



UNITARIAN  
UNIVERSALIST  
ASSOCIATION



UNITED NATIONS OFFICE | 2018 RESOURCE PACKET

# United Nations Sunday Service

When Crisis Calls: Advancing Just Migration for All

## Part III: Planning Your UN Sunday Service

# In this packet

## **PLANNING YOUR UN SUNDAY SERVICE**

- Brainstorming UN Sunday
- UN Sunday Checklist
- Timeline for UN Sunday Service Planning
- Sample Order of Service
- UN Sunday Religious Education

# Also available for UN Sunday Planning

## **BACKGROUND INFORMATION**

- About the United Nations
- United Nations Sunday

## **2018 GLOBAL RIGHTS TOPIC**

- Understanding Terminology
- Migration Issues at the UN
- Migration and Unitarian Universalism

## **BEYOND UN SUNDAY**

- Blue Ribbon Congregation: Requirements
- Dana Greeley Sermon Competition
- About the UU United Nations Office

Visit [www.uua.org/UNSunday](http://www.uua.org/UNSunday) to download complete packet

# Part III: Planning Your UN Sunday Service

## Brainstorming UN Sunday

The following guide to planning a United Nations Sunday at your congregation is adapted from the work of Sylvia Heap (longtime Envoy at All Souls UU Church in Watertown, NY), who has been planning these services for over 40 years. The UN Sunday theme follows our Spring Seminar theme which this year is global disarmament.

UN Day every year is October 24th. UN Day also kicks off Disarmament Week, October 24<sup>th</sup> through October 30th. First you'll need to set a date for your service with the church, preferably around October 24th. The 2018 suggested date is October 21st. If you are unable to book this date for a service, consider having a post-service event in October and hosting the service on another date\*. Alternate dates connect with UN international observance days; the bold dates are Sundays:

- June 20<sup>th</sup> is World Refugee Day (likely too soon for UN Sunday but could do an event)
- July 30<sup>th</sup> is World Day Against Trafficking in Persons & International Day of Friendship
- **August 12<sup>th</sup>** is International Youth Day
- **August 19<sup>th</sup>** is World Humanitarian Day
- September 21<sup>st</sup> is International Day of Peace
- October 2<sup>nd</sup> is International Day of Non-Violence
- October 11<sup>th</sup> is International Day of the Girl Child
- October 16<sup>th</sup> is World Food Day
- October 24<sup>th</sup> is United Nations Day
- November 16<sup>th</sup> is International Day for Tolerance
- **November 25<sup>th</sup>** is International Day for the Elimination of Violence against Women
- November 30<sup>th</sup> is Day of Remembrance for all Victims of Chemical Warfare
- December 10<sup>th</sup> is Human Rights Day
- December 18<sup>th</sup> is International Migrants Day
- December 20<sup>th</sup> is International Human Solidarity Day
- February 20<sup>th</sup> is World Day of Social Justice
- March 8<sup>th</sup> is International Women's Day
- March 20<sup>th</sup> is International Day of Happiness
- March 22<sup>nd</sup> is World Water Day
- May 15<sup>th</sup> is International Day of Families\*

\*If aiming for Blue Ribbon status, be sure to have your UN Sunday service prior to March 31<sup>st</sup> which is the deadline for meeting all the requirements to become a Blue Ribbon Congregation.

## **DEVELOP THE THEME AROUND MIGRATION ISSUES**

See Part II: 2018 Global Rights Topic

- Decide on Guest speaker(s) - consider someone from the UU-UNO, Envoys, representatives of your local UN Association, congregants, yourself etc.
- Pick out some options for readings, hymns, opening and closing. (Keep in mind the connection that migration issues have with our UU principles)
- Consider including a presentation of some kind (i.e. show a video, give more information about migration, have a discussion on local action, etc.)
- Plan on further organizing a reception for after the service (perhaps an international potluck) with special decorations, celebratory cake/food, more information on the theme (try to connect it to migration issues)

## **UN Sunday Checklist**

What you'll need to pull off your UN Sunday service with success! Keep track of this checklist throughout the planning process.

- People to speak/perform during the service:
  - Worship associate
  - Music
  - Sermon (discuss ahead of time what you'd like them to specifically speak about)
  - Additional performance (Music? Skit?), Photographer?
  - Story for All Ages
- Order of Service:
  - Finalize readings, hymns, other music, etc.
  - Design Order of Service
  - UU-UNO Donation Envelopes
  - Print, fold, and stuff Order of Service
- Worship script (how will Worship Associate introduce each section?)
- UN flag, any other special décor for the UN Sunday service
- Food/drinks for coffee hour
- Display table with UU-UNO promotional materials
- Follow up with UU-UNO about how your service went

## Timeline for UN Sunday Service Planning

This is a general timeline to help you plan and prepare for your UN Sunday service. (Guidelines are for an October service – if your service is at another time, just adjust the month!)

### JUNE-JULY

- (ASAP) Settle on a date for your UN Sunday service. Inform UU-UNO of the date you've selected.
- Read thoroughly over the UN Sunday packet and educate yourself on the UN and this year's theme.
- If you don't already have youth in your Envoy team, reach out to your congregation's youth group and invite them to help you plan a multigenerational service.
- If you plan to invite a guest speaker to give the sermon, reach out to potential speakers to check their availability. (UU-UNO staff members are available to speak at your congregation. Invite them ASAP, as their schedules fill up quickly!)
- See if your congregation can have a special collection for the UU-UNO during the UN Sunday service (or during October if your congregation has month-long plate recipients).

### AUGUST

- Reconvene your UN Sunday Service planning team and check in on progress.
- If speakers/musicians haven't confirmed yet, follow up or find an alternative.
- Brainstorm music and a story for all ages for your service.
- Develop a plan to advertise the UN Sunday service so you can get good attendance. *(e.g. post on social media/congregation's website; tabling during coffee hour; mention in announcements prior to services; place a notice in newsletter, local newspaper)*
- Talk with Director of Religious Education about using UN Me curriculum to help the children learn about the UN in lead-up to UN Sunday. Suggest the RE curriculum for UN Sunday as recommended on page 29.

### SEPTEMBER

- Finalize order of service, special collection for UU-UNO, and list of people to speak/perform during the service.
- See if you can get a photographer to take pictures of your service and check with your congregation's administrator if the photos may be shared and used by the UU-UNO.
- Begin advertising UN Sunday service so you can get good attendance.

- Prepare for a table during coffee hour following the UN Sunday service (or during the whole month!) to educate congregants about the UU-UNO. Flyers to display can be downloaded and printed from [www.uua.org/un/envoys](http://www.uua.org/un/envoys).
  - Ask UU-UNO to send you donation envelopes for Order of service/display table.
- Follow up with whoever will give the sermon to make sure they're familiar with the UU-UNO and will talk about the topics you'd like them to address
- Talk with treasurer or church admin about check processing protocol
  - Can they provide you and/or the UN Office with a list of the names of donors?
  - Should checks be made out to UU-UNO or to the congregation who will send a composite check?
  - Review donation protocol for congregations. (Instructions available for download from [www.uua.org/un/envoys](http://www.uua.org/un/envoys))

## OCTOBER

- Finalize the worship script for the worship associate.
- Meet up with your UN Sunday Service planning team to run through the service.
- Make sure donation envelopes for the service have been procured a week ahead of time
- Continue advertising UN Sunday service so you can get good attendance!
- After the service, make sure to follow up to thank your guest speaker(s) and check in with the UU-UNO to report how it went!

## UN SUNDAY: THE DAY OF

- Be there early to:
  - Get water for the speaker(s)
  - Test microphones; (if recording) Set up tape recorder and/or video camera
    - Ensure the camera(s) are fully charged and have memory available
  - Make sure the Religious Education participation is ready
  - Greet guests as they arrive
  - Help stuff donation envelopes into the orders of service (if applicable)
- If a collection is being taken for the UU-UNO, encourage people to write their information on the donation envelopes included in the orders of service so that you can get the Supporters needed to become a Blue Ribbon Congregation (See sample language on page 28!)
- After the service, enjoy coffee hour; Introduce speaker(s) to members of the congregation
- Collect checks made out to the "UU-UNO"
  - Mark checks from donors who want to be sustaining friends of the UU-UNO
  - Make a list of individuals who made donations, to qualify for Blue Ribbon Award

- Use the UU-UNO's [Donation Instructions sheet](#).
- Work with treasurer to add up the cash from the collection plate (if the collection plate isn't for the UU-UNO, be sure to remind people we are supported by their donations).
- Email the office ([unenvoycoordinator@uua.org](mailto:unenvoycoordinator@uua.org)) with your total money count and how many individuals donated.

## UN SUNDAY: FOLLOW-UP

- Please send (email is fine) the following to the UU UN Office:
  - A few photos (if you can, get permission from the congregation for photos from the service to be used by the UU-UNO)
  - The number of individual checks (include names, if you have permission)
  - Total amount donated from collection plate (if applicable)
  - The Order of Service/ Program & any additional information you'd like to share (or, share this online – see below)
  - The UN Sunday Envoy Report (online!)
- Complete the UN Sunday report online (<https://goo.gl/DkAczJ>) in order to qualify for the 2017-2018 Blue Ribbon Congregation Award
- Head to [www.UUA.org/UNSunday/Services](http://www.UUA.org/UNSunday/Services) and post an action share about your UN Sunday so others can read about it and be inspired. Include pictures if you want! While you're there, take a look at what other congregations have done.
- Upload /develop pictures of the service – if on Facebook, tag the UU-UNO!
- Write thank you notes to speaker(s), committee chairs, and others who contributed to the service. You can also enclose copies of photos of participants in the service
- Confirm with the Board about donating the offering to the UU-UNO
- Submit the sermon to the 2018 Dana Greeley Award by Feb. 1, 2019 ([www.uua.org/justice-programs/awards/greeley](http://www.uua.org/justice-programs/awards/greeley))

**Celebrate! You did a wonderful job.**

## Sample Order of Service

We recognize that each congregation has its own routine for Sunday morning gatherings, and we encourage you to use and modify the resources in this packet to fit your own congregation's needs. If your congregation is unable to hold a service, hold an event and/or fundraiser about the work of the UU-UNO on UN Sunday. For further inspiration, throughout September and leading up to UN Sunday keep an eye on the UN Sunday portion of our website: [www.uua.org/unsunday](http://www.uua.org/unsunday).

**Welcome, Introductions, Announcements:** Use this time to introduce UN Sunday and the UU-UNO. Possibly have an Envoy introduce the service.

**Call to Worship:** Singing the Living Tradition Reading #418 or #435

**Opening Words/Chalice Lighting:** Singing the Living Tradition Reading #455 by UN Secretary-General (1953-1961) Dag Hammarskjold, or [A Spark of Hope](#) by Melanie Davis

**Opening Hymn:** Singing the Journey #1023 (Building Bridges) or Singing the Living Tradition #347 (Gather the Spirit) or #402 (From You I Receive)

**Time for All Ages:** Choose a book from the list on page 30, or do the suggested Time for All Ages Activity described on page 28.

**Joys and Concerns:** (if your congregation normally has them)

**Meditation:** Use the suggested "[Lovingkindness Meditation for Refugees](#)" on the UN Sunday webpage

**Meditative Hymn:** Singing the Living Tradition #402 (From You I Receive) or Singing the Journey #1031 (Filled with Loving Kindness)

**Reading:** [Kindness](#) by Naomi Shihab Nye or #475 (UN Charter preamble)

**Sermon/Homily:** Some congregations choose to invite a guest speaker from a local university or local United Nations Association (UNA) Chapter, show a short film or clip, or have an Envoy or the Minister deliver a sermon about the UN Sunday theme. Many invite UU-UNO staff to speak. This is where to go into further detail about migration.

**Offering:** The UU-UNO is supported financially by individual, family, and congregational contributions. We suggest holding the offering after the sermon so people will be excited about helping the UU-UNO. (see below for sample language)

**Closing Hymn:** Singing the Living Tradition or Singing the Journey #1074 (Turn the World Around), #1017 (Building a New Way), or #1018 (Come and Go With Me)

**Chalice Extinguishing** [Daring Vision](#) by Maureen Killoran

**Closing Words:** Singing the Living Tradition Reading #694 or #693

**Postlude:** "Peace Salaam Shalom" by Emma's Revolution

## **SUGGESTED TIME FOR ALL AGES ACTIVITY**

To help people of all ages connect with concepts relating to immigration try this blanket activity:

Spread three different colored blankets on the floor. In the center of each blanket, place a jar with crumpled up blue bits of paper (these blue paper bits represent water resources). Each blanket should have a different amount of “water.” Ask the children to come forward and stand on the blankets. Once everyone is standing on a blanket, tell them that the blue paper represents water. Tell the children on the blanket with the smallest amount of water to distribute the water so that everyone gets at least one ball of water. Not everyone will get one – when they try to cross into another blanket to get some of their water, stop them! Say NO! you can’t cross this border until you fill out an application form and wait a few years. Discuss with the children how they feel about being stopped from accessing important resources and being with their friends.

## **COLLECTION TO SUPPORT THE UU-UNO**

The UU-UNO is supported financially by individual, family, and congregational contributions. Some congregations choose to dedicate their offering on UN Sunday to support our vital mission, while others choose to contribute in their annual budget. We encourage you to decide the best way for you congregation to support the UU-UNO. See below for sample language to introduce a collection. There is also an option for people to text “UNO” to 51555 to donate via mobile phone. It’s easy to include that information as a small note in the Order of Service.

### **Sample Language for a Collection to Support the UU-UNO:**

“Today’s collection is for the Unitarian Universalist United Nations Office. The UU-UNO has held a prominent place at the UN since 1962, advocating for UU values on the global stage. Within our lifelong quest for a world community with peace, liberty, and justice for all, the UU United Nations Office is one way that we are getting closer to that goal. By engaging every day with Member States, organizations, and agencies and speaking out in defense of human rights for those who are oppressed, the UU United Nations Office’s advocacy made LGBTQ human rights become a priority throughout the United Nations system. Recently, the UU-UNO was instrumental in bringing the Movement for Black Lives to the international arena as the UN engages more closely to combat worldwide systems of institutional racism. With discrimination on the rise around the world, having our UU voice represented at the UN is more critical than ever, and the UU-UNO relies on congregations and individual donations to continue their work.

We are hoping to become [or “to retain our status as”] one of a few Blue Ribbon Congregations that help to sustain this crucial work into the future. There are Supporter envelopes included in your order of service with details on Supporter levels - to qualify as a Blue Ribbon Congregation we need at least 15 individuals to become Supporters through a gift of \$60 or more. Please write your information on the envelopes so that we

can qualify [again] this year. You can also text UNO to 51555 to donate via mobile phone. I ask that you please be generous and consider the global impact your support of the UU-UNO can have. Thank you so much.”

## **UN Sunday Religious Education**

Please work with the Religious Educator in your congregation to craft a lesson that will work well:

### **MEET WITH THE RE COMMITTEE**

- Discuss ways to get the children involved in the service
- Processional – for example use “Let There Be Peace on Earth” banners, or flags representing different countries in the UN
  - Include a Children’s Story or activity during Time for All Ages
  - Other involvement: passing out pencils, etc.; taking collection
- Email the parents about what the children are doing and when
- Invite teachers to incorporate sections from our “UN Me Religious Education Curriculum” into their classes a Sunday or two prior as well as on UN Sunday
- Contact the Youth Group advisors to ensure Youth are aware of their opportunity to participate in the planning and execution of this event.

### **CONSTRUCTING A LESSON INVOLVING MIGRATION ISSUES**

We encourage all congregations to fully engage all of their members in UN Sunday. Please refer to our Religious Education Packet, “UN Me” available on our website. Below, we have some suggestions specifically based around our 2018 theme of Advancing Just Migration for All.

RE teachers should start by educating themselves through our resource section on current work of the UN on migration. Use some of the text or resources to draft a brief lesson that will work for your class. After the lesson, engage the children in an activity/ craft. A few activities to connect children with migration issues are suggested below. Possible craft suggestions are in the UU-UNO RE packet (UN Me – see [www.uua.org/un](http://www.uua.org/un) to download). Additionally, links to further lesson possibilities from the Tapestry of Faith program are listed below.

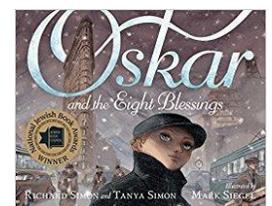
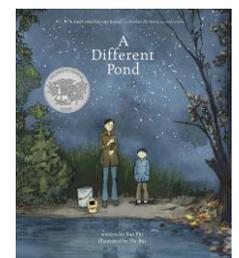
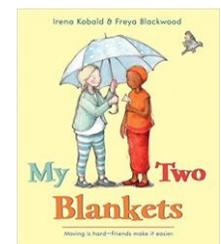
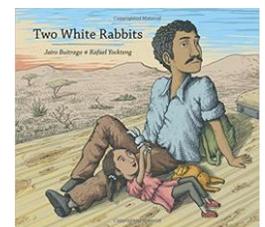
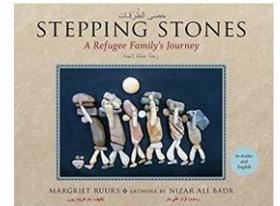
Following the craft, we suggest reading a book; please feel free to choose from the list below. (This is often a good time for a snack). A powerful way to end the class is to prompt the children to connect what they have learned to the seven UU Principles. With the UU Principles, children can identify which ones are directly related to the issues that different groups of people are facing today in the country and throughout the world. Perhaps you can have guest speakers in October

from the congregation (consider youth, young adults, adults, and seniors). See Part II: 2018 Global Rights Topic for more ideas about the topic.

## SUGGESTED BOOKS

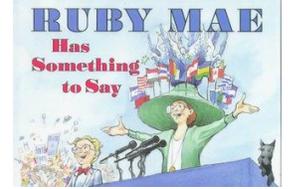
A few children's books related to the subject of migration or the UN:

- *Stepping Stones: A Refugee Family's Journey* by Margriet Ruurs, translated by Falah Raheem, illustrations by Nizar Ali Badr, Orca Book Publishers, 2016: Written in both English and Arabic, this book tells the story of a Syrian family that is forced to flee towards Europe when violence from the civil war reaches close to their village. The story was inspired by, and the book includes, the stone artwork of Syrian artist Nizar Ali Badr.
- *Two White Rabbits*, by Jairo Buitrago, Illustrated by Rafael Yockteng, Groundwork Books, 2015: Told from the perspective of a young girl traveling with her father, this book describes the dangerous journey many Central American and Mexican migrants take to the US.
- *My Two Blankets*, by Irena Kobald, Illustrated by Freya Blackwood, HMH Books for Young Readers, 2015: This book tells the story of a young girl, nicknamed Cartwheel by her auntie, who has to leave her home for a new country because of war. Cartwheel comforts herself by weaving a blanket out of memories and words from home. When she makes a friend in the park, she starts learning new words, and begins to weave a new blanket.
- *A Different Pond*, by Bao Phi, Illustrated by Thi Bui, Capstone Young Readers, 2017: This book tells the story of a Vietnamese family living in Minnesota. During a fishing trip (for sustenance not sport) the father tells his young son about fishing back in Vietnam, and, through the story, readers learn about "family, memory, and the costs of becoming a refugee" (Kirkus Review).
- *Oskar and the Eight Blessings*, by Tanya Simon and Richard Simon, Illustrated by Mark Siegel, Roaring Brook Press, 2015: This book tells the story of Oskar, a Jewish refugee who arrives in New York on the 7<sup>th</sup> day of Hanukkah, which is also Christmas Eve, in 1938. He arrives with only a photograph and address for his aunt's house. While he walks the length of Manhattan to his new home he is welcomed by different people who each show him an act of kindness. Throughout this walk he is reminded of his father's parting



words, “Oskar even in bad times, people can be good. You have to look for the blessings.”

- **(Book related to the UN, but not Refugees/Forced Migration)** - *Ruby Mae Has Something to Say* by David Small, Knopf Books for Young Readers, 1992: In this book, Miss Ruby Mae Foote, governor of Nada, Texas, has a big ambition: to deliver a message of universal peace and understanding at the United Nations. Problem is, she's tongue-tied. To help her out, her nephew Billy Bob invents the "Bobatron." When Ruby Mae puts it on she becomes eloquent – and successful.



## ACTIVITIES/CURRICULUM

### For Grades K-5 RE Classes:

**Activity 1: Definitions:** Start class by asking the group what they think the words “refugee” and “migrant” mean; you may choose to add more words like “asylum seeker” and “internally displaces person” depending on the grade level of the class. Write the children’s suggestions on the board. Once you have heard from the children tweak the definitions as needed so they are accurate.

**Activity 2: Understanding Language Barriers:** This activity is adapted from the UN Refugee Agency (UNHCR)’s Teaching about Refugees curriculum (you can find the full curriculum [here](#)). Begin by gathering the group together and start to speak in nonsense/pretend words for brief period. Next hand each child a card with a nonsense word written on it; have each child draw what they think the word might mean. Next, facilitate a discussion about the activity; consider using the following questions:

- What did it feel like to not understand the language?
- What are some activities that require you to understand the language?
- What are some ways to communicate without language?
- What are some different words that describe how a refugee/migrant student might feel on their first day of school in a new country if they do not yet know the language?

**Activity 3: Craft Project:** Start with paper cut-outs in the shape of suitcases. Have students draw, paint, and/or collage the items they would choose to take if they had to quickly leave home. When everyone is finished, go around and have each child share their artwork. After the activity, facilitate a discussion; consider using the following questions:

- How did you choose which items to draw/paint/collage?
- How do you think it would feel to have to leave most of your belongings behind?
- How can we help people who have been forced to leave their homes with few belongings?

### For Grades 6-8 RE Classes:

**Activity 1: Definitions:** Similarly to the first activity for the younger groups, begin the RE lesson by defining key vocabulary. For this age-group include all key vocab words: refugee, internally displaced person, asylum seeker, and migrant. Have students make suggestions and agree upon a group definition. Next read/write on the board the UNHRC/international law definitions (they can be found on page 7 of this packet), and ask the students to compare and contrast their definitions to the “official” definitions. Conclude by asking students what they think about the “official” definitions: Do they think they are quality definitions? Would they change anything? Ask them to consider the facts that climate migrants cannot get refugee status and that there is not a standard definition for migrant.

**Activity 2: Personal Stories:** For this activity print out stories and photos that refugees have shared about their experiences (you can find stories on the UNHCR website [stories.unhcr.org/refugees](https://stories.unhcr.org/refugees)). Post the stories around the room and give students time to walk around and read the different stories. After everyone has had a chance to read, facilitate a discussion about the activity; consider using the following questions:

- How did reading these stories make you feel?
- Why do you think it’s important to learn about refugees’ personal experiences?
- What were some similarities and differences between the stories?
- How would you feel if you had to suddenly leave your home because of violence or disaster?

**Activity 3: Letters:** Begin this activity with a discussion about the current harmful rhetoric around migrants and refugees from political leaders and in the media. Explain to students that they can oppose this rhetoric by telling their representatives in the government that they support welcoming refugees. Next, have students write letters to their representatives (local, state, or national). You could choose to compose one letter as a group or write individual letters. Example letters can be found on the websites of the [US Committee for Refugees and Immigrants](https://www.uscra.gov/) and [Amnesty International](https://www.amnesty.org/) (a sample letter is on page 5 of the “I Welcome” packet).

**Lesson plans from Tapestry of Faith program related to migration:**

For grades K-2: “The Gift of Invitation” from the *Wonderful Welcome* program. This lesson plan does not directly address migration, but its themes can be applied to this topic.

<https://www.uua.org/re/tapestry/children/welcome/session5>

For grades 2-3: “Give Love” from the *Love Will Guide Us* program. This lesson plan does not directly address migration, but its themes can be applied to this topic.

<https://www.uua.org/re/tapestry/children/loveguide/session7>

For grades 4-5: “The Power of Reaching Out” from the *Sing to the Power* Program. This lesson plan is centered around the story of a UU congregation that connected with UUs around the country to prevent the deportation of their member Raúl Cardenas.

<https://www.uua.org/re/tapestry/children/sing/session12/introduction>

For grades 6-8 (and older): “The Call for Empathy” from the *Heeding the Call: Qualities of a Justice Maker* program. This lesson plan explores the importance of empathy in justice work through discussing issues of migration.

<https://www.uua.org/re/tapestry/youth/call/workshop4>.