

**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.”

**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**