, water, soil, sun
 - person tied to cow, grass, air, water, soil, sun

5. When everyone is part of the web, experiment with what happens when one piece is missing. Try several to make the point that every part of the web is dependent on other parts. Then gather the yarn and return to a sitting circle.

Contemplation

25 minutes

1. Say something like, “Humans fit into the web of life, but we also can change the web.” Engage participants in conversation with the following questions:

Do you know what the environment was like here before any Europeans came to settle? Before people had cars?

What do you think the world will be like when you are grown up?

2. Then say, “We are all stewards of the earth, and we all have a responsibility to take care of our environment. Stewardship also means taking care of each other and of the places where we come together.”

Introduce the concept of stewardship, using this session’s Notes to Teacher as a

resource. Ask participants to respond based on their experiences or the experiences of people they know.

3. Begin the Stewardship Brainstorm Activity. Invite children to produce a list of ways they act as stewards of the earth. Encourage them to think of personal actions as well as group and family projects: not littering, recycling, cleaning the yard, planting trees or flowers. Affirm all responses.

Then, ask participants to think of ways that people can be stewards of the congregation, the community, and the Unitarian Universalist movement. Write these words as headings on the newsprint, then record participants' suggestions.

Possibilities include:

Congregation	Community	UU Movement
giving money	food collection	UNICEF
cleaning up	Recycling	Guest at Your Table
singing in choir	Gay Pride Walk	hosting a district conference
teaching	soup kitchen	
Habitat project	AIDS ribbons	

4. Begin the Banner-Making Activity. Have the children gather at a table with felt rectangles and supplies. Explain that they will be making banners celebrating stewardship and Unitarian Universalist stewards. Invite each child to choose a felt rectangle to work on—either one for each child, or one of three large felt banners named “congregation,” “community,” and “Unitarian Universalist faith.” On smaller pieces of felt, have them draw and cut out designs or patterns symbolizing stewardship—time, talent, treasure—and/or a Unitarian Universalist steward they want to celebrate. Glue the small felt designs onto the banners.

Explain to the children that they will continue work on their banners next week.
Plan to use these banners in the final intergenerational worship service.

Commitment/Celebration

10 minutes

1. Invite the children into a circle. Summarize the session by saying, “Today we learned about being good stewards. As Unitarian Universalists, we believe in taking care of the earth and the web of life of which we are all a part. We are stewards of our congregation, community, and Unitarian Universalist faith.”
2. Introduce the concept of an offering, including information from Leader Resource 1 in your explanation. Summarize by saying, “Helping other people, sharing things we have, and taking care of ourselves and our world are the ways of stewardship. We are all Unitarian Universalist stewards.” Pass the collection basket.
3. Sing “From You I Receive” from *Singing the Living Tradition* (No. 402). Another possibility is “For the Earth Forever Turning” (No. 163).
4. Give each participant a copy of Handout 1, LOUUP Stewardship Tasks, to talk about at home.

Reflection and Planning

Reflect on these questions, and discuss them with your co-leaders:

1. What have I learned from the experience of leading this session?
2. What preparation do I need to do for the next session(s)?

Stewardship for Intermediate Children Session 2

Who Are Our Stewards? What Is Our Legacy?

Goals for Participants

- To gain understanding of their congregation's legacy of stewardship
- To honor congregational and institutional stewards, and to appreciate the gifts they have inherited
- To increase awareness of their responsibility to further the growth of Unitarian Universalism

Session Summary

Centering	5 minutes
Commentary	5 minutes
Story/Activity	25 minutes
Contemplation	15 minutes
Commitment/Celebration	10 minutes

Materials

- Chalice, candle, and matches
- Historical objects from your congregation's archives, such as an old Bible, collection plates, photos, vestments, pictures of children in church school who are now grownups
- *A Stream of Living Souls* by Denise Tracy and/or *These Live Tomorrow: Twenty Unitarian Universalist Lives* by Clinton Lee Scott (Boston: Skinner House Books, 1987) (see Preparation)
- Objects that represent stewardship projects and events from your church, community and the larger world. For example: a special banner, chalice, mosaic, or carving; small house or doll house to represent a Habitat for Humanity or other building project; a tree or photo of one to represent a tree-planting trip; a poster from a peace march or other rally; pink triangle buttons and arm bands for a Gay

Pride Walk; other Walk-a-thon T shirts; UNICEF and Guest at Your Table boxes; books and photos of a local library or college that your church helped found; Humane Society posters; Nature Conservancy brochures; AIDS advocacy or hospice material (see Contemplation)

- Banner-making supplies from Session 2
- Collection plate
- *Singing the Living Tradition* hymnals

Preparation

- Read this session and decide who will lead each activity.
- Collect needed resources and supplies.
- Recruit two or three guest speakers from your congregation. Ideally, find individuals with a talent for acting are willing to dress up in period costumes and play the roles of past stewards of your church. Otherwise, recruit current living members who have interesting stories to tell about their contributions to your congregation. Ask such speakers to bring photo albums and/or other objects to illustrate their stories.
- Provide any guests playing the roles of historical figures with materials from your archives, such as a written history and a few artifacts, to allow them to prepare.
- For the second part of Story/Activity, prepare a UU faith story to share with your class, using the books in the Materials list as resources.
- Display the objects representing stewardship projects and events on a table for participants to examine.

Notes to Teacher

This session aims to give children an understanding of stewardship by looking at their past. Learning the stories of those who have worked to preserve and cultivate our Unitarian Universalist faith and institutions helps us appreciate what we have. Through this perspective, children become aware of how they, too, will become a part of history when they become stewards of their congregations, their communities, and their faith.

Each congregation will have many stories to tell. Invite a guest or elder from your congregation to visit your class and share some living history. Or, tell the story of a congregational or Unitarian Universalist hero/heroine. Some questions to be addressed include: Who founded this congregation? What were some important turning points and leaders in our congregation's history? Who were some notable personalities in our community? Who were the important stewards of Unitarian Universalism in our district? Who were the people who kept our UU faith alive?

When participants learn the stories of other stewards, they will be better able to appreciate the gifts they have and to act to protect what they value.

Session Plan

Centering

5 minutes

Invite children into a circle, and light the chalice. Use the following opening words: "Let us light a candle of understanding and appreciation in our hearts, so that we may understand how people who came before us took responsibility for caring for our congregation and Unitarian Universalist faith."

Commentary

5 minutes

1. Show one or two objects from your congregation's archives. Explain why they are important and what relationship your guest speaker has to them.
2. Introduce your guests as stewards of the congregation.

Story/Activity

25 minutes

1. Invite each guest speaker to tell the children about his/her connection to the congregation, and to show the objects she/he has brought. Leave time for questions from children. Express appreciation to your guests.
2. Complement your speakers' presentations with a UU faith story of a person known and celebrated in your district or community.

Contemplation

15 minutes

1. Invite participants to the display table. Ask the group to help you determine where each of the objects representing stewardship projects or events belongs as you and/or guests tell about these objects.

For example,

Congregation

Decorative banner

Art object

Chalice

Photo of new church building

Community

Cans or boxes of food

Poster of local rally

Buttons, T shirts

House for Habitat project

AIDS ribbons

UU Movement

Peace banner

UNICEF

Guest at Your Table

Nature Conservancy poster

Notice for district workshop

2. Finish the banners you began working on last time, so that they are ready for display or for use in the final worship service.

Commitment/Celebration

10 minutes

1. Gather participants in a closing circle. Summarize the session by saying something like, "Today we enjoyed learning from our congregation's stewards, _____, about how we take care of our congregation and each other. As Unitarian Universalists we feel it is important to be good stewards and to honor those who have come before us."

2. Pass the collection basket as described in last week's session.
3. Sing No. 402, "From You I Receive," from *Singing the Living Tradition*:

From you I receive
To you I give
Together we share
From this we live

Alternatively, sing this "Hymn of Thanks":

Give thanks for love we all may share
Give thanks for beauty everywhere
Give thanks for hope of good to be
Give thanks for truth that makes us free

Reflection and Planning

Reflect on these questions, and discuss them with your co-leaders:

1. What have I learned from the experience of leading this session?
2. What preparation do I need to do for the next session(s)?

Stewardship for Intermediate Children Session 3

How Can We Be of Service?

Goals for Participants

- To identify, design, and plan a stewardship project
- To affirm individual contributions of time, talent, and resources to the project
- To experience a sense of accomplishment for what they have done

Session Summary

Centering	10 minutes
Commentary	10 minutes
Story/Activity	25 minutes
Contemplation	10 minutes
Commitment/Celebration	5 minutes

Materials

- Chalice, candle, and matches
- Scissors
- Tape or glue
- Newsprint and markers
- Pencils or pens
- Handout 2, Family Stewardship Letter; Handout 3, Children, Money and Values: Ten Principles; Handout 4, Helping Children with Allowances and Savings; Handout 5, Stewardship Box; Handout 8, Questions for Interviewers; Handout 9, Questions for Guests
- Collection basket
- Singing the Living Tradition hymnal

Preparation

- Read this session and decide who will lead each activity.
- Collect needed resources and supplies.
- At least three or four weeks before this session, invite one or several members of your congregation's social responsibility committee to present their favorite service project to your class. Ask them to bring any posters, banners, T shirts, photos, handouts or other visuals to enhance their presentation, which should be no more than five minutes long. Be sure to tell them they will be presenting fifteen or twenty minutes after your class begins. Give each guest a copy of Handout 9 to prepare their presentation.
- If you wish, make arrangements with children, or their family members, who have musical gifts to share them during the offering. Such participation offers them a way to be stewards to your class, and gives the closing ceremony more variety.
- Make a sample Stewardship Box.
- Prepare newsprint instructions for constructing a Stewardship Box.
- Copy Handouts 2, 3, 4, and 8 for each child.
- Copy Handout 5 onto card stock for each child.
- Copy Handout 9 for each guest.

Notes to Teacher

In Session 3, participants and teachers think about the skills they have to offer and define a project or make a commitment to take action. Session 4 will be used to carry out your project. Choose a project that is significant to your congregation. Coordinating with your church's social responsibility committee and with the other groups doing this curriculum will ensure that your project will fit into the final session, the Intergenerational Worship or Children's Chapel celebration. Session 5 provides a suggested format, but we encourage you to be creative.

When defining your project, have your group consider these guiding questions:

What am I capable of doing?

What *talents* can I share?

What resources (*treasure*) do I have to offer?

How much *time* can we give to this project?

As you work with your students to choose and plan the project, consider carefully the following points:

- The success of the project will depend on the children's commitment to participate, your commitment to plan, arrange, and follow up, and the commitment of the people recruited from your congregation and from the chosen social service agency to work with your group.
- The kind of project that children of this age are most able to complete successfully is a service project involving either collecting and donating goods and/or donating time and effort to help or serve in a particular way.
- Choose a project that can be begun and completed in a single morning. It is better to undertake and complete a simple project than to start a more challenging one and not be able to finish it successfully.

Community projects might include collecting food, clothing, toys, or books and donating them to an appropriate agency; helping to prepare and serve a meal at a food-related agency; or cleaning up a playground or small park. To expand your options about possible projects in your community, talk with the chairperson of your congregation's social responsibility committee, your minister(s), and/or a staff person at your local United Way or other umbrella agency. Be sure to ask for help from others—your religious educator, social responsibility committee members, parents—when you need it.

The project could also focus on the congregation. For example, your students could decide to be Sunday greeters, participate in the Unitarian Universalist Service Committee's Guest at Your Table program, or bake cookies and take them to shut-ins. The possibilities are almost endless. An important attitude to nurture in Sessions 3 and 4 is affirmation of individual gifts. People can learn to be generous. You provide an opportunity for your children to make a meaningful gift. The reward comes as the children see they have made a difference.

Some financial commitment to the congregation and larger Unitarian Universalist Association is an important part of the project. We are most likely to experience the joy of giving when we sort through our priorities and find a time and place for it in our lives. By educating participants about the value of stewardship, and by encouraging them to make giving to our communities, congregations, and other Unitarian Universalist institutions a part of our religious life, we challenge our congregation and Unitarian Universalist institutions to integrate young people into the full life of our religious communities. Empowerment and joy are the key words.

Session Plan

Centering

10 minutes

1. As the children arrive, invite them to come to the activity table. Have the Stewardship Box patterns and written instructions set out, along with a finished box you have made in advance.
2. Help the children assemble their own boxes as follows:
 - A. On each side of the box, draw a symbol or write a word to represent:
 1. your name
 2. your grade
 3. a way you help at home

4. a way you are a steward in the congregation
5. a way you are (or can be) a steward in your neighborhood or community
6. a way you can be a steward of the UUA, your District, or the world

If participants need ideas about being stewards of the congregation the community, or the Unitarian Universalist movement, refer to the newsprint brainstorming from the previous session.

B. Cut out the box on the solid outside line.

C. Fold in on all the dotted lines.

D. Put glue on the flaps and glue them to the inside walls forming a box.

3. Ask children to bring finished boxes to the circle. Begin with a chalice lighting, using your favorite opening reading or one from a previous session.

Commentary

10 minutes

1. Invite children to share one side of their Stewardship Box as they place them on your worship table. Encourage them to build a structure as they add their box.
2. As participants share how they can be stewards of the congregation, the community, or the Unitarian Universalist faith, list a few of their ideas on a sheet of newsprint that might be workable projects for your group. Include your ideas as well. As you are recording ideas, place them in one of three columns: congregation, community, Unitarian Universalist Association/Faith. If participants need ideas or have trouble categorizing them, remind them of the projects and objects discussed in the last session, such as the cans or boxes of food, AIDS ribbons, UNICEF box, and peace banner.

Story/Activity

25 minutes

1. Invite children into a sharing circle. Distribute copies of Handout 8, Questions for Interviewers, and pens or pencils. Go over the questions with the children and encourage them to add their own questions. If you have more than one guest, decide which questions will be directed to each guest.
2. Introduce guests from the social responsibility committee and have them present their favorite project first. Then invite the children to ask their interview questions. Pay attention to the time, so each guest has roughly equal time.
3. To conclude this time with your guests, invite each guest to share a final thought, idea, or feeling. If you plan to participate in a project with one or all of your guests, confirm that understanding with them. Thank your guests.

Contemplation

10 minutes

1. Invite the class to decide on a project that will begin during the next session. Explain that the project can be a one-week exercise, such as cleaning up or planting flower beds on the church or meeting house grounds. Alternatively, it can be a longer or ongoing effort such as collecting food or clothing for the community.
2. Discuss the pros and cons of each of the four or five ideas you've posted on newsprint. Then take a vote to decide on the one your group will undertake. Point out that the use of the democratic process is one of our UU purposes and principles.

Commitment/Celebration

5 minutes

1. Distribute Handouts 2, 3, and 4. Explain that these handouts have ideas that participants will want to talk about with their families; review the contents briefly. Return each child's Stewardship Box and encourage each to share it with his/her parents.
2. Summarize the session by saying, "Today we shared how we can be good stewards at home, in our congregation, in the community, and in the larger Unitarian Universalist Association and faith tradition. We decided to _____ next Sunday to help care for _____."
3. Pass the collection basket and sing "We've Got the Whole World in Our Hands." Have children or family members accompany the singing if you have arranged to do so.
4. Mail Handouts 2, 3, and 4 to families whose child(ren) may have been absent for today's session.

Reflection and Planning

Reflect on these questions, and discuss them with your co-leaders:

1. What have I learned from the experience of leading this session?
2. What preparation do I need to do for the next session(s)?

Stewardship for Intermediate Children Session 4

Doing an Act of Stewardship

Goals for Participants

- To plan and successfully complete a stewardship project
- To affirm individual contributions of time, talent, and resources to the project
- To experience a sense of accomplishment for what they have done, and for making a difference in the lives of people in the congregation, community, or faith

Session Summary

Centering/Commentary	5-10 minutes
Activity	35-40 minutes
Commitment/Celebration	15 minutes

Materials and Preparation

- Before the session, copy, complete, and mail Handout 6, Letter to Child and Parents.
- Gather the materials for opening and closing: chalice, candle, matches, collection basket, and *Singing the Living Tradition* hymnal.
- Gather the materials you will need for your project. Plan the work so that every child can participate.
- Consider recruiting members of your social responsibility committee to be adult helpers.

Notes to Teacher

Review the Session 3 Notes to Teacher. Emphasize the three T's of time, talent, and treasure in your conversations throughout the session.

Class time will be spent working on the project you chose in Session 3. Be sure to allow some time at the close of your session to review how your class will be involved in the final week's celebration. Refer to Session 5 for suggestions on how your class might contribute.

Session Plan

Centering/Commentary

5-10 minutes

1. Begin with a brief chalice lighting and review last week's decision to be stewards for your project.
2. Describe how to proceed with the project. Introduce any special helpers who are present.

Activity

35-40 minutes

Complete the project your class has chosen, or begin it if will take more than one week. Affirm each child's participation.

Commitment/Celebration

15 minutes

1. Gather children for a brief summary of how your project went today.
2. Tell participants that the next session will be a congregational celebration of stewardship involving the whole congregation (or whole church school). Explain how they will be included.
3. Conclude with an offering and a closing song. Use the songs from previous sessions or one of your favorite closing rituals to conclude this session.

Reflection and Planning

Reflect on these questions, and discuss them with your co-leaders:

1. What have I learned from the experience of leading this session and project?
2. What preparation do I need to do for the final intergenerational celebration?

Stewardship for Intermediate Children Session 5

A Celebration of Commitment

Turn to the section of this book entitled “All Units: Session Five Celebrations of Commitment” to plan the Intergenerational Worship Service or Children’s Chapel Service in which your class will participate.

Unit Three

Stewardship for Youth

Stewardship for Youth Session 1

What Is Stewardship?

Goals for Participants

- To define stewardship in the context of personal experience and Unitarian Universalist values
- To recognize that stewardship involves sharing time, talent, and treasure
- To gain understanding of stewardship in three settings: congregation, community, and Unitarian Universalist faith

Session Summary

Centering	5 minutes
Commentary	15 minutes
Activity	10 minutes
Contemplation	20 minutes
Commitment/Celebration	10 minutes

Materials

- Pictures and posters of teens (see Preparation)
- Objects symbolizing the earth, the community, the congregation, and the youth group (see Preparation)
- Background music (see Preparation) and a CD or tape player
- Chalice, candle, and matches
- Ball of yarn
- Newsprint
- Markers
- Tape
- Collection plate (or basket, or decorated box)
- *Singing the Living Tradition* hymnals
- Leader Resource 1, Overview

Preparation

- Read through this unit in its entirety, as well as Leader Resource 1.
- Read this session and decide who will lead each activity.
- Collect needed resources and supplies.
- Decorate the walls with pictures and posters of teens in a wide variety of situations: involved in outdoor activities, at marches, holding hands, speaking to the elderly, at celebrations, in school.
- Place on a display table objects that represent the earth, community, the congregation, and the youth group, such as seashells, flowers, bag of refuse, photos of youth conference, copy of the Young Religious Unitarian Universalists (YRUU) publication *Synapse*, floppy disk or CD.
- Play background music with a message of caring for one another or for the earth. Folk, rock, or other popular music is fine.

Notes to Teacher

The concept of stewardship draws together many threads in our interdependent web of existence: the earth upon which we live, the elements of community we value, and the institutions that promote our values or provide services we think are important. As Leader Resource 1 explains, stewardship means taking care of something we value and enabling it to grow. Stewardship calls us to take responsibility and to make a contribution of our time, talent and treasure.

This program explores the meaning of stewardship in three settings: congregation, community, and Unitarian Universalist movement. The logical place to begin is with personal experiences. Ask participants how they were, are, or could be stewards in each setting. Affirm each participant's actions and celebrate them in the context of UU principles and values.

Save the newsprint lists you create in this session for use in Session 4.

Session Plan

Centering

5 minutes

Greet youth as they arrive and ask them to form a circle for the chalice lighting. Light the chalice.

1. Invite them to respond "We give thanks this day" as you read "We Give Thanks This Day" by O. Eugene Pickett, No. 512 in *Singing the Living Tradition*.

For the expanding grandeur of Creation, worlds known and unknown, galaxies beyond galaxies, filling us with awe and challenging our imaginations:

We give thanks this day.

For this fragile planet earth, its times and tides, its sunsets and seasons:

We give thanks this day.

For the joy of human life, its wonders and surprises, its hopes and achievements:

We give thanks this day.

For our human community, our common past and future hope, our oneness transcending all separation, our capacity to work for peace and justice in the midst of hostility and oppression:

We give thanks this day.

For high hopes and noble cause, for faith without fanaticism, for understanding of views not shared:

We give thanks this day.

For all who have labored and suffered for a fairer world, who have lived so that others may live in dignity and freedom:

We give thanks this day.

For human liberty and sacred rites; for opportunities to change and grow, to affirm and choose:

We give thanks this day.

We pray that we may live not by our fears but by our hopes, not by our words but by our deeds. Amen.

Commentary

15 minutes

1. Say something like, “What did you notice as you came into the room today? Take a moment to look around you again. Do some of the objects make you feel happy, sad, peaceful, excited? Close your eyes and try to imagine you are in a place that makes you feel happy.” Pause. Invite participants to relax and notice what they are doing there. Allow them to stay there for two minutes. Then invite them to return to this room and circle of friends, and to open their eyes.
2. Invite each person to share a brief story about his/her place: to describe it, name who was there during the guided meditation, and share what they experienced.

Activity

10 minutes

1. Play the Web Game. Ask participants to form a circle. Give a ball of yarn to one person. Ask him or her to hold one end of the yarn tightly and toss the ball across the circle to another person, calling out his or her name. Continue until everyone is connected.
2. Ask participants to carefully lay the web on the floor. Invite all to stand back from the web and examine it. Say, “This web is a symbol of connections. If we were physically able to construct a web that included all the people with whom we are connected, who else would it include?” Continue exploring connections with other living things.

Contemplation

20 minutes

1. Explain or remind participants that the seventh principle in the Unitarian Universalist Principles and Purposes states our respect for the interdependent web of all existence of which we are a part. Note that the opening reading thanked the people, past and present, who helped to make us free to choose what we want to think and do. In a way, they are our guardians.

2. Tell participants that they, too, have opportunities to be guardians. Ask them to close their eyes again and think of something they did that helped someone else—a friend, relative, teacher, or even a stranger. Ask: “How does it feel to be a guardian?” (Happy? Powerful? Intimidating?) Invite responses.
Continue by saying “People who are guardians of the earth, of our congregations, and of other people are called *stewards*, and providing this care and support is called *stewardship*. This is one important aspect of the UU seventh principle.
3. Invite participants to brainstorm ways they now act as stewards, and list their responses on newsprint. Examples might include volunteering, fundraising for school projects, contributing to Guest at Your Table, sharing musical talents.
4. Ask the group to brainstorm other stewardship activities they would like to try. List these on newsprint as well. Examples could include cleaning up the environment, visiting senior citizens, raising teen issues at church meetings, becoming a member of the church, or assisting the congregation with fundraising.
5. Ask participants to select three of these projects as their first, second, and third choices of projects to consider doing as a group. Have the group prioritize by asking each person to vote on three choices by a show of hands. Continue the process until a consensus emerges.
6. Ask for volunteers to lead each of their top two or three choices.
7. Conclude by saying, “In the coming weeks we will come up with a plan to accomplish this mission.” Save the newsprint with the top two or three choices for Session 4.

Commitment/Celebration

10 minutes

1. Introduce the concept of an offering, using Leader Resource 1 as a reference. You may refer to the offering taken in the Sunday service. Ask the group how they think the money is used in the congregation. Explain the mission that each of the named expenditures serves. Explain that giving money to the congregation is a form of good stewardship.

2. Pass a collection plate as participants sit quietly or listen to music, recorded or instrumental.
3. Then stand and sing together “From You I Receive” from *Singing the Living Tradition* (No. 402), “Blue Green Hills of Earth” (No. 163), or “Magic Penny” by Malvina Reynolds. Remind participants that an offering will be taken at the end of each session.
4. Summarize the session. “Today we learned about stewardship and what it means to be a good steward. We made choices about what we can do to become better stewards of our faith and community. We took the first steps toward doing something concrete that will contribute to a stronger, more relevant faith.”
5. Explain to the group that next week’s session will involve a fun project that will identify stewards from the past and in the congregation today. “We will need to be detectives in identifying them and reporters in interviewing them.”
6. Invite participants to stand in a circle and sing or say No. 679 in *Singing the Living Tradition*:

Be ye lamps unto yourselves; be
your own confidence.
Hold to the truth within
yourselves as to the only lamp.

Reflection and Planning

Reflect on these questions, and discuss them with your co-leaders:

1. What have I learned from the experience of leading this session?
2. What preparation do I need to do for the next session(s)?

Stewardship for Youth Session 2

Our Stewardship Legacy

Goals for Participants

- To gain understanding of their congregation's legacy of stewardship
- To honor congregational and institutional stewards, and to appreciate the gifts they have inherited
- To increase awareness of their responsibility to further the growth of Unitarian Universalism

Session Summary

Centering	5 minutes
Commentary	20 minutes
Story/Activity	20 minutes
Contemplation	5 minutes
Commitment/Celebration	10 minutes

Materials

- Chalice, candle, and matches
- Historical objects from your congregation's archives, such as an old Bible, collection plates, photos, and vestments
- Large roll of paper for creating timeline
- Newsprint
- Markers
- 3" x 5" cards with names, addresses and telephone numbers of members of the congregation who are Unitarian Universalist stewards, in a basket
- Handout 10, Stewardship Questionnaire
- Leader Resource 5, UU Timeline
- Collection plate
- *Singing the Living Tradition* hymnals

Preparation

- Read this session and decide who will lead each activity.
- Collect needed resources and supplies.
- At least several weeks prior to this session, gather all available information about the founding of your congregation, its originators, and the distinguished members who are still actively supporting the congregation. Invite one of the distinguished members to attend the class as a storyteller.
- Prepare a timeline of Unitarian Universalist history as follows. Draw a timeline horizontally along a large piece of paper. Using information from Leader Resource 5, mark Unitarian, Universalist, and Unitarian Universalist milestones (dates, people, and events) above the line. Below the line, mark important dates and events for your congregation. Leave space at the end of the timeline for future events.
- Identify good stewards from your congregation who are willing to be interviewed as part of an oral history project. Write their names, addresses, and phone numbers on index cards.
- Display the timeline and the objects from your congregation's archives in your room.
- Write the responsive reading used in the Contemplation section on newsprint.
- Photocopy Handout 10 for each participant.

Notes to Teacher

This session is meant to give us an understanding of stewardship by looking at our past. We can come to appreciate the gifts we have by learning the stories of those who worked to preserve and enrich our Unitarian Universalist institutions and heritage. The questions we will ponder are:

What is the story of our congregation?

How and by whom was it founded?

Who are the people that contributed to making its history?

Who are the people whose names appear on our rooms, hymnals, and plaques?
Are there youth who are working to be better stewards of our religious community?
Who are they and what are they doing?
What stories are significant to the history of our congregation?
Who were the stewards of UUism in our district?
Who were the people who brought UUism to this congregation?
Who were the people who keep our faith alive, and put forward our values over the ages?
How are we connected to it?

Preparing your own congregation's timeline will help make your Unitarian Universalist legacy come alive.

Note that the UU Timeline you create in this session will be used again in Session 4 and may also be part of the final intergenerational worship service. Also save newsprint lists from this session for use in Session 4.

Session Plan

Centering

5 minutes

1. Gather participants in a sharing circle.
2. Light the chalice and read the following opening words from *Singing The Living Tradition* (No. 481) by Nancy Wood:

It is our quiet time.
We do not speak, because the
voices are within us.
It is our quiet time.
We do not walk, because the earth
is all within us.
It is our quiet time.
We do not dance, because the

music has lifted us to a place
where the spirit is.
It is our quiet time.
We rest with all of nature. We
wake when the seven sisters wake.
We greet them in the sky over the
opening of the kiva.

Commentary

20 minutes

1. Direct participants' attention to the timeline. Say something like, "This timeline describes the formation of our faith. It goes back a long, long time in history. At some points, the formation of our faith, particularly in the United States, can be equated with the history of our country. Many 'first parishes' were the very first churches in their communities. Many prominent people, including presidents, considered themselves 'free religionists.' Let's look at our rich history and identify the stewards of free religion."
2. Go through the timeline, paying particular attention to the people who made great sacrifices: Murray, Ballou, Priestley, Channing, Fuller, Thoreau, Tuckerman, Thomas Starr King, Olympia Brown, Sophia L. Fahs, 1953 Liberal Religious Youth. Note that some of these individuals gave even their lives in order to stand up and speak out for what they believed, even though it would have been much easier for them to remain silent and practice their beliefs and values in their own way.
3. Ask: "How many of you speak about your faith with your friends?" (Good!) "What do you say about being a Unitarian Universalist?" "What can we say and do more about practicing our faith?"
4. Have the group brainstorm a list of people in the congregation who are practicing good stewardship. Write the list on newsprint.

Story/Activity

20 minutes

1. Ask participants to identify the ways they already contribute to the congregation. Record their responses on newsprint.
2. Explain that part of this program will be an oral history project to find out how others have contributed to the congregation. Ask for a volunteer to explain the concept of oral history. Clarify that an oral history is a kind of interview in which people share their memories of the past. Recording or writing down what they say can enrich our own understanding of history.
3. Explain that participants will be doing oral history with members of the congregation over the next two weeks. Note that information collected will be incorporated into the UU timeline and used in the final intergenerational worship service. Tell participants that they may interview either their own parent(s) or another adult whose name is on a card in your basket. Invite all who wish to take cards to do so.
4. Distribute Handout 10, Stewardship Questionnaire. Ask the group what additional questions they would like their interviewees to answer. Examples might include:
 - What were some of the ways that young people contributed to the congregation when you joined it?
 - If you were to do anything over again in terms of stewardship, what would that be?
5. Remind participants that they have two weeks to complete their interviews. Encourage them to bring back some interesting stories to share with the group.

Contemplation

5 minutes

1. Summarize by saying: “Today we learned something about our great heritage and the sacrifices many people made in securing the future we all enjoy today. We identified youth who are making a difference. We discovered that we have people in our own congregation who are worthy of interviewing, even our own parents.”
2. Refer to the responsive reading from *Synapse*, Winter ‘94 by Dore Mandelsberg written on newsprint. Divide participants into Left and Right groups and read responsively:

Left: I am a face.

I am a name.

Right: *I am a body, a thing.*

Just a thing.

Left: No.

No, I am better than that.

I am not just a face,

But a mind

With ideas worth listening to.

Right: *Not just a body,*

But a soul

With feelings worth considering.

Left: Not just a name,

But a voice

With words worth hearing.

Right: *I have something important to say,
Something worth paying attention to.*

Left: I may not be famous,
I may not be rich,
But I am a person,
A human being,

All: *And I have something to say.*

Commitment/Celebration

10 minutes

1. Pass the collection basket as described in last week's session.
2. Sing No. 402, "From You I Receive," from *Singing the Living Tradition*.

From you I receive
To you I give
Together we share
From this we live.

3. Affirm their participation. Ask each person to share the name(s) of his/her interviewees. Record these on newsprint. Make sure all participants have their questionnaires and understand their interviewing assignments.
4. Read these closing words from *Synapse*, Fall/Winter '91 by Leela Sinha:
we speak . . . of the past
Of history, made
. . . and,
History broken.
Proposed, it is, that we—

We make changes.
Said, we have, that they
were them . . . but whose
“they” are we?
And will we-letting-down-our-hair
. . . and sharing . . .
Will we move again—
Or join the ranks leaving
The few inspired
talking
in the dust?

Reflection and Planning

Reflect on these questions, and discuss them with your co-leaders:

- What have I learned from the experience of leading this session?
- What preparation do I need to do for the next session(s)?

Stewardship for Youth Session 3

Values in Giving

Goals for Participants

- To learn about the lives of Unitarian, Universalist, and Unitarian Universalist stewards and the difference they made to their congregations, their communities, and the Unitarian Universalist faith
- To affirm individual contributions of time, talent, and resources to stewardship
- To experience a sense of pride in Unitarian Universalist stewardship actions

Session Summary

Centering	5 minutes
Commentary	15 minutes
Story/Activity	30 minutes
Contemplation	5 minutes
Commitment/Celebration	5 minutes

Materials

- Chalice, candle, and matches, displayed on a table with greenery
- Newsprint
- Markers
- Tape
- Pictures of plenty, poverty, love, older people, youth engaged in work
- Leader Resources 6, 7, 8, 9, 10, and 11, Stewardship Portraits
- Handout 11, Ranking Values, and Handout 12, Panel Questions
- Collection plate (or basket, or decorated box)
- Singing the Living Tradition hymnals

Preparation

- Read this session and decide who will lead each activity.
- Collect needed resources and supplies.
- Familiarize yourself with the six stewardship portraits in Leader Resources 6 through 11. Identify individuals who could play a part well. Be open to recruiting both adults and youth.
- Recruit three (or four) people to play the roles. Give each panelist a copy of all six stewardship portraits as well as Handout 12. Ask each person to study his/her own character with particular attention to how that character would respond to the various questions.
- (Optional) Arrange for costumes and props that suggest the times in which the characters lived.
- Be prepared to introduce each panelist. Study the Panel Questions so you can moderate the discussion.
- Photocopy Handout 11 and Handout 12 for each participant.

Notes to Teacher

This session will focus on values and giving. It will offer participants an opportunity to reflect on their values and how they might contribute to bettering the world, both in general and in a specific project to be undertaken during the next session with the group.

The format of the Story/Activity section of this session is based on an old television program, “The Meeting of the Minds.” The show featured actors and actresses portraying well-known historical figures who engaged in fictional discussions of contemporary issues. For example, Darwin, Schweitzer, and Madame Curie might explore the ethics of genetic engineering. This format was engaging and educational.

This session asks you to organize a similar panel discussion about stewardship issues. You will play the moderator, while volunteers—adults or youth—play the following historical figures:

- Mary Livermore (Universalist), public servant and reformer
- John Haynes Holmes (Unitarian), preacher and civil rights activist
- Dana McLean Greeley (Unitarian Universalist), president and visionary
- Lotta Hitschmanova (Unitarian), humanitarian
- Martin Luther King, Jr., preacher and justice-builder
- Mother Teresa, missionary to the poorest of the poor

Recruit your actors well and give them copies of the resources they will need to learn about their characters. Advance preparation is essential for all concerned.

Save the newsprint lists you create in this session for use in Session 4.

Session Plan

Centering

5 minutes

1. Gather the group in a sharing circle. Invite all to a moment of silence for the chalice lighting.
2. Read the following chalice-lighting words from Mother Teresa (No. 562):

Love cannot remain by itself—it
has no meaning.
Love has to be put into action and
that action is service.

Whatever form we are,
able or disabled,
rich or poor,
it is not how much we do,
but how much love we put in the
doing;
a lifelong sharing of love with
others.

Commentary

15 minutes

1. Introduce the session by saying something like, “So far, we have learned about what our founders lovingly provided for us. We learned that there are people today, of all ages, who want just as strongly to contribute to our religion. We learned that the seventh UU principle states that we are all a part of the interdependent web of all existence. We are going to have the opportunity now to think about what these values mean to each and all of us. Everybody has a set of values to which they are committed. How do we get our values?” Discuss the question for five minutes.
2. Distribute Handout 11. Ask participants to choose just five of the values and rank them in order of importance.
3. Divide into clusters of three to five participants and have each group come to a consensus about the three most important values.
4. After five minutes, ask each group to report back to the whole. Write each group’s responses on newsprint. Invite comments. Ask: “How did you feel when you were forced to eliminate values? Was it hard to come to consensus about what we value?” Invite comments.

Story/Activity

30 minutes

1. Invite panelists and audience to take their seats. Distribute Handout 12. Then say: “Welcome to this Meeting of the Minds. This is a once-in-a-lifetime opportunity to talk with our Unitarian, Universalist, and Unitarian Universalist stewards and forebears. We’re eager to hear their thoughts about stewardship.”
2. Introduce the panelists and engage them in conversation with the first three Panel Questions.

3. Invite the audience to ask questions and offer comments.
4. After the allotted time, thank everyone for participating, especially the panelists.

Contemplation

5 minutes

1. Summarize the session by saying "Today we enjoyed and learned from three Unitarian Universalist stewards. Next week, we will hear the stories you have gathered in our oral history project and put them into our timeline. We will also choose a project that we can do ourselves to include in the future of our timeline. Please remember to finish your interviews this week and bring notes from the interview to class next time."
2. Invite comments and concerns.

Commitment/Celebration

5 minutes

1. Take the offering and say, "This offering is something of great value. We have had to spend time and energy to raise the money we contribute today."
2. Sing No. 402 from *Singing the Living Tradition*:

From you I receive
To you I give
Together we share
From this we live

Reflection and Planning

Reflect on these questions, and discuss them with your co-leaders:

1. What have I learned from the experience of leading this session?
2. What preparation do I need to do for the next session(s)?

Stewardship for Youth Session 4

How We Give

Goals for Participants

- To identify, design, and plan a stewardship project
- To affirm individual contributions of time, talent, and resources to the project
- To experience a sense of accomplishment for what they have done and for making a difference in the lives of people in the congregation, community, or Unitarian Universalist faith

Session Summary

Centering	5 minutes
Commentary and Story	15 minutes
Activity	5 minutes
Contemplation	15 minutes
Commitment/Celebration	10 minutes

Materials

- Chalice, candle, and matches
- Wall illustrations used in previous sessions
- UU Timeline from Session 2
- Newsprint lists from previous sessions
- Newsprint
- Markers in different colors
- Congregational and regular calendars, for planning
- Juice and cups for a celebration
- Collection plate
- *Singing the Living Tradition* hymnals

Preparation

- Read this session and decide who will lead each activity.
- Collect needed resources and supplies.
- Display the UU Timeline in a prominent place.
- Arrange all the pictures from the previous weeks into a collage.
- Arrange to have the project timeline, which you will devise during the session, copied for participants before they leave.

Notes to Teacher

This session will focus on *how* we can serve. In it, your group will choose a project to work on and develop a manageable, achievable plan for carrying it out. You will then include the project in the UU timeline to show good stewardship for the future. The sample Intergenerational Worship Service provided in this book offers suggestions for using this timeline as part of a congregational celebration of stewardship.

An important attitude to nurture during the project is affirmation of individual gifts. People can learn to be generous. Provide opportunities for participants to make meaningful gifts. The reward and joy come as people see that they have made a difference.

Session Plan

Centering

5 minutes

1. Gather participants in a sharing circle. Light the chalice.
2. Read Dag Hammarskjöld's words in *Singing the Living Tradition* (No. 455):

Each morning we must hold out the chalice of our being to receive, to carry, and give back.

3. Sing together No. 315, “This Old World”:

This old world is full of sorrow,
full of sickness, weal and sore;
if you love your neighbor truly,
love will come to you the more.

We’re all children of one family;
we’re all brothers, sisters, too;
if you cherish one another,
love and friendship come to you.

This old world can be a garden,
full of fragrance, full of grace;
if we love our neighbors truly,
we must meet them face to face.

It is said now, “Love thy neighbor“
and we know well that is true;
This, the sum of human labor,
true for me as well as you.

Commentary and Story

15 minutes

1. Point to the timeline. Tell participants that the oral history interviews they conducted can help “fill in the blanks” in the history of our faith and the history of stewardship.
2. Ask for several volunteers to read their oral histories to the rest of the group. Add the Unitarian Universalist histories to the timeline.

Activity

15 minutes

1. Say, “This timeline goes only as far as today. Our task will be to decide how we will bring it into the future. Last week we came up with a list of the top three values. Let’s look at that list and think about how we could put those values into action.”
2. Explain that participants will begin by brainstorming goals for their stewardship project. Then, the group will brainstorm a list of possible projects; after that, they will make a decision and start planning.
3. Remind participants that the guidelines for brainstorming are:
 - Raise many ideas
 - Encourage creative, unusual ideas
 - Don't stop to evaluate ideas
 - Keep the process fast-moving, yet respectfulThen, get the session started with, “Ready, set, let's go!”
4. On the first page of newsprint, record participants' criteria for their stewardship project. Welcome general goals—improving the community or congregation, sharing with the needy, working together to make the world a better place—and more specific ones: encouraging interaction among different races, mentoring younger children, learning from mistakes, gaining experience, building trust between generations. Continue this process as long as energy is high.
5. Next, remind participants of the stewardship project choices they selected in Session 1. If volunteers were identified for each of the projects, invite them to speak to their choice. Be mindful to share time for project advocacy equally between the choices.

- When energy subsidies, ask participants to review the criteria and delete projects that don't meet the group's goals. Then, summarize the stewardship project choices.

Contemplation

15 minutes

- Introduce the consensus decision-making process by saying: "With most kinds of voting, the majority wins. This system encourages competition, diminishes our ability to think about legitimate concerns or drawbacks, and can lead to alienation and apathy." (Remind them of the last session's voting and their feelings, if appropriate.) Explain that the group will use a different system today. "Consensus-building strives to take into account each concern and resolve it. It fosters an environment in which everyone is respected and involved."
- Write the steps of consensus on newsprint as you explain them.

Step 1: Present Proposal

Step 2: Open Discussion

Step 3: Identify Concerns

Step 4: Resolve Concerns

Consensus can be called for after Steps 2, 3, and 4.

- Ask for proposals to be presented from the list generated and invite advocates for each to speak. Follow the steps until you reach consensus about your stewardship project. Affirm participants' commitment to the consensus process.
- Move on to the concrete task of defining the goals. The following scheme (developed by YRUU) may be helpful.

Goal I

Steps to achieve	Persons responsible	Timeline
------------------	---------------------	----------

1.

2.

Goal II

Steps to achieve	Persons responsible	Timeline
------------------	---------------------	----------

1.

2.

Fill in the spaces on newsprint.

5. Add resource people, such as congregational leaders, ministers, religious educators, social workers, or newsletter editors. Then add material resources needed, such as transportation, drivers, food, or boxes.

Commitment/Celebration

10 minutes

1. Summarize by saying “Today, we made a commitment to give of ourselves, to be good stewards. We will be going to _____ (agency/place) on _____ (date) from _____ (time) to _____ (time).” Describe the project from newsprint notes. Name group tasks and individual responsibilities.
2. Celebrate how the project puts participants’ Unitarian Universalist faith into action. Refer to the UU principles and purposes as well as YRUU visions. Serve the juice and invite the group to toast their accomplishments.
3. Read together Edward Everett Hale’s words in *Singing the Living Tradition* (No. 457):

I am only one
But still I am one.
I cannot do everything,
But still I can do something.
And because I cannot do everything
I will not refuse to do the
something that I can do.

Reflection and Planning

Reflect on these questions, and discuss them with your co-leaders:

1. What have I learned from the experience of leading this session?
2. What preparation do I need to do for the final intergenerational celebration?

Stewardship for Youth Session 5

A Celebration of Commitment

Turn to the section of this book entitled “All Units: Session Five Celebrations of Commitment” to plan the Intergenerational Worship Service or Children’s Chapel Service in which your class will participate.

Unit Four

Stewardship for Adults

Stewardship for Adults Session 1

Stewardship: Definition and Mission

Goals for Participants

- To define stewardship in the context of personal experience and Unitarian Universalist values
- To recognize that stewardship involves sharing time, talent, and treasure
- To gain understanding of stewardship in three settings: congregation, community, and Unitarian Universalist faith

Session Summary

Centering	15 minutes
Commentary	5 minutes
Activity	20 minutes
Contemplation	10 minutes
Commitment/Celebration	10 minutes

Materials

- Chalice, candle, and matches
- Objects from the natural world (e.g. shells, flowers)
- Pictures and posters of stewardship programs and projects from your congregation
- Cassette or CD recording of sounds from nature
- Cassette player or CD player
- Newsprint
- Markers and tape
- Handout 13, Principles of the Unitarian Universalist Association
- Leader Resource 1, Overview
- Collection plate
- *Singing the Living Tradition* hymnals

Preparation

- Read through this unit in its entirety, as well as Leader Resource 1.
- Read this session and decide who will lead each activity.
- Collect needed resources and supplies.
- Put posters and pictures on walls.
- Display the objects from nature on a table.
- Copy Handout 13 for all participants.

Notes to Teacher

The seventh principle of the Unitarian Universalist Principles and Purposes asserts "respect for the interdependent web of all existence of which we are a part." This curriculum extends this concept to include not only the earth, but also the community and our religious institutions as worthy objects of respect and care. As Leader Resource 1 states, stewardship means taking care of something we value and enabling it to grow. It calls us to take responsibility and to make a contribution of our time, talent, and treasure. This session helps participants explore these concepts and envision what meaningful stewardship of the earth, the congregation, the community, and the larger UU faith tradition might involve.

To prepare for this session, review Leader Resource 1. Bring the four assumptions and our gifts of time, talent, and treasure into your discussions.

Take care to save all newsprint lists generated in this session for use in future weeks.

Session Plan

Centering

15 minutes

1. While participants are arriving, play recordings of natural sounds. Alert them to objects on the display table as they are gathering.

2. When all the participants have arrived, invite them to sit in a circle. Light the chalice and read “Saying Is Believing” by J. Donald Johnson:

There are things we cannot know
until we say them.
no precedent,
no conception
is much use
until it comes to life
in words we use
as though we discovered them.

3. Say something like, “What did you think about when viewing the table as you entered the room?” Take a moment now to look at the things gathered on the table, then shut your eyes and imagine yourself in a place that gives you a feeling of peace. Notice what you are doing there and how the surroundings look.” Invite participants to stay there for a little while. After two minutes, gently ask them to return to this room and circle of friends and open their eyes.
4. Ask participants to share their vision. Go around the circle until each person has had a chance to speak. If there are too many people to do so, break the group into triads and ask participants to share with each other; then, have one member of each small group report to the whole.

Commentary

5 minutes

- Offer the following reflection or something similar: “We are all connected to the earth; to the air, water, and soil; to other living creatures; to all other human beings, to the spinning world, moon, stars, planets, and sun. We are part of a web. If part of this web is broken, the whole is diminished. We live in and by our web of loves and relationships, each lending support and strength to the other.”

- Continue: “The image of stewardship draws together the many threads of this web: the earth upon which we live, the elements of community we value, and the institutions that forward our values and provide services we think are important. Stewards are caretakers with a forward vision. They hold something in trust. They ensure that it will be there in the future for the benefit of others. Successful stewards not only protect, but help something to improve and grow. Their actions are empowering. This is true regardless of whether we are stewards of the earth, institutions, people, or our Unitarian Universalist faith.” Invite comments

Activity

20 minutes

1. For additional insight into the meaning of stewardship, introduce two assumptions of this curriculum (stated in Leader Resource 1):
 - (1) Stewardship is about taking care of something we value and enabling it to grow. When we become stewards, we take responsibility and contribute our time, talent and treasure.
 - (2) Money touches every portion of our lives. When we—children, youth, and adults—learn to use it to meet our needs and support our values, we are empowered. Money is no more or no less important than talent or time; all are related, and all can be shared.

Invite participants’ comments.

2. Note that stewardship encompasses much more than financial contributions. Ask participants for examples of how people in their congregation act as stewards. For example:
 - Taking care of the church building or grounds
 - Working on cleaning up the neighborhood
 - Supporting community services
 - Serving as a trustee on foundations

- Working as a volunteer to better the community
- Serving as a board or committee member in the church

Record responses on newsprint.

3. Divide participants into three groups. Ask one group to respond to the question, “How might we act as stewards of this congregation, beyond what we already do here and in other areas of our lives?” Write the group’s responses on newsprint. If participants need ideas, suggest the following:

- Volunteer for a needed task
- Join a committee
- Participate in worship
- Provide financial support
- Share musical or speaking talents
- Teach
- Provide child care

Ask the second group to answer the question, “How can we act as stewards of the community?” Record the group’s responses. Suggest the following if necessary:

- Work for social justice
- Support music and arts groups
- Speak up at community forums
- Volunteer at teen programs

Finally, ask the third group, “How can we be better stewards of our Unitarian Universalist faith?” Make a newsprint list of their ideas. Examples might include:

- Support a partner church overseas or in a neighboring community
- Support another congregation financially
- Participate in a district or continental project
- Lead a youth group
- Invite other like-minded people to a service
- Support the Unitarian Universalist Association of Congregations with a fair share contribution
- Help someone become a Unitarian Universalist minister.

Contemplation

10 minutes

1. Invite participants to read and reflect on the seven principles from the UU Principles and Purposes (reprinted in Handout 13). Say, “Our Unitarian Universalist faith encourages us to be creators and sustainers of all our relationships. In our relationships and sacred partnerships, our task is to *empower*.”
2. Ask participants, “What does the word *empowerment* mean to you?” After participants respond, say something like, “Empowering people means providing them with the opportunity for personal growth. When we are empowered, it is usually because someone, some good steward, has cared enough to provide us with this opportunity”. Then ask: “How does the Unitarian Universalist faith support the notion of empowerment?” Engage participants in conversation in response to this question.

Commitment/Celebration

10 minutes

1. Read “Stand by This Faith” (No. 569 in *Singing the Living Tradition*):
 Stand by this faith. Work for it and sacrifice for it.
There is nothing in all the world so important as to be loyal to this faith which has placed before us the loftiest ideals,
 Which has comforted us in sorrow, strengthened us for noble duty and made the world beautiful

Do not demand immediate results but rejoice that we are worthy to be entrusted with this great message.

That you are strong enough to work for a great true principle without counting the cost.

Go on finding ever new applications of these truths and new enjoyments in their contemplation, always trusting in the one God which ever lives and loves.

2. Tell participants that the next session will involve learning about some of the good stewards from this congregation's past.
3. Collect the offering. Say something like, "Even though we sometimes feel powerless, indifferent, or troubled, even though we can sometimes be wasteful of our lives, we all have a persistent, deeply felt desire to make our lives count in helpful, enduring ways. We want to do something specific and concrete that will give our lives meaning and affect the future. Let us start today by giving generously to the mission of this congregation." Pass the collection plate.
4. To close, read "A Person Will Worship Something" (No. 563) or sing "Since What We Choose Is What We Are" (No. 374).

Reflection and Planning

Reflect on these questions, and discuss them with your co-leaders:

3. What have I learned from the experience of leading this session?
4. What preparation do I need to do for the next session(s)?

Stewardship for Adults Session 2

Our Stewards and Our Legacy

Goals for Participants

- To gain understanding of their congregation's legacy of stewardship
- To honor congregational and institutional stewards, and to appreciate the gifts they have inherited
- To increase awareness of their responsibility to further the growth of Unitarian Universalism

Session Summary

Centering	5 minutes
Commentary	10 minutes
Story/Activity	30 minutes
Contemplation	5 minutes
Commitment/Celebration	10 minutes

Materials

- Chalice, candle, and matches
- Newsprint
- Markers and tape
- Leader Resource 5, UU Timeline
- Large roll of paper for creating timeline
- Historical objects from your congregation's archives, such as an old Bible, collection plates, photos, and vestments
- Collection plate
- *Singing the Living Tradition* hymnal

Preparation

- Read this session and decide who will lead each activity.
- Collect needed resources and supplies.

- Prior to this session, gather all available information about the founding of your congregation and those founders or longtime members who remain good supporters.
- Invite some of these people to attend the class as storytellers. Share the questions from Notes to Teacher with them.
- Prepare a timeline of Unitarian Universalist history as follows. Draw a timeline horizontally along a large piece of paper. Using information from Leader Resource 5, mark Unitarian, Universalist, and Unitarian Universalist milestones (dates, people, and events) above the line. Below the line, mark important dates and events for your congregation. Leave space at the end of the timeline for future events.

Notes to Teacher

This session is meant to give participants an understanding of stewardship by looking at the past. We can come to appreciate the gifts we have by learning the stories of those who worked to preserve and enrich our Unitarian Universalist faith. With this perspective, participants will be better able to see what part they might be able to play in the continuing Unitarian Universalist story.

During this session, consider the following questions:

What is the story of our congregation?

How and by whom was it founded?

Who are the people that contributed to making its history?

Who are the people whose names appear on our rooms, hymnals, and plaques?

Are there youth who are working to be better stewards of our religious community?

Who are they and what are they doing?

What stories are significant to the history of our congregation?

Who were the stewards of Unitarian Universalism in our district?

Who were the people who brought Unitarian Universalism to this congregation?

Who were the people who kept our faith alive over the ages?

How are we connected to this past?

Note that the UU Timeline you create in this session will be used again in Session 4 and may also be part of the final intergenerational worship service. Also save newsprint lists from this session for use in Session 4.

Centering

5 minutes

1. Invite people to sit in a circle for the chalice lighting.
2. Read the following opening words by William F. Schulz (*Singing the Living Tradition* No. 429):

Come into this place of peace
and let its silence heal your spirit;
Come into this place of memory
and let its history warm your soul;
Come into this place of prophesy
and power
and let its vision change your heart.

Commentary

10 minutes

1. Display the timeline you have created, and point out the benchmarks of Unitarian Universalist history, paying particular attention to people who contributed to establishing the Unitarian and Universalist faiths. Name those individuals as stewards of our liberal faith.
2. Now point to some of the objects which represent the congregation's own history and discuss what each has meant in its formation.

Story/Activity

30 minutes

1. Introduce the guests. Ask the invited members to add their memories to the discussion, and insert relevant achievements and dates into the timeline. Ask anyone in the group for important dates to include in the timeline and write in those as well.
2. Say something like, “We can see that we have a rich history and that people who came before us, some of whom paid with their very lives, have made it possible for us to be here today. These people are the great stewards of our free faith. Some of these people are in our district, some in our greater Association, some are with us today. (If you have no guests present, be sure to have pictures and artifacts of these stewards to reference.) Invite guests to share stories of stewardship.
3. Invite the group to identify the accomplishments of past Unitarian Universalist and community stewards. Ask:
 - What important turning points have occurred in our history? Who were the leaders at those times?
 - How has this congregation contributed in this community?
 - Who are the important people after whom the buildings, parks, and streets of this community are named? Why are they important to us?
4. Invite participants to place the acts of stewardship listed below into one of three categories: congregation, community, or Unitarian Universalist movement. Add items referencing the history of your congregation, the history of your district, and your congregation’s relationship with the Unitarian Universalist Association to the list.

Defended liberal thought.

Was branded and pilloried (1684, Joseph Gatchell of Marblehead, MA for stating “All men should be saved”).

Fought for separation of church and state.

Publication of Hosea Ballou’s Treatise on Atonement

Association for the protection of civil rights for Unitarians in 1819.

Layman’s League formed in 1919.

Caroline Soule was voted first President of Association of Church Women in 1905.

Clara Barton birthplace secured in 1921.

Formation of the Universalist Service Committee in 1945. (This organization merged with the Unitarian Service Committee soon after the two denominations merged in 1961.)

Contemplation

5 minutes

1. Summarize the session by saying, “Today we learned something of our great heritage and the sacrifices many made in securing the future which we enjoy today. These people were and are the stewards of our faith. In the coming weeks, we will discuss and discover how we can become better stewards in all of these contexts (point to the three categories.) Through this process of discovery, we will expand our understanding of how to care for our congregation, our faith, and each other.”
2. Invite comments.

Commitment/Celebration

10 minutes

1. Read responsively “A Common Destiny” by David H. Eaton (*Singing the Living Tradition* No. 557):

All living substance, all substance
of energy, being, and purpose,
are united and share the same
destiny.

*All people,
those we love and those we
know not of, are united and
share the same destiny.*

Birth-to-death
we share this unity with
the sun,
earth,

*our brothers and sisters,
strangers*

flowers of the field,
snow flakes,
volcanoes and moon beams.

*Birth-Life-Death
Unknown-Known-unknown*

Our destiny: from unknown to unknown.

*May we have the faith to
accept this mystery and build
upon its everlasting truth.*

2. Collect the offering.
3. Sing No. 402, “From You I Receive”

From you I receive
To you I give
Together we share
From this we live.

4. Extinguish the chalice with these words of Albert Schweitzer (No. 447)
At times our own light goes out and
is rekindled by a spark from another
person. Each of us has cause to think with deep gratitude of those
who have lighted the flame within us.

Reflection and Planning

Reflect on these questions, and discuss them with your co-leaders:

5. What have I learned from the experience of leading this session?
6. What preparation do I need to do for the next session(s)?

Stewardship for Adults Session 3

Time, Talent, and Treasure

Goals for Participants

- To identify a stewardship project
- To affirm individual contributions of time, talent, and resources to the project
- To understand that stewardship actions make a difference in the lives of people in the congregation and community

Session Summary

Centering	5 minutes
Commentary	5 minutes
Story/Activity	20 minutes
Contemplation	20 minutes
Commitment/Celebration	10 minutes

Materials

5. Pictures showing examples of affluence, poverty, work, retirement, church, and community
 - 6.
 7. Chalice, candle, and matches
 8. Leader Resource 12, *Coyote Wants to Know What Money Will Buy*
 9. Newsprint and markers
 10. Donuts for participants to snack on.
 11. Small round stickers, preferably green
 12. Collection plate
- *Singing the Living Tradition* hymnals

Preparation

- Read this session and decide who will lead each activity.
- Collect needed resources and supplies.
- At least a week in advance, recruit three people to do a reading from "Coyote Wants To Know About What Money Will Buy" (Leader Resource 12). Copy the reading for each person.
- Post the pictures on the walls of your meeting room.

Notes to Teacher

In this session, we will explore the question of money in our lives. How important is it?

What is our attitude toward it? How can we use it well?

Save the newsprint lists you create in this session for use in Session 4.

Session Plan

Centering

5 minutes

1. Gather the group in a circle for the chalice lighting. Read No. 434 (anonymous)

from *Singing the Living Tradition*:

May we be reminded here of our highest aspirations, and inspired to bring our gifts of love and service to the altar of humanity.

May we know once again that we are not isolated beings but connected in mystery and miracle, to the universe, to this community and to each other.

Light the chalice.

2. Sing “Enter, Rejoice, and Come In” (No. 361)

Enter, rejoice, and come in.

Enter, rejoice, and come in.

Today will be a joyful day;

enter, rejoice and come in.

Open your ears to the song.

Open your hearts everyone.

Don't be afraid of some change.

Enter rejoice, and come in.

Commentary

5 minutes

- Place the plate of donuts in the center of your circle. Say, “These donuts are given this morning in honor of God’s Dog, Coyote. Webster Kitchell, a Unitarian Universalist minister, has written a book about Coyote, that spiritual cynic from whom we will learn more today.” Then begin the reading.

“I need to talk to you.” I said [to Coyote]. “The people at my church are concerned about money. I need to come up with a good rationale for mentioning the unmentionable in church.”

“Don’t ask me! I don’t have pockets. I wait for you to buy the donuts,” [said Coyote].

“I don’t know much about money either. But I’m talking about money as a spiritual issue, an emotional issue. You being spiritual, I thought you might have some ideas.”

Story/Activity

20 minutes

1. Invite the readers to read (tell) the story while participants enjoy the donuts. Say, “Now you know what Coyote would buy if he had money.”
 - Explain that another book, *Money and the Meaning of Life*, can also help us understand the relationship between spirituality and money. Continue, “According to philosopher Jacob Needleman, *Money is the most important thing in our lives*. It costs us our time, health, prestige, and power. Yet, it is the last thing we want to discuss. It has been said that people will talk about almost anything rather than money.”
 - Ask participants to think about the worst experience they have had with money. After a minute, ask them to share. Examples might include being robbed, being swindled, not having enough money for basic needs, being embarrassed in front of friends or colleagues, or gambling.
 - Ask participants to identify their most satisfying experience with money. Allow them to think for a minute, then ask each to speak in turn. Examples might include giving to a favorite cause or supporting a student, minister, congregation, or parent.
 - Conclude by saying, “We can see that our worst experiences are those that make us feel cheated or diminished. Our best experiences are those that make us feel we have contributed to the greater good. When we give as stewards, we feel the best and do the greatest good.”

Contemplation

20 minutes

1. Engage participants in a conversation about generosity and the congregation. Ask: “Is talking about money a problem in this congregation? What is the history of talking about money in this congregation?”

2. Summarize the discussion by listing the congregation's "challenges to generosity" on newsprint.
3. Ask participants to brainstorm a list of ways to help the congregation think and talk differently about money. Strive for at least twenty-five suggestions and record them on newsprint.
4. Say something like, "We see that we have a lot to do if we are to become a congregation of good stewards. Which of these items can we do right now? Who would be involved in helping this change? How do we start the process? What can we accomplish this year?" Engage participants in realistic discussion.
5. Pass out colored stickers and ask participants to vote for their favorite two suggestions by placing a sticker next to each.

Commitment/Celebration

10 minutes

1. Name the one or two ideas that received the most votes, and explain that, in the next session, the group will design a plan for carrying out these ideas.
2. Continue by saying, "Since we do not have Coyote here to contribute towards the donut purchase, let us have the offering." Take the collection. Read these words by Fia B. Scheyer:

Take joy in your giving
You not only enrich your soul,
you also enrich all of creation.

Giving is a simple act
that becomes a great occasion
for the benefits are incalculable.

3. Sing "'Tis a Gift to Be Simple" (No. 16 in *Singing the Living Tradition*):

'Tis a gift to be simple
'Tis a gift to be free,
'Tis a gift to come down
where we ought to be,
and when we find ourselves
in the place just right,
'twill be in the valley of love and delight.
When true simplicity is gained,
to bow and to bend we shan't be ashamed.
To turn, turn, will be our delight,
'til by turning, turning we come 'round right.

Reflection and Planning

Reflect on these questions, and discuss them with your co-leaders:

5. What have I learned from the experience of leading this session?
6. What preparation do I need to do for the next session(s)?

Stewardship for Adults Session 4

Stewardship, Skills, and Action

Goals for Participants

- To identify, design, and plan a stewardship project
- To affirm individual contributions of time, talent, and resources to the project
- To experience a sense of transformation in their thinking from scarcity to abundance

Session Summary

Centering	5 minutes
Commentary	30 minutes
Activity	15 minutes
Contemplation	5 minutes
Commitment/Celebration	5 minutes

Materials

- Wall illustrations from previous sessions
- 13. Newsprint lists from previous sessions
- 14. UU Timeline created in Session 2
- 15. Chalice, candle, and matches
- 16. Newsprint and markers
- Congregational and regular calendars, for planning
- Handout 13, Principles of the Unitarian Universalist Association, for reference
- 17. Grape juice and cups

18. Collection basket

- *Singing the Living Tradition* hymnals

19. Donuts for everyone

Preparation

- Read this session and decide who will lead each activity.
- Collect needed resources and supplies.
- Display the UU Timeline in a prominent place.
- Arrange all the pictures from the previous weeks into a collage.
- Arrange to have the project timeline, which you will devise during the session, copied for participants before they leave.

7. Put a sign behind the donuts reading, "a contribution from Coyote."

Notes to Teacher

This session will focus on *how* we can serve. In it, your group will choose a project to work on and develop a manageable, achievable plan for carrying it out. You will then include the project in the UU timeline to show good stewardship for the future. The sample Intergenerational Worship Service provided in this book offers suggestions for using this timeline as part of a congregational celebration of stewardship.

It is important to make a commitment to take some action. We are most likely to experience the joy of giving when we make a specific time and place for it in our lives. Participating in a project will start the cycle—of giving and receiving, making a difference and making meaning—in motion.

Kennon Callahan writes, "Remember those in your own life who shared the gift of their generosity with you and others around them. The room lit up when they walked in. Their quiet radiance was felt by all. Their easy manner calmed the confusion. Their gentle

laughter reassured those around them. They were ‘someone to whom you would go’! They were, simply, generous people.”

That is the transformation required of all of us: to live our lives and put our faith in action as generous people. A generous person lives with a sense of trust and abundance, a willingness to forgive, and the ability to inspire service in others. We all need practice in learning and living generosity. This session will help participants get in touch with their generous spirit and then to act on that generosity as a group.

Session Plan

Centering

5 minutes

1. Invite people to stand around the table. Light the chalice.
2. Open by reading “Causes, Yes; People, No!” by Vilma Harrington:

Give me causes, Oh God, to theorize,
argue, talk about. Let me think
of problems far away.

Let me go to luncheons, dinners,
for tired celebrities, with long
speeches, speeches about causes.

Let me raise money, money to support
big offices with large staffs
to do a little good for someone,
someone far away.

Give me causes, Oh God,
Causes to forget
the miseries that are too close
to hide,
but don't, Oh God, don't let me be

involved
with people. People are too near.
People may enter my home, may cry
before my eyes.
People can be hungry, ragged, even
dirty.
They may ask me to give—to give
without publicity.
People may be rude.
They may ask me to identify with them
intimately, when all I want is not
to be involved.
I want to be interested, God, yes
interested. Causes help me to be
interested.
And informed. People get me
involved.
So give me causes, Oh God, to theorize,
argue talk about. Let me think
of problems far away.

Alternatively, sing *Where Is Our Holy Church?* (No. 113 in *Singing the Living Tradition*)

Where is our holy church?
Where race and class unite
as equal persons in the search for beauty, truth, and right.
Where is our holy writ?
Where'er a human heart
a sacred torch of truth has lit, by inspiration taught.

Where is this holy land?
Within the human soul,
wherever free minds truly seek
with character the goal.
Where is our paradise?
in aspiration's sight,
wherein we hope to see arise
ten thousand years of right.

Commentary

30 minutes

1. Invite participants to reflect quietly on the following questions:
 - (1) What does generosity mean to me?
 - (2) What am I doing now that makes me feel generous?
 - (3) What keeps me from being more generous with my life, and how can I move beyond these blocks?
2. After ten minutes, encourage participants to reflect further by completing these sentences.
 - (1) If I were more generous, then
 - (2) If I could nurture more generosity in others, then
3. Ask each participant to find a partner and share some of their reflections.
4. After five minutes, bring the group together again. Invite participants to volunteer some shared insights.

Activity

15 minutes

1. Invite participants to reread the UU Timeline you created in Session 2. Then say something like, “This timeline represents our heritage, but it only goes as far as today. Now we need to decide how we will bring it in to the future. Last week we identified ways we could practice good stewardship. (Point to the brainstorming list.) We even identified things we could do right now, to bring us into the future. Let’s agree on what we can do first.”
2. Remind participants of last week’s discussion and voting. Identify the project that received the most votes.
3. Work with the group to decide how, when, and where participants will complete this project. Draw up a project timeline and have copies made for all.

Contemplation

5 minutes

Invite participants to name the Unitarian Universalist principles that they will affirm and promote by carrying out the project they have chosen. Refer to Handout 13, Principles of the Unitarian Universalist Association, if necessary.

Commitment/Celebration 5 minutes

1. Pour some grape juice into small cups and toast your accomplishments.
2. Take the offering.

3. Close with these words by Edward Everett Hale (*Singing the Living Tradition* No. 457)

I am only one

But still I am one.

I cannot do everything,

But still I can do something.

And because I cannot do everything

I will not refuse to do the

something that I can do.

Reflection and Planning

Reflect on these questions, and discuss them with your co-leaders:

3. What have I learned from the experience of leading this session?
4. What preparation do I need to do for the final intergenerational celebration?

All Units

Session Five

Celebrations of Commitment

All Units Session 5

Intergenerational Worship Service

Goals for Participants

- To celebrate stewardship in an intergenerational worship service
- To affirm every person as a Unitarian Universalist steward
- To experience the joy of giving

Materials and Preparation

- Arrange to have intermediate grade children carry the banners from their Banner-Making Activity in the opening procession.
- Arrange to have the UU Timeline(s) from the youth and/or adult groups carried in the opening procession.
- Prepare primary and/or intermediate children to lead the Offertory.
- Recruit primary and intermediate children and youth to discuss their stewardship projects and oral history interviews during the service.
- Arrange costumes, readings, and readers for “Stewards Past and Present” and “Future Stewards.” Costumes can be simple, such as a hat or a sandwich board sign.
- Consult with your music director regarding the prelude, anthem, and postlude. The prelude and postlude might reflect past and future to coordinate with timeline theme (for example, baroque to jazz). For the anthem, consider one that relates to the stewardship theme, such as an early Universalist hymn.
- Consult with your minister regarding the homily. The award-winning sermons on stewardship included in the Resources Section may provide useful ideas.
- Make copies of Handout 14, Stewardship Pledge, for all in attendance
- Have a rehearsal with all participants the day before the worship service.

Notes to Teacher

The following Order of Service includes participants from all four age groups in this curriculum. Use it simply as a template, incorporating the songs, readings, and activities that participants have created along the way. Enjoy the creative process and ask: What stories could we tell? Should there be testimonials? Should people share in some ceremonial rite of passage?

The hymns and readings listed below can be found in the 1993 hymnal, *Singing the Living Tradition*.

Stewardship: The Joy of Giving

Sample Order of Service

Prelude

Opening Words

“Living is giving. We live life best as we give our strengths, gifts, and competencies. . . . We are called to serve, not survive. Our giving makes a difference in our families, our congregation, our community, and our faith.”

—adapted from Kennon L. Callahan

Hymn: “Enter, Rejoice and Come In” (No. 361)

Sing as a processional with choir and congregation while period-costumed stewards carry the UU Timeline(s) and intermediate-grade banners up the middle aisle. Then, display the timelines and banners in a prominent place. If possible, have the stewards sit close to the front, facing the congregation.

Chalice Lighting: No. 447

“At times our own light goes out and is rekindled by a spark from another person. Each of us has cause to think with deep gratitude of those who have lighted the flame within us.”

—Albert Schweitzer

Hymn: “For the Earth Forever Turning” (No. 163), or your church’s regular doxology

The worship leader may want to introduce No. 163 by using the word *stewardship* in relation to the care of our planet, Earth.

Responsive Reading: “Principles and Purposes for All of Us” (No. 594)

Have the adults read the regular print, while the children and youth read the italicized response.

Announcements/Parish Concerns

Offertory

Intermediate and/or primary children can, with preparation, lead this section. Have one child show the Stewardship Box she/he made and explain what service she/he can offer to the congregation, community and the world. Then refer the congregation the order of service inserts that allow congregants to indicate how *they* would like to be stewards. Gather the stewardship pledges in the collection baskets during the offering, or have individuals give them to an usher after the service.

After the presentation, one class –or, if you are a small fellowship, all of the children—can sing “From You I Receive” (No. 402).

Stewards Past and Present

Youth and adults in historical costumes may give brief (one-line) statements about their contributions to the congregation, the community, the Unitarian Universalist movement, and the world. Present the speakers chronologically, past to present, with the youth using material gathered from the interviews they conducted. This segment and the Future Stewards segment replace the regular readings portion of your service.

Special Music/Anthem

Sermonette/Homily

Future Stewards

Representative children from the primary and intermediate grades may present their class projects from Units 3 and 4. Youth oral history interviews that did not fit in the “Stewards Past and Present” section may be summarized here as well.

Meditation/Prayer: “A Lifelong Sharing” (No. 562)

“Love cannot remain by itself—it has no meaning
Love has to be put into action and that action is service.
Whatever form we are, able or disabled, rich or poor,
it is not how much we do,
but how much love we put in the doing;
a lifelong sharing of love with others.”

—Mother Teresa

Closing Words: No. 457, read in unison

“I am only one
But still I am one.
I cannot do everything,
But still I can do something.
And because I cannot do everything
I will not refuse to do the something that I can do.”

Edward Everett Hale

Postlude

All Units Session 5

Children's Chapel Service

Goals for Participants

- To celebrate stewardship in intergenerational worship service
- To affirm every person as a UU steward
- To experience the joy of giving

Materials and Preparation

- Arrange to have intermediate grade children carry the banners they created in the opening procession.
- Arrange to have the UU Timeline (prepared during the youth program) carried in the opening procession.
- Arrange costumes, readings, and readers for “Stewards Past and Present” and “Future Stewards.” Costumes can be simple, such as a hat or a sandwich board sign.
- Recruit primary and intermediate children and youth to discuss their stewardship projects and oral history interviews with the congregation.
- Choose individuals from all grade levels to take the offering.
- Coordinate music choices with your music leader. Music for the prelude and postlude might reflect past and future to coordinate with Time Line theme, i.e. baroque to jazz.
- Arrange, if possible, for program participants with musical gifts to play or sing during the “Special Music” section of the service.
- Ask children to bring their Stewardship Boxes to the chapel for the service, and use them to decorate the worship area.
- Have a rehearsal with all participants the day before the worship service.

Notes to Coordinator

If your church or fellowship is not able to have an Intergenerational Worship Service, use this Children's Chapel Service as a culminating celebration for the program. A sample Order of Service is presented below. Use it simply as a template, incorporating the songs, readings, and activities that participants have created along the way. Enjoy the creative process that will evolve from using your own materials.

The suggested hymns and readings listed below can be found in the 1993 hymnal, *Singing the Living Tradition*.

Stewardship: The Joy of Giving

Sample Order of Service

Prelude

Opening Words

“Living is giving. We live life best as we give our strengths, gifts, and competencies in the service of this Congregation’s mission. We are called to serve, not survive. Our giving makes a difference in our families, our congregation, our community, and our faith.”

—adapted from Kennon L. Callahan

Hymn: “Enter, Rejoice and Come In” (No. 361)

Sing as a processional while period-costumed stewards carry the UU Timeline and the intermediate grade class’s Stewardship Banners up the middle aisle. Then, display the banners and timeline in a prominent place. If possible, have the stewards sit close to the front, facing the congregation.

Chalice Lighting:

From our hearts
With our hands
For the Earth
All the world together.

Hymn: “For the Earth Forever Turning” (No. 163), or your church’s regular doxology.

The service leader may want to introduce No. 163 by using the word *stewardship* in relation to the care of our planet, Earth.

Responsive Reading: “Principles and Purposes for All of Us” (No. 594)

Have youth and adults read the regular print and primary and intermediate children read the italicized response.

Past Stewards

Selected children from intermediate grades and a few teachers, preferably in historical costumes, present brief (one-line) statements about their contributions to the congregation, community/neighborhood, the UU movement, and the world. As presenters talk, have them point to their place on the timeline.

Present Stewards

Youth may tell the congregation about the stewards they interviewed for their oral history project, either by role-playing or description.

Offertory

Have the service leader invite ushers (preselected from all grade levels) to come forward carrying collection baskets. They turn and face congregants. Invite everyone to join in singing “From You I Receive” (No. 402) as the baskets are being passed. If your collection is being dedicated to some special project or fund, mention that.

Future Stewards

Have representative children from each grade level present their class projects.

The worship leader may close this segment by saying, “There are many ways we give to each other and the world. Sometimes groups of people can do large projects like building a house or marching in a protest parade. But, we can be good stewards as individuals, too, as you see represented by these Stewardship Boxes, which you will want to look at after the service. Sometimes we give of our money; sometimes we give of our time; and sometimes we share our talents.” If children will be offering special music, introduce them.

Special Music

Meditation/Prayer: “A Lifelong Sharing” (No. 562)

“Love cannot remain by itself—it has no meaning
Love has to be put into action and that action is service.
Whatever form we are, able or disable, rich or poor,
is not how much we do,
but how much love we put in the doing;
a lifelong sharing of love with others.”

Mother Teresa

Hymn: “Magic Penny” by Malvina Reynolds

Closing Words: No. 457, read in unison

“I am only one
But still I am one.
I cannot do everything,
But still I can do something.
And because I cannot do everything
I will not refuse to do the something that I can do.”

Edward Everett Hale

Postlude

Leader Resources and Handouts

Overview

The New Road Map Foundation, an organization dedicated to turning the tide of overconsumption in North America through sustainable consumption, simplicity, and money mindfulness, describes our rapid economic growth. A recent report states that the rapid economic growth has provided many North Americans with astonishing benefits: larger homes, more services and products, better education, and more entertainment. At the same time, equally astounding statistics describe a population that is less happy and less hopeful than twenty years ago, wishing for a simpler life. Something is missing.

Religion has a role to play in helping people make the connection between making a living and living a meaningful, spiritually satisfying life. Stewardship is an important part of this process. We must define what is truly important to us, evaluate our current behavior toward money, and make a place in our lives for contributing time and money to the things we value. The act of giving starts a whole cycle of positive events in our lives. We see that we can make a difference. We become more confident, hopeful, and empowered to take the next step. We create new relationships, discover new perspectives, and make more meaningful connections to our surroundings, all of which helps us to grow spiritually. The giving cycle is positive, affirming and joyous. Our Unitarian Universalist religious communities provide us with the best place for this kind of exploration and growth to take place. This curriculum on stewardship will help us discover this joyous cycle, *the joy of giving*.

Stewardship takes place at the intersection of our spirituality and our ethics. We both celebrate life and accept the responsibility to love and care for the gifts of life. We both celebrate Unitarian Universalism and take responsibility for promoting our Principles and Purposes and living the values of our free faith. This concept of stewardship calls us to

invest our gifts of time, talent, and treasure widely: in the family, in the community in which we live, and in the congregation and faith to which we belong.

Stewardship is not just about caring for the present, but investing in the future. We hold what we value—including our Unitarian Universalist congregations and institutions—in trust. As stewards, we work to ensure that what we cherish will be there in the future for the benefit of others. Furthermore, successful stewards not only protect, but help what they value to grow. Their actions are empowering. This is true whether we are caretakers of our planet, trustees of our congregation, or stewards of our Unitarian Universalist faith.

Four basic assumptions underlie this curriculum:

1. Stewardship is about taking care of something we value and enabling it to grow. When we become stewards, we take responsibility and contribute our time, talent and treasure.
2. Money touches every portion of our lives. When we—children, youth, and adults—learn to use it to meet our needs and support our values, we are empowered. Money is no more or no less important than talent or time; all are related, and all can be shared.
3. How we learn is just as important as what we learn. We undertake this study of stewardship in the spirit of respect and affirmation toward others. The projects we do are meaningful. Our aim is to empower individuals and strengthen the whole congregation of children, youth, and adults.
4. Giving is a joyous process, and it has the potential to help us grow spiritually. We need to experience the process and reflect upon it to understand how it works and why it is important. We will know we are successful when participants experience their giving as “making a difference” in what is most meaningful to them.

Every session of this curriculum provides an opportunity to take up an offering. You may need to explain the practice each time you take up a collection. For Unitarian Universalists, the offering is a celebration of the fact that the congregation is supported and governed by the people; it is a voluntary act of commitment. It is also a privilege. Passing the collection basket signals a shared commitment to the work of the congregation. In the words of the Reverend Ellen Johnson-Fay, “The offering is a sacrament of the free Church. It is supported by the voluntary generosity of all who join with us. The offering is given and received in grateful appreciation of our shared hopes and values.”

MODERN DAY PROPHET

"Talk, talk, talk! That seems to be all Unitarians are good for. First we talk, then we change a word, or add a paragraph, then we vote. But then we do nothing. I want our church to do more than talk—I want us to do something. Not just do something, but to do everything! I want a church that unites all of humanity and does not pay attention to race, creed, nationality, class—I want a church that stands for a model and a just world.

A church that not just talks, but believes and acts.

I want a church that ends war, fights poverty, defends civil liberties, fights for prison reform, ends capital punishment, political corruption, and religious bigotry.

I dream "of the day when the Unitarian church of America shall lead the churches of this country upon the side of social reform."

John Haynes Holmes was a modern day prophet.

In 1909 on the 100th anniversary of Lincoln's birthday he helped organize the National Association for the Advancement of Colored People (the NAACP).

He was a pacifist during both World War I and World War II, and he spoke for Margaret Sanger's planned parenthood movement. He believed in the prophetic church and that church members and ministers should all be modern day prophets.

John Haynes Holmes wanted the church to do more than talk about issues, instead he wanted the church to lead the way to justice.

So the next time you see something wrong or unjust remember John Haynes Holmes. He wouldn't have just talked—he'd have done something.

John Haynes Holmes, UU minister, prophet, defender of conscience, doer not talker.

ONE WOMAN'S HAND

The meeting had been called to dissolve the historic Universalist Church of the Good Shepherd. It was a nice little church with a pretty little building. But people were tired. Tired of giving money, tired of trying to keep the church alive vacuuming, dusting, cleaning, balancing checkbooks and trying to get new people to join.

The meeting started promptly. The discussion went as everyone expected. "Too much trouble." "Too much work." "We're tired." No one seemed to care about the little church. The decision seemed unanimous. People nodded and agreed there was nothing else to do but close the church. The chair of the meeting asked, "Does anyone else have anything to add to this discussion?" He looked left, he looked right, so did everyone else. Silently they thought, "Good, we are all agreed."

Then from a row towards the back, a woman who was quite old raised her hand to be recognized. As her hand went up, people's bodies jumped, as though a little spark had run through them. They stirred in their seats. Several whispered, "What will she say?"

Gwendolyn Willis was a professor of classics at a nearby university. But Dr. Willis was also the daughter of a past minister. The chair recognized her.

She stood.

"My name is Gwendolyn Brown Willis. I was raised in this church. My questions and my faith have lived in this building. My mother, Olympia Brown, was its minister for nine years. Her dreams built this church from an idea to a reality. The work of her hands, heart and soul gave me a Universal faith in humanity and the goodness of God."

The air was charged.

"She's right," they whispered.

"I remember," they said

Dr. Willis continued, "We need to reclaim our dreams, our faith and our hope." She paused and said, "I will not let you close my mother's church!"

Gwendolyn Brown Willis sat down. But the meeting had changed. Gwendolyn Brown Willis had challenged the listeners.

Within a few minutes, the discussion turned—"How much will it take to hire a minister?" "Can we raise the money?" "Let's not let this church die." "Let's have a minister." "Let's do it."

And so it was done.

Today a vital church meets in the building where instead there once was an old tired one.

All because Gwendolyn Brown Willis raised her hand and spoke!

TRANSFORMING EVIL

"Where are you going?" his mother asked.

"I'm running away." Said the child.

"Where will you go?"

The boy was silent. His suitcase was about halfway full. He had put in it his underwear, his socks, and his extra clothes. Now he was putting in the important stuff. His favorite books, and a toy or two. He was leaving a lot behind. But where he was going he wouldn't need much. You see, he was going to start a new world where everything was fair and equal.

"Where will you go?" asked his mother.

"Somewhere where the color of my skin will not matter!" replied the boy with a quiver in his voice.

"What happened? The mother asked quietly.

"I was walking down the street and two white boys called me a 'nigger.' Then they made me get off the sidewalk so they could pass. I hate them." By now he was crying. "I wish I had never been born and I wish I had never been born black."

"Whitney, your color is beautiful. It's just that some people don't see it that way. Do you know that when I was your age I wanted to run away from home thinking I could find a place where the color of my skin wouldn't matter?"

"You did?" How did mother know so much, the boy thought to himself. Sometimes he thought she could read his very mind.

"Yes, I did. I thought I'd go start all over again in a new place."

"What happened? Asked Whitney.

"Well, my momma saw me packing my bag and said she'd tried to run away and that her momma had caught her and her momma'd remembered the time she'd packed her suitcase, too. All of us have had decisions to make about how we shall deal with the unfairness of this world.

"Why did you and your momma and your momma's momma decide not to go?"

"Well, my momma's momma told her, and my momma told me and now I'm telling you, we Youngs don't run from evil, we face it unafraid, and we transform it."

"How do you transform evil?"

"Well, your momma's momma, my momma and me all understood that if you believe what some whites want you to—that our color is the problem—then hatred grows. It festers inside you and you grow up bitter. Your momma's momma, my momma and me all give you a heritage of pride. Those boys on the street feel small inside—that's why they pick on you so they will feel bigger. If you know that their behavior comes from their won ignorance and smallness nothing they can say can hurt you. But let me tell you something else. For three generation our family has been watching the world change and we've been helping it along. It's your turn to transform evil."

"But what do I do?"

"You'll know when the time comes."

Whitney Young began to unpack his bag. He'd live in this world and he'd transform evil. He came from a long line of people who chose not to run away, not to hate but to transform. He felt proud.

When Whitney Young grew up he became Dean of a small college and then the Director of the National Urban League. As Director of the Urban League, he allied himself with other black and white people who believed in equality. He started job programs to deal with the evil of unemployment. He wrote grants to train blacks to be executives. He founded schools to help black youths that had dropped out of school to get their diplomas so they could find good jobs.

He transformed evil wherever he saw it, not by hating it but by tackling it, grasping it and transforming it.

President Lyndon Johnson trusted him so much that he asked Whitney to observe the elections in Vietnam to see if they were fair. Whitney Young received the Medal of Freedom, one of our country's highest honors.

Whitney Young did not run away. Instead he stayed and learned to transform evil.

So the next time you are tempted to run away, remember Unitarian Universalist Whitney Young. He didn't run away, he stayed to transform the world!

IMPORTANT DATES IN UNITARIAN AND UNIVERSALIST HISTORY

For more information, see *The Unitarian Universalist Pocket Guide* edited by John Buehrens (Boston: Skinner House, 1999) and *Unitarianism and Universalism* by Henry H. Cheetham (Boston: Beacon Press, 1962).

THE EARLY CHRISTIAN CHURCH

- 325 Nicene Creed adopted at Council of Niceaea establishing the dogma of the Trinity
- 544 Belief in universal salvation condemned as heresy by church council
- 1415 Jan Hus executed; he believed laity should be allowed to receive the communion cup and read the Bible

THE REFORMATION AGE: PIONEER UNITARIANS

- 1516 Erasmus' Greek New Testament, Early Humanist
- 1531 Servetus, most famous sixteenth century anti-Trinitarian) publishes *On the Errors of the Trinity*
- 1553 Servetus burned at the stake in Geneva

Poland

- 1585 Faustus Socinus comes to Poland (Unitarian) stresses freedom and tolerance.
- 1605 Racovian Catechism published (First Unitarian Press)
- 1658 Polish Diet banishes Socinians

Transylvania

- 1566 Francis David begins open opposition to the doctrine of the Trinity.
- 1568 Unitarian King John Sigismund of Transylvania proclaims the earliest complete religious toleration, Edict of Toleration
- 1579 Francis David, condemned as a heretic, dies in prison

England

- 1648 Biddle's *Confession of Faith* (John Biddle, father of English Unitarianism)
- 1741 George de Benneville, Universalist preacher, emigrates to Pennsylvania
- 1774 Essex Street Chapel opens in London beginning permanently organized Unitarianism in England
- 1791 Unitarian Book Society; Birmingham riots
- 1794 Joseph Priestley, founder of American Unitarianism, emigrates to America

UNITARIANISM IN UNITED STATES of AMERICA

- 1740 Great Awakening
- 1785 King's Chapel Liturgy (reference to Trinity omitted)
- 1819 Channing's Baltimore Sermon (Unitarian Christianity; statement of principles)
- 1821 *The Christian Register* (Unitarian) begins publication
- 1825 American Unitarian Association is organized, May 25
- 1838 Emerson's Divinity School Address
- 1841 Parker's South Boston Sermon (*Transient and Permanent in Christianity*)
- 1844 Meadville Theological School established
- 1867 Free Religious Association is organized
- 1876 Sophia Lyon Fahs, liberal religious educator, curriculum developer, and author, is born

- 1896 Unitarian Young People's Religious Union organized (later called American Unitarian Youth)
- 1900 International Congress of Free Christians (to become IARF)
- 1902 Beacon Press founded by American Unitarian Association
- 1937 The Unitarian Sunday School Society merged with the Religious Education Department of the American Unitarian Association
- 1938 Beacon Press pioneers a series of publications in religious education and Sophia Fahs is children's editor
- 1939 Unitarian Service Committee
- 1941 Flaming Chalice designed
- 1953 Council of Liberal Churches (Unitarian and Universalist) organized for the federation of the departments of publication, education and public relations

UNIVERSALISM IN UNITED STATES of AMERICA

- 1779 John Murray (1741-1815), founder of American Universalism, became the minister of the first Universalist Church in New England (Gloucester, MA)
- 1803 Winchester Profession of Faith adopted by Universalists in Winchester, NH
- 1805 Hosea Ballou (1771-1852) published *The Treatise on Atonement*, a logical and powerful presentation rejecting the doctrine of the Trinity, and proclaiming salvation by faith alone.
- 1819 *The Christian Leader* begins publication (originally *Universalist Magazine*)
- 1833 Formation of General Convention of Universalists in United States
- 1856 St. Lawrence University and Theological School founded by Universalists in Canton, NY
- 1862 The Universalist Publishing House established
- 1863 Ordination of Olympia Brown, first woman to be ordained by any denomination
- 1889 Young People's Christian Union formed (later called Universalist Youth Fellowship)

1945 Universalist Service Committee formed in response to the horrors of World War II.

UNITARIAN UNIVERSALISM

1953 *LRY, Liberal Religious Youth, formed by Unitarian and Universalist youth*

1961 Unitarian Universalist Association formed

1963 Unitarian Universalist Service Committee formed

1967 Black Unitarian Universalist Caucus organized

1970 *Unitarian Universalist World* succeeds *Christian-Leader*

1974 UUA Office of Lesbian and Gay Concerns established

1977 Resolution on Women and Religion adopted

1985 Statement of Principles and Purposes adopted

1993 International Council of Unitarian Universalists formed

1994 *Journey Toward Wholeness* report commits UUA to long-term struggle against racism and other forms of oppression and to a more inclusive and multicultural future

"Untiring Reformer

- Lecturer, writer, suffragist, abolitionist, and civic leader.
- Believed that the emancipation of women would do a great deal to cure the ills of society.
- With her husband, Daniel, she owned and edited a Universalist newspaper in Chicago, which championed reforms in the areas of abolition, temperance, and women's suffrage.
- During the Civil War, she worked for the Sanitary Commission, insisting that medical aid and other necessary supplies be sent to both sides in the struggle.
- After the war, she convened the first Women's Suffrage Convention in the state of Illinois, and then established a suffrage magazine, *The Agitator*.
- Beginning in 1870, she spent a quarter-century on the public lecture circuit, averaging 150 lectures per year, speaking primarily for the causes of women's rights, political education, and temperance.
- Her long and fulfilling partnership with her husband served as a constructive model for couples who aspire to work together for peace and justice.

"Pacifism and Civil Rights"

- Preacher, pacifist, reformer, writer, organizer for civil rights, and Gandhi's chief American disciple.
- Served as minister of the Community Church of New York City for 42 years, during which time it became Interracial and interfaith.
- Opposed all forms of violence, on moral and spiritual grounds.
- Was a staunch pacifist during both world wars, maintaining that our movement should help lead a "ministry of reconciliation" in the face of all international tensions, rising above the "taking of sides" and adding our knowledge and compassion to the cause of making a new world without war.
- Developed a new conception of the function of the church: it was to be a "revolutionary" force in the modern world, rectifying social ills and inspiring a devotion to world peace and justice.
- Held a vision of "nonsectarian religion" – a call to serve humanity that transcends cultural, racial, and creedal barriers.
- Made pioneering efforts in the areas of race relations, civil rights, social welfare, mental health, and birth control.
- Helped to found the National Association for the Advancement of Colored People (NAACP), the American Civil Liberties Union (ACLU), and the Unitarian Fellowship of Social Justice.
- In 1954, he was presented the Award for Distinguished Service to the Cause of Liberal Religions.

"A Vision of Peace"

- Minister, denominational leader, social activist, founder of the world conference on religion and peace.
- As a youth and young adult he was an admirer of Theodore Parker and John Haynes Holmes—two very social active Unitarian ministers.
- Served as minister of the Arlington Street Church in Boston for 23 years, and during the last four of these years, he served as the president of the Unitarian Service Committee.
- Served for eight years as the last president of the American Unitarian Association and did much to facilitate the merger of the Unitarians and the Universalists.
- His vision: "One world—open, committed, tolerant, dynamic and pluralistic, where people are seeking truth and unity all the time."
- Some of his principles of belief and action include:
 - We should have faith in peace, that it is good and that it is possible and that nothing in its place will suffice.
 - War is morally wrong from start to finish, and it must go if the human species is to remain.
 - We need to outgrow the idea that nations are sovereign above humanity.
 - Disarmament is the road to peace—nuclear disarmament primarily, but general disarmament secondarily.
 - The church must be the conscience of the state. There is a separation of church and state, but there cannot be a separation of religion and politics.
 - Social action is the fruit of religion, and the vehicle for the realization of a new world.

"International Relief"

- Journalist, humanitarian, founding director of Unitarian Service Committee of Canada, and public speaker.
- Forced to flee Czechoslovakia during World War II because of her strong anti-Nazi stand, arriving in Canada in 1942.
- Active in the American Unitarian Service Committee (USC) before arriving in Canada, she continued with European war-relief work from Ottawa.
- The need for a Canadian USC arose, and through energetic organizing, publicity, and fundraising, she was able to fulfill this need admirably. Explosive growth in her operation followed, with food, medical programs, education and vocational training, community development, and family planning services going to very needy children and adults in Europe, India, China, and Vietnam. The USC is especially known for its excellent care for orphans. Consistent with Unitarian principles, this aid has always been provided without regard for the religion, nationality, or ethnic group of those served. These efforts have won the deep praise and gratitude of thousands of recipients and dozens of leaders in the participating countries. Some of the early USC promotional literature reads: "When we are asked what Unitarianism means, we tell about the USC—our faith in action."
- The USC of Canada now draws its support from a very wide range of Canadian society, with only a relatively small percentage of the funding coming from Unitarians. However, Lotta Hitschmanova has said, "We keep the name 'Unitarian' in our title for historic reasons, and because the word expresses the oneness of humanity in which our organization passionately believes."

"A Dream of Justice"

- Preacher, scholar, writer, teacher of the philosophy of nonviolence, leader of the civil rights movement.
- Winner of the 1964 Nobel Peace Prize.
- As a young adult he studied the philosophy of nonviolence as presented in the writings of Gandhi and Thoreau, as well as the social ethics of several Protestant theologians.
- In 1955, Mrs. Rosa Parks refused to surrender her seat to a white passenger, and King became the leader of the Montgomery Improvement Association, which led the boycott of the public transit system.
- At that time he said, "We come here tonight to be saved from that patience that makes us patient with anything less than freedom and justice."
- Recognizing the need for a mass movement, he helped organize the Southern Christian Leadership Conference, giving him a base of operation and a national speaking platform.
- Guided by the philosophy of nonviolence, he helped organize many sit-in demonstrations and marches, protesting the economic, social, and political exploitation of black people.
- He said, "We know through painful experience that freedom is never voluntarily given by the oppressor; it must be demanded by the oppressed."
- He was sent to prison many times for his unwillingness to observe laws prejudicial to his people.

- In 1963, he helped organize the historic March on Washington, which included his famous "I Have a Dream" speech: "I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin, but by the content of their character....".
- These and other efforts had a strong influence on national opinion, gaining the support of Presidents Kennedy and Johnson, and resulting in the passage of the Civil Rights Act of 1964.
- The Poor People's March on Washington of 1968 was interrupted by his assassination. Only a week earlier he had said, "If a man has not found something he will die for, he is not fit to live."
- He regarded himself as "a drum major for justice, peace, and righteousness."

"Compassion for the Poorest of the Poor"

- Nun, missionary, teacher, nurse, founder of the Missionaries of Charity, which opened more than 70 centers (primarily in India) serving orphans, the jobless, the blind, the crippled, the retarded, the insane, the aged, people with leprosy, and the dying.
- While teaching and serving as a principal in a high school in Calcutta, she received " a call within a call" to help the poor while living among them.
- After three months of accelerated medical training, she opened a school and clinic for the poorest of the poor in Calcutta.
- Many donors, volunteers, and facilities came forth in response to her efforts, and the Missionaries of Charity became an official religious community in 1950.
- She organized followers in more than three dozen countries, and was awarded the 1979 Nobel Peace Prize.
- She said that her work was not "social work" so much as an effort to live out that life of love God has for his people.
- She said that welfare is for a purpose, whereas Christian love is for a person.
- In her centers, the dying receive the rituals they prefer—Ganges water on the lips for the Hindu, readings from the Koran for the Muslim, Last Rights for the Catholic.
- Her manner was humble and down-to-earth, yet self-assured and utterly practical. As one of her biographers described her, "She moves like a still point in a whirlpool of poverty and misery."

Coyote Wants to Know What Money Will Buy

More and more I stay away from the donut shop. I am part of the new American Puritanism that puts longevity before pleasure. However, I needed to talk with Coyote, so I steeled myself and went there. I sat down, ordered a donut, and Coyote materialized beside me. He said he'd have a dozen; six lemon and six raspberry-filled.

"I need to talk to you," I said. "The people at my church are concerned about money. I need to come up with a good rationale for mentioning the unmentionable in church."

"Don't ask me! I don't have pockets. I wait for you to buy the donuts."

"I don't know much about money either. But I'm talking about money as a spiritual issue, an emotional issue. You being spiritual, I thought you might have some ideas."

Inhaling a donut in one bite, he said, "We can wonder together as long as your money holds out!"

"I suppose this is tax-deductible." I said, "I can see the IRS reading it 'three dozen donuts for Coyote, sermon preparation'."

"So what is this tax stuff? I can never get anyone to play this time of the year. They're all in shock about their taxes. It's as though the whole country has been to a funeral."

"Taxes are simple. Taxes are a socialist scheme to provide employment for accountants. Sort of like the Pentagon which produces jet fighters for boys who are bored with street racing."

Coyote looked at me with admiration. "You are coming along as a coyote cynic! Keep working on it! You have great spiritual potential!"

I blushed modestly and signaled for another round of donuts. I knew what he meant. One must have a conversion experience to become a mystic, whether Zen, Christian, or coyote. One of the pleasures of being a neophyte mystic is to play games with the standard cultural answers. Stand

them on their head. See if that makes more sense. For example, consider the truth that people buy cars so they can go places. Turn it over; people go places so they will have a reason to buy a car. A revelation. A deeper truth. Coyote and I are now close enough that we each know the other knows this.

"So," says he, "can we apply this principle to money?"

"I am slow this morning. Please expand on that."

"One does not need money to survive." Coyote said. "Animals survive without money. Your primitive humans survived without money. The pueblo people and the plains people met and swapped things—pots for hides. Even today most people could survive on a lot less than they think they could. They might feel underprivileged doing it, but that is a spiritual disease, feeling underprivileged."

"But people need money to buy stuff. It's obvious, Coyote."

"That's because you live in a money-culture and have been taught that it's obvious. Jesus said, 'behold the lilies of the field, they neither toil nor spin, yet Solomon in all his glory was not arrayed as one of these'."

"I must not be spiritually advanced enough to appreciate that. Lilies and humans are different."

"That's what humans think! Humans think they are more blessed of God. Or more despised by God. Whichever, it's ego, ego, ego! Let go of it!"

"Not til the day I die!"

"Then you'll want a band and a Cadillac hearse. Can you *afford* it?"

Spitefully, I said, "I'll save up for it!" He was getting to me. All these donuts and no help.

"Why do you think humans use money," I asked.

"From my observations, humans buy things to show they've got money. After they've bought the things, they don't have the money. So they really buy things to show they have money left over after they have everything they want. People who live on subsistence can't play the game. You have to have money over and above what you need, or be able to pretend you do to play the game."

"You can use a credit card," I said ruefully.

"That's just borrowing someone else's money to pretend it's yours."

That seems to be a national habit."oy

"Ben Franklin *does* seem un-American."

Looking me in the eye, he said, "according to what I've seen there are many money games you humans play. Some are healthy, some are unhealthy. Some of them spiritually nutritious, sort of whole-wheat oat-bran money games. And some are like these donuts; delicious, but in the long run unhealthy."

"Tell me about the unhealthy ones first."

"The unhealthy ones are games involving taking up more space than one human needs. Using more the earth's resources than one human needs. Using money to control other people's lives, other people's spirits. Using money to buy people and exploit people."

"Hush, Coyote, you're talking like a Communist again, " I glanced around furtively.

"It isn't a matter of capitalism or communism. A capitalist company can be managed in a humane way. In fact it will probably be more successful if it treats its employees and customers as humans. This isn't a matter of -isms. This is a matter of human spiritual growth. Will you humans play healthy games with your money or psychologically destructive games? This country of yours has seemed more exploitative in the past decade, and as a consequence has become less healthy.

Over in the Soviet Union, the Russian wolves tell me, the leaders forgot the people and now their system is dying of rot."

"Then what are some healthy money games?"

"Investments in people are always healthy money Remember the G.I. Bill? It did more to make America a good place to live than all the armaments industries put together. It was a national investment in educating people. I'll bet maybe a quarter or a third of your congregation got some of their education from the G.I. Bill."

"Certainly I did," I said. "Even today my youngest son is spending a year after high school in a program that will give him experience and skills in community organizing. I think that's a good investment in youth."

"Wow! They're training him to be a coyote? This country needs some smart trained young coyotes! This country with its fat, complacent, self-centered population that has given up on the democratic process, given up on caring for life's losers, given up on idealism and community and commonwealth.

I was stunned. Incredulous, I asked, "You mean you *care*?"

He was embarrassed. His cover had slipped. He reached over and ate my donut while he collected himself. Then he whispered, so the other coyotes couldn't hear:

"Yes, I care! You humans hold the future of the planet in your hands. I wish it weren't so, but it is. I have to wish you well because I am part of the commonwealth of life on this planet. That's the only reason I talk to you. I look at your congregation and I think maybe there's hope!"

I was moved. Coyote, the Trickster god, thought some modest little churches were a hope for the commonwealth of of planetary life? It seemed like a tall mission for a small band.

He went on. "The reason I think congregations like yours are a hope for the future is that you are open to new ideas. All your human churches try to be places where the spirit can grow, but most of them are locked into ancient ways of seeing the world, which aren't appropriate now that we're

running out of maneuvering room. Not long ago I read that Statement of Purposes you have in the foyer from the Unitarian Universalist denomination. You affirm the importance of the inherent worth and dignity of every person, not the subservience of humans to the gods, not the inferiority of some people to other people. You affirm justice, equity, and compassion. You affirm a free and responsible search for truth. You affirm democracy and the goal of world peace. Not many other churches affirm those values. You even respect what you call the interdependent web of all existence. I think if the animals ever came to church, they'd come to your church."

"We've got one coyote—you—and some church mice. We could make the others welcome." Then I paused and gathered my thoughts. "We've strayed from our original subject of money games."

"Not so," said Coyote. "When you humans place your bets with your discretionary money, you put your money where your spirit is. Which is why I worry about some of your members..."

"They probably give generously to other good causes," I said, defensively

"They probably do, but so what? We are talking sources of the spiritual life. There are lots of wonderful, worthwhile organizations doing good things, but they are not specialists in the meaning of life. As I see them, your human churches focus on meanings. Other churches say the meanings come "down" from God. Your church says there are many sources of spiritual meaning. The direct experience of transcending mystery. That's one we other animals like to do. The second source of spiritual meaning you honor are the words and deeds of prophetic women and men who confront the structure of evil with compassion and justice and love. That is very human. We animals don't do that because we don't have structures of evil. You celebrate the tools of justice, compassion and love by which you can overcome your own humanly created evil. The devil doesn't *make* you do evil, you know. You choose it. Maybe for psychologically sick and neurotic reasons, but you choose it. And people of compassion and love and justice can choose to try to undo it. You honor the religious prophets."

He was silent, gazing into the mirror behind the counter.

"You honor all the world's religions. Amazing! You could be proud of that. You don't condemn people with different gods. ;Instead, you see if you can learn from them more about the

transcending mystery. All those varied pictures of the gods are insights into how humans experience the mystery. Your people are willing to listen and be taught. As a minor deity, I admire that."

"Your church says the way to respond to God's love for us is to love your fellow humans. When you get love, pass it on! Spend it! Like money! Don't hoard it! Put the love you receive to work by investing it in other people. That's what we deities do and you humans used to do before you were civilized."

"Your church also affirms, the glory of humanity which is science. We animals are skeptical about your science; it has brought some really bizarre things to pass. But we admire your passion to know and explore and study and understand. If there was one human characteristic we might like to have, it is that unfailing curiosity. Yours is the only church I know that respects science as science rather than fearing science will erode religious authority."

I was overwhelmed. I had no idea the Trickster knew so much about religion. I had no idea the Trickster knew so much about religion.

"You know," he said reflectively, "I wish I had some money so I could contribute to your church."

"You already have. The congregation loves to hear what you have to say."

"Talk's cheap."

I was silent.

"That was a joke."

I nodded.

"What do you do with the children?" he asked. "I hope you don't sit them down in little rooms and have adult humans tell them the Truth."

"No, this Sunday they are going to plant a tree."

"Damn! That's nice!"

It was time to go. Coyote flashed a five-dollar bill.

"I'm buying!"

"*You* are buying *my* donuts?"

"Right! I found the five dollars in the street this morning. As your poet Walt Whitman said, he finds letters from God in the streets and leaves them there because there will always be more. Most of the good stuff we get in life we probably don't deserve, so we might as well spend it. Pass it on. Besides I believe in donuts for preachers so they are fat and unhealthy and happy."

We slid off the donut shop stools.

"Coyote, I wish you'd come tell my congregation what you've told me."

"They'd never take my word for it. The question is whether they believe it themselves. If they don't, things are worse than I thought."

So now you know what Coyote would buy if Coyote had any money.

Handout 1

LOUUP* Stewardship Tasks

Each and every person is important.

Befriend a foreign student whose English is poor. * Befriend any child who is teased by others. * Say something nice to someone who looks sad. * Visit an elderly neighbor. * Take a flower to someone who does not expect it. * Ask a friend about something you know is important to him/her. * Spend time with a grandparent or other senior. * Write to a distant friend or relative. * Color a picture for someone. * Introduce yourself to someone new at school. * Recognize your own importance.

We should be kind and fair.

Be kind to a less popular schoolmate. * Do something nice with a less popular schoolmate. * Call a friend to say “I’m sorry” if you have had an argument. * Don’t talk about people when they are not around. * Don’t listen when others do it. * Share your treat or dessert with someone. * Be kind to a younger sibling. * Call a parent at work and say you love them. * Refuse to repeat an unkind story or an unkind joke. * Notice and compliment a parent, sibling or friend. * Share something you enjoy with someone you normally would not. * Help someone with a task.

We should accept other people and help them to grow.

Offer to help someone who is having trouble with class work. * Write a note to a grandparent or another senior. * Read a story to a younger child. * When someone is down, tell him/her something you like about them. * Help yourself grow. * Try something scary to you.

We are free to decide for ourselves what is true and important in life.

Have an opinion about something this week. * Think twice about gossip you hear about someone at school. Do not believe everything you hear! * Do not watch TV for a night and read the newspaper or a magazine instead. * Watch a documentary movie. * Start a journal. * Use your freedom of thought.

We should do what our consciences tell us is right.

We should each have a vote about the things that concern us.

Vote on choices at home: what pizza toppings to have, what color for the new car, what games to play. * When a friend misbehaves or does something wrong at school, do what you know is right. Do not just follow along. * Learn about an issue at your school and get involved. * Examine what others are saying and express your opinion. * Listen to and discuss an important issue. * Stand up for what you believe in.

We should help to create a world with peace, freedom, and fairness for everyone.

Talk about Martin Luther King, Jr. * Walk away from someone who is trying to pick a fight. * Do an extra chore at home. * Help put away groceries. * Clear the table after dinner. * Join a peace or justice group. * Be a pen pal with a person in another country. * Write to the newspaper, the president, your principal or elected official and express your opinion.

We are part of a great web of life on earth and we have to respect everything in this web.

Step on an empty milk carton and put it in the recycling bin. * Use rechargeable batteries. * Use brown bags more than once for lunch. * Use a lunch box. * Use both sides of your paper. * Pick up a piece of trash from the street, the classroom or the lunchroom. * Walk or ride your bike instead of getting a ride in a car. * Don't use a juice box. * Start a compost heap at home. * Resist acquiring an unnecessary thing.

*Living Our Unitarian Universalist Principles

Source: Birmingham Unitarian Church, Bloomfield Hills, Michigan

Handout 2

Family Stewardship Letter

Dear _____,

As you may know, children, youth and adults in our congregation are now exploring the topic of stewardship. We define stewardship as the act of caring for our congregation, our community, and the Unitarian Universalist movement. People care in various ways: by giving of their time, by sharing their talents, and by contributing financial resources (a.k.a. treasure). Unitarian Universalists have a long, rich history of contributing to their congregations, their communities, and the world. This important aspect of our congregational life begins with the role model of good stewardship in the home. Examining how we spend our time and money as families may help us evaluate how we can be good stewards in the congregation as well.

“For a child to develop into a functional adult and good citizen of the world, the family must mirror society. Volunteering helps kids learn that service—not self-interest—holds our world together.”

As family counselor John K. Rosemond states in his article “Volunteering For Kids,” parents can begin teaching the social value of volunteerism by assigning simple daily household chores to children as young as three years old. Such children learn that being a member of a family involves not just sharing the family’s wealth, but also its work. Parents can impress upon children the importance of community service with a simple civics lesson: without volunteer support, there would be no community sports programs, no scouting, no 4-H, no homeless shelters, and no summer programs at the local Y. By including children in community and congregational service activities, parents can teach that one person can make a difference in this world. Guiding a younger child toward compatible community service requires that parents help the child answer the following questions: *What are my interests? What do I really enjoy? What’s something I’ve always wanted to do? Would I prefer working with large or small groups? Indoors or out? What problems in my community or congregation need solutions?*



Jim and Kathy McGinnis, founders and directors of the Institute for Peace and Justice, list seven ways to teach our children stewardship in their newsletter, *Parenting for Peace & Justice*:

1. Tithing for the congregation. Children can give a percentage of the weekly allowance.

2. World Bank donations. This program is similar to the UU Guest at Your Table Box.
3. Shalom Box appeal letters. Decorate a shoe box and use it to store appeal letters received from charities. At quarterly family meetings, discuss which letters to honor and what amount to give.
4. Split our energy savings. Encourage family members to turn lights out, lower thermostats, and save energy in other ways. Then, spend half the money saved on a fund for those who need utility bill assistance. (The other half can go toward a family event.)
5. Alternative gifts. Encourage children to be generous with their time and talents by making their own birthday and holiday gifts.
6. Exposure to hurting people. Prepare, serve and eat meals at a local agency, visit shut-ins, travel and work in countries with poor people.
7. Discussing our will. Explain to children that groups working with hurting children will receive the same bequest as each of them.

To assist you in exploring these issues in more depth, we've attached reprints of two articles—"Children, Money and Values: Ten Principles" by Susan Vogt, and "Helping Children with Allowances and Savings," from *Parenting for Peace and Justice Newsletter*—for you to discuss at home.

Sincerely,

Handout 3

Children, Money and Values: Ten Principles

by Susan Vogt

“How come you won’t get me the latest video game?”

“Gimme, get me, I want it, I saw it on T. V.”

“Amanda gets double what I get as an allowance!”

“I’m the only one in my class whose parents are tightwads. Just because you think this simple lifestyle stuff is cool, doesn’t mean I want it!”

“We tried to share our value of a simple lifestyle with our children, but some resented never having what other kids had, and now they’re typical yuppies.”

“My husband and I can live happily on very little, but now that we have kids we want them to have the advantages of a good school system, a safe place to live, and enough money to handle medical emergencies. What’s responsible and what’s luxury?”

This “simple lifestyle” stuff can sound great in theory but be anything but simple in the very day living of it. In fact, it can cause guilt, conflict, resentment, and self-righteousness. So why don’t we just give it all up and enjoy the good life? Perhaps because we take seriously the motto “Live simply so that others can simply live.” Over the years, my husband and I have struggled with many of the above situations and offer the following snippets of wisdom as part of the ever evolving discussion on children, money, and values.

1. Simple lifestyles need not mean living in destitution, but we must never be so isolated from the poor that we fail to be touched by their pain.

For example, if our own neighborhood is not poor, can we find ways to come into face to face contact with people who have less than us.

2. People are more important than things.

If we have a choice between protecting a possession and protecting a relationship, the person comes first. For example, buying a house, car, etc., should not be at the expense of time needed for the family.

3. Start young.

It's a lot easier to maintain a modest lifestyle if that's how the children have grown up. For example, if the policy at the grocery store has always been no trinkets, it's easier than backing off from these treats later.

4. Seek a balance.

If parents are perceived as scrooges, children may resent having a thrifty lifestyle forced upon them and rebel to the opposite extreme. An occasional splurge is good for the soul and can let your kids know you're human. For example, although we don't typically buy expensive brand-name clothes for our children, sometimes we've made an exception if it was a quality item, just to break our image as tightwads.

5. Hang around with people with values like yours.

One of the hardest things for a parent is the concern that their child will suffer by not having something important that their peers have. It's easier to say "no" to a purchase when you can point out friends who have similar family standards.

6. What about Allowances?

A modest amount of regular spending money can help the child learn the value of money and have the power to get things the parents might think are frivolous. The child then learns his/her own lessons about what is worth buying without the parent preaching.

7. Gift-giving criteria.

Encourage the giving of gifts that are creative and may not cost money. The gift of one's effort and time are thus highlighted. Although we have done a lot of coupons for services and craft projects, we also found out the hard way that it's important to give at least one item that they can unwrap and might be considered a "heart's desire."

8. Reduce temptation.

Although children should learn how to say "no" to the consumerism of our society, sometimes it can be so overwhelming that it's easier to just minimize the commercials seen by limiting TV, and not spend much time in stores.

9. Make the "green movement" an ally.

Although our kids sometimes think this "simple lifestyle stuff" is pretty square, they can get turned on by the environmental ideas of "reduce, reuse, recycle." Saving mother earth is attractive and in.

10. Favorite personal tip.

We instituted an annual clothing allowance once the kids got to an age that they contested the reasonable and thrifty clothes we bought for them. This took us out of the argument and let them decide whether to blow the whole year's allowance on a couple pair of popular running shoes or rather to discover the joys of bargains and discount stores. What's your best tip?

Source: *Parenting for Peace and Justice Newsletter*, Issue No. 65, December 1994

Handout 4

Helping Children with Allowances and Savings

Children Saving Money

In Newale S. Godfrey's book, *Money Doesn't Grow on Trees: A Parent's Guide to Raising Financially Responsible Children* (Fireside Books, 1994), the author makes the following points:

Saving money is essentially a discipline that youngsters must be taught just like brushing their teeth or doing their homework. She offers a three-step process for teaching children how to save money.

We save money for three reasons: first, for protection in case of an emergency; second, for retirement; and third, to buy something we really want. For younger children, she suggests that you approach with the third reason—to save for something they really want to buy.

The principles for inspiring anyone to save money are the same for youngsters age six to sixteen:

1. Provide your children with the tools to save. They must have a source of money of their own to save.
2. Provide the proper environment where the children can safely keep the money saved. This can be a piggy bank or toy safe.
3. Monitor the activity and provide encouragement. Set attainable goals and then reward your children with praise for successfully saving the money.

Allowances: When and How Much

To learn about money management, youngsters must have real money on their own to manage. Rather than handing youngsters a sizable sum of money, or doling it out a dollar at a time, a weekly allowance gives children a source of income that they can learn to make decisions about.

It has been debated whether this weekly money should be tied to chores. Yes, yes, yes! In addition to using an allowance to teach money management, this weekly sum will also show your children the relationship between work (chores) and money (allowance), clearly an important concept. Not only will the children someday work for money, but earning an allowance will underscore the fact that you, the parent, work hard for your money, too.

Once you've decided that an allowance is a useful teaching tool and that your children are ready to begin "earning and learning," then you need to formulate a starting "salary." For my own two children, I started them on an allowance when they were 3 and 6 years old. I used an easy rule of thumb: their allowance was the same number of dollars as their age. I've continued to use this rule as they've grown.

Many people's first reaction is that three dollars is a lot of money for a three-year-old. Let me explain what you and your youngsters will be doing with this money. There are three basic areas of money management we will be working on. I call it my S. O. S. system. Briefly, they are:

1. Savings. Some portion of the allowance needs to be allotted for both short-term savings, like for a special toy or outing, and long-term savings, such as for a bicycle or college fund.

2. Offerings. This is a small amount of money set aside for donation to charity or to the less fortunate. However small the sum, it is a valuable way for a parent to teach personal values through money by showing the children how to share their good fortune.
3. Spending. Depending on the budget you develop with your children, part of their spending money may go to cover specific expenses. It can range from lunch money or bus fare for young ones, to total management of a year's clothing budget for more sophisticated teenagers. At any age, however, there needs to be some money that is the children's discretionary fund to spend as they wish (with whatever limitations you set—for example, no drugs).

I believe in assigning specific chores that each child does weekly to earn the allowance. In my household, we have two kinds of chores: personal maintenance (like keeping one's bedroom free from fire hazards) and general household chores (such as setting the table or dusting the living room furniture). Payment of the allowance is based on the latter. Each child has specific chores that must be completed each week before the allowance is paid . . .

Here is where children should be in terms of financial independence at different ages:

Ages 3-9: Allowance

Ages 10-15: Allowance supplemented by outside jobs (baby-sitting, yard work, etc.).

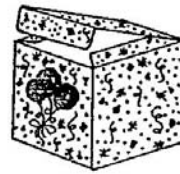
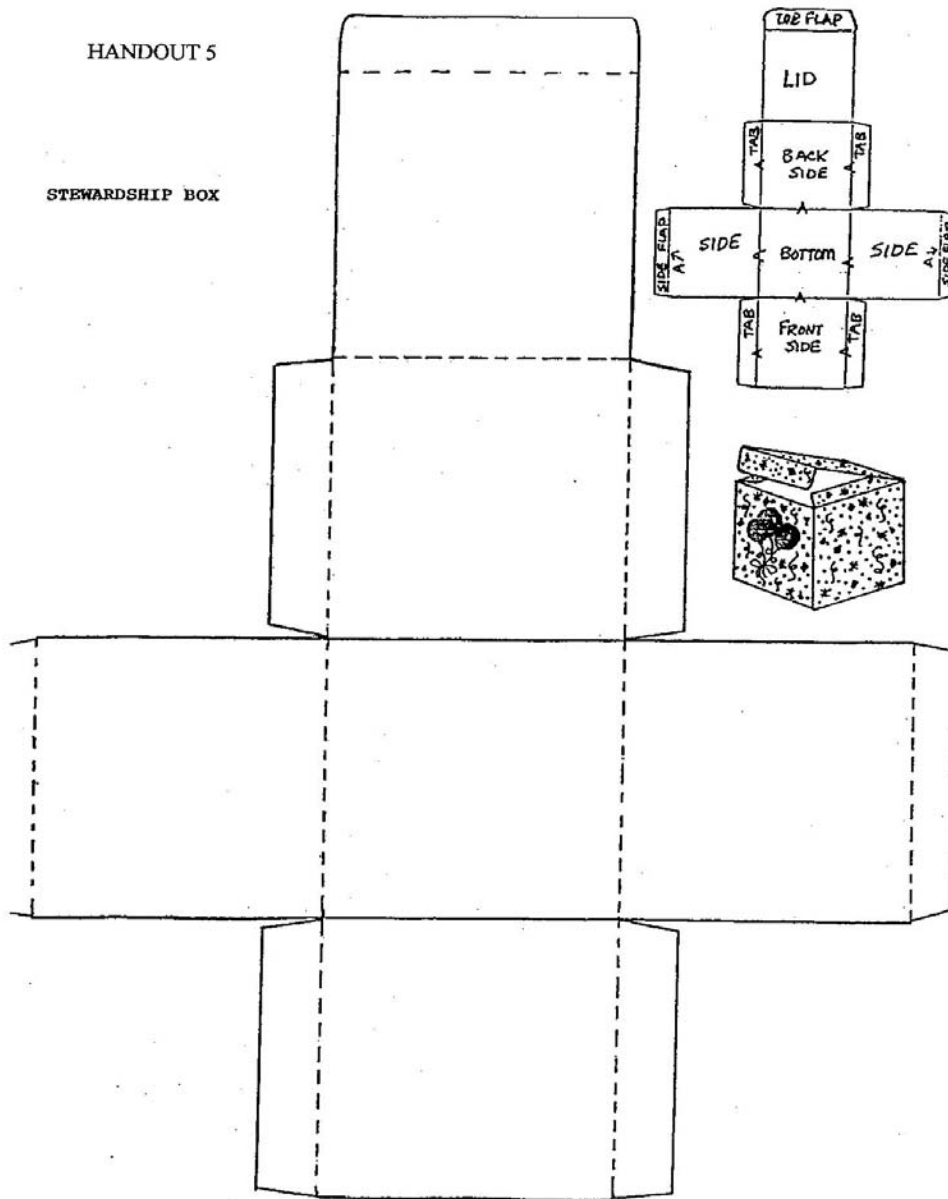
Ages 16 and up: Teenagers' outside jobs cover expenses like dating and gas. All basic necessities are funded by parents in an account the teenagers control.

Additionally, a parent should have certain odd jobs available to the youngster who wants to supplement their allowance the same way some employers offer overtime pay. Make a list of the not-urgent jobs you need done with the “overtime” fee you would pay, and post it on the refrigerator. Then, when your offspring asks for a second pair of designer sneakers or money to go ice skating with friends, refer to the list.

Source: *Parenting for Peace and Justice Newsletter*, Issue Number 65, December 1994

HANDOUT 5

STEWARDSHIP BOX



Handout 6

Letter to Child and Family

Date _____

Dear _____ and _____,
(child) (parent(s))

During the past few Sundays, we have explored stewardship and the ways we take care of ourselves and others. We have talked about ways that we help others in our family, congregation and community. Now, our group has decided to carry out a helping project together.

We will be _____ on _____ from _____ to _____.
(name project) (date) (time) (time)

The project is _____.

Projects like these can be important learning experiences for those who take part. As we learn to express our UU values through actions, we become stewards. We urge you to take this opportunity to talk at home about how your religious values influence the ways you act at home, in your congregation, and in your community and how they influence your sense of social responsibility.

We will be asking for parents' help in the following ways: _____.

Please call us with ways you will be willing to help. Thanks!

See you soon,

(Teachers' names and phone numbers)

Handout 7

Intermediate Grade Participant Letter

Date _____

Dear _____,

Do you have a favorite rock, shell, plant, or nature photo that reminds you of a place you like to visit outdoors? Perhaps something from a local park, or a place you've been on vacation? Please bring it to church this coming Sunday to add to our collection. (You'll get it back at the end of the hour.) We're going to take a closer look at our Seventh Principle and what **stewardship** means over the next four Sundays. We'll be playing the Web Game, making banners, and brainstorming ideas for our own stewardship projects. So bring your good ideas along too!

For our fifth session, we'll celebrate with an intergenerational worship service on "Stewardship: The Joy of Giving." We'll talk about our time, talents, and treasure. We'll be taking an offering every week in our classroom, so save some change from your allowance or return some bottles for deposit money. And bring your coins to church at the fifth session for our special collection.

See you Sunday,

Handout 8

Questions for Interviewers

How do you go about being a Unitarian Universalist steward?

What is the hardest part of your stewardship work?

What is the most rewarding part of your stewardship work?

How do your Unitarian Universalist values help you in your stewardship work?

Other questions to ask: (Write your own)

Handout 9

Questions for Guests

What is your definition of stewardship?

Why did you get involved in stewardship?

We have talked about stewardship in terms of the three T's (time, talent, and treasure).

How are these paths of stewardship related?

In what ways do your core religious values influence the way you act as a Unitarian Universalist steward?

What is the most challenging and the most difficult part of what you do?

What is the most rewarding part?

What stewardship project are you currently working on? Are children involved with you on this project?

You are a respected Unitarian Universalist steward in our community. How does what you do matter? What can one person really do?

Handout 10

Stewardship Questionnaire

4. What was this congregation like when you joined?

5. What was this community like?

6. What kind of issues did this congregation address? Why?

7. What was your role in the congregation? How did you contribute your time, talent, and/or treasure?

8. How has this congregation changed? How has this congregation's leadership reflected its core religious values?

9. Do you have any advice about stewardship to share with the youth of this congregation?

7. Other questions:

Handout 11

Ranking Values

Everybody has values to which they are committed. Listed below are some values. Choose five and then rank them in order of importance to you.

RESPONSIBILITY

KNOWLEDGE and LEARNING

SOCIAL ACCEPTANCE

HONESTY

FREEDOM

RESPECT

SENSE OF HUMOR

GENEROSITY

POWER

RECOGNITION

PEACEFULNESS

TRUST

HONOR

COURAGE

CHARACTER

LOVE

OPPORTUNITY

SUCCESS

FAMILY

TRANQUILITY

ENVIRONMENT

RELIGIOUS FAITH

EQUALITY

COURTESY

LOYALTY

CREATIVITY

FORGIVENESS

JUSTICE AND FAIRNESS

Other values to which you attach
special importance:

What I Value Most

1. _____

2. _____

3. _____

4. _____

5. _____

Handout 12

Panel Questions

1. What are you most proud of as you look back over your life?
2. How important was your religion to the way you lived your life?
3. How can people be good Unitarian Universalist stewards today?
4. What are your ideas about our current Journey Toward Wholeness endeavors?
5. What advice do you have for today's young Unitarian Universalists?

Handout 13 Principles of the Unitarian Universalist Association

We, the member congregations of the Unitarian
Universalist Association, covenant to affirm and promote

- The inherent worth and dignity of every person;
- Justice, equity and compassion in human relations;
- Acceptance of one another and encouragement to spiritual growth in our congregations;
- A free and responsible search for truth and meaning;
- The right of conscience and the use of the democratic process within our congregations and in society at large;
- The goal of world community with peace, liberty, and justice for all;
- Respect for the interdependent web of all existence of which we are a part.

The living tradition which we share draws from many sources:

- Direct experience of that transcending mystery and wonder, affirmed in all cultures, which moves us to a

renewal of the spirit and an openness to the forces which create and uphold life;

- Words and deeds of prophetic women and men which challenge us to confront powers and structures of evil with justice, compassion, and the transforming power of love;
- Wisdom from the world's religions which inspires us in our ethical and spiritual life;
- Jewish and Christian teachings which call us to respond to God's love by loving our neighbors as ourselves;
- Humanist teachings which counsel us to heed the guidance of reason and the results of science, and warn us against idolatries of the mind and spirit;
- Spiritual teachings of earth-centered traditions which celebrate the sacred circle of life and instruct us to live in harmony with the rhythms of nature.

Grateful for the religious pluralism which enriches and ennobles our faith, we are inspired to deepen our understanding and expand our vision. As free congregations we enter into this covenant, promising to one another our mutual trust and support.

Handout 14

UNITARIAN UNIVERSALIST STEWARDSHIP PLEDGE

Stewardship means taking care of what we value and enabling it to grow. As a steward, I pledge to take responsibility and to contribute my time, talent, and treasure.

I pledge to share my:

TIME by _____

TALENT by _____

TREASURE by _____

(NAME)

(CONGREGATION)

STEWARDSHIP

UNITARIAN UNIVERSALIST STEWARDSHIP PLEDGE

Stewardship means taking care of what we value and enabling it to grow. As a steward, I pledge to take responsibility and to contribute my time, talent and treasure.

I pledge to share my:

TIME by _____

TALENT by _____

TREASURE by _____

(NAME)

(CONGREGATION)

STEWARDSHIP