

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

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

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:

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 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.

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 respectful

Then, 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.
6. When energy subsides, 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

1. 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."

2. 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.

3. 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.

4. 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
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1.

2.

Goal II

Steps to achieve	Persons responsible	Timeline
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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.