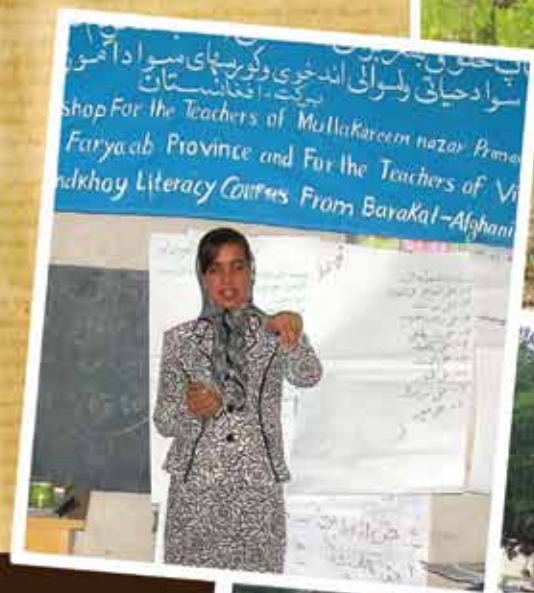
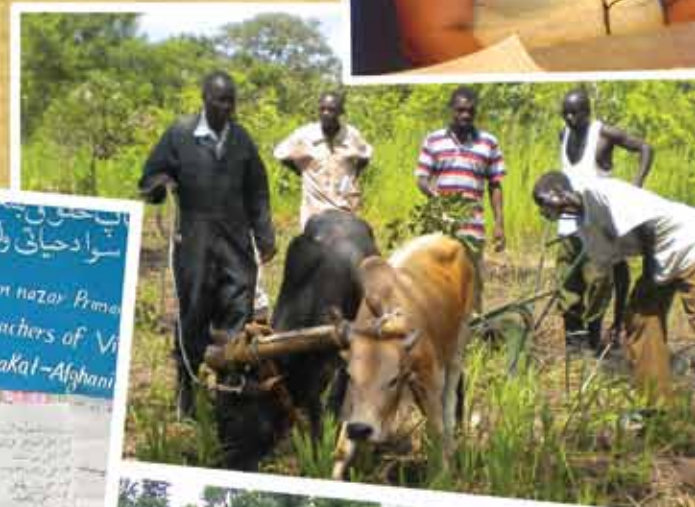


Guest at Your Table

Planning Booklet
2010-2011

Celebrate 70 years
of UU faith in action



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Visit www.uusc.org/planguest for additional resources, ideas, and success stories from congregations like yours!

Planning Guide

**Guest at
Your Table**
2010–2011
*Celebrate 70
years of UU
faith in action*

Thank you for organizing Guest at Your Table for your congregation. Intergenerational worship and religious-education resources, colorful boxes, and *Stories of Hope* connect congregation members to real people whose lives have been touched by the collective struggle for human rights.

Sharing our blessings. You can help make UUSC's 70th anniversary a banner year for global human rights. By organizing Guest at Your Table for your congregation, you are helping nurture a spirit of gratitude and the UU values of justice, equity, and compassion in human relations. Guest at Your Table fosters understanding and awareness of UUSC's human-rights work and our shared belief in social justice, while building UUSC membership at the same time. For information about congregation banner awards, visit www.uusc.org/congregation_awards.

For 70 years, UUSC's work in the United States and throughout the world has been made possible by the generosity of our members. UUSC does not accept government funding or receive UUA funding.

Getting started

It's easy to organize a Guest at Your Table program! Follow these simple steps, and for assistance, contact UUSC by e-mailing volunteerservices@uusc.org or calling 617-301-4366 or 800-766-5236.

Step 1. Review this planning booklet

The booklet includes all you will need to celebrate Guest at Your Table with worship and religious-education activities. Check for updates online at www.uusc.org/planguest.

Step 2. Identify a program coordinator, partners, and helpers

In most congregations, the UUSC local representative or the Guest at Your Table program coordinator helps organize activities. UUSC members and supporters can help with tasks such as tallying donations or reminding participants during worship-service announcements to contribute to their Guest boxes.

Step 3. Partner with your congregational leadership

Your UUSC local representative, minister, religious educators, and worship or social action committees can all play roles in planning and completing a meaningful Guest at Your Table program. Collaborate with the director of religious education to plan how religious-education classes can participate — share the Religious Education Kit that begins on page 9. Share the sample worship service with your minister and work together to plan an intergenerational worship service. **Start early to reserve a date on the congregation calendar!**

Step 4. Plan Guest at Your Table worship services

It is important to schedule Guest at Your Table for a time that best suits your community. UUSC suggests that you begin your program on November 21, the Sunday before Thanksgiving. However, some congregations hold successful Guest programs at other times of the year. Most programs run for approximately four weeks. **Many congregations build meaningful and intentional participation by scheduling one full worship service at the start of the program and celebrating with special recognition during a service at the conclusion of the program, when Guest boxes containing gifts from participants are returned.** Consider including a Moment for All Ages and reading from *Stories of Hope* as a way to educate your congregation about UUSC's work.

Step 5. Gather your materials

All printed materials are available for download. Posters, boxes, stickers, and other supplies for your congregation can be ordered free of charge by using the Materials Order Form.

Key items for each participating family are a Guest box and a copy of *Stories of Hope*. UUSC offers



Planning tip!

Be sure to order one Guest box and *Stories of Hope* booklet for each participating family. Order early! Visit www.uusc.org/planguest for more helpful tips about how to use the resources.

additional resources for your worship services, religious-education activities, and post-service activities. Be sure to place your order early, **at least four weeks before your opening worship service**, to avoid rush shipping charges.

Building the momentum

Step 6. Get creative — plan a few special activities

Make Guest at Your Table a fun as well as meaningful experience for all members of the family. Personalize your program with something special, such as a luncheon featuring the Guest boxes. Youth groups may also get involved, with skits or other creative participation in the service. Consider inviting a UUSC speaker for your worship service. Visit www.uusc.org/planguest for more creative activities that can engage people of all ages.

Step 7. Promote Guest at Your Table to inspire participation

Your program will be successful if you drum up interest in advance and keep the excitement high while the boxes are in homes. Communicate with participants before you distribute Guest boxes, during the program, and after you have collected and tallied contributions. Work with your newsletter/bulletin editor and others to plan print and spoken announcements and updates. Publish articles for your congregational newsletter, listserv, and website. Make announcements during services. (You can find sample announcements and articles online at www.uusc.org/planguest.)

Prepare a colorful display in your congregation, incorporating the box and highlighting this year's Guests. It may help to mount a world map and connect your congregational location to the Guests' locations with ribbon or yarn to demonstrate the global impact of your congregation's participation. Organize children to create special posters to remind people of the date when the Guest boxes are due. Prepare your own communication using *Stories of Hope* and other online resources, such as sample articles and announcements, to spread the word and build participation.

Wrapping up

Step 8. Collect donations, complete the tally sheet, and mail it all to UUSC

Ask participants to convert cash and coins to a check made out to "UUSC," with your congregation name in the memo line. You might ask participants to return their donations in their boxes during a processional or special collection. Complete the tally sheet, available online. To be acknowledged for their tax-deductible gift or to earn UUSC membership, all donors in a family must be listed on the tally sheet.

Send donations to UUSC promptly, especially if you have received checks from congregants:

UUSC, Guest at Your Table
PO Box 844001
Boston, MA 02284-4001

Step 9. Celebrate your congregation's good work

Recognize the generosity and activism of your congregation. Announce the congregation's collective total contributions raised during Guest at Your Table; thank and congratulate the congregation if they have increased over the previous year or exceeded your goal for this year. Consider creating a Guest at Your Table "honor roll" of individual donors published in the church bulletin or elsewhere (remember to obtain permission from donors before listing their names publicly). Celebrate your congregation's success in putting their values into action. Visit www.uusc.org/planguest for help in relating monetary figures into real human-rights terms.

Step 10. Plan ahead for next year

While the congregation's energy for UUSC is high, it's a great time to begin planning how you will participate in Guest at Your Table next year. With the program fresh in your memories, share what worked well, discuss what you would like to try differently, and determine your most effective timeline.

This is also a good time to begin discussing **Justice Sunday, April 10, 2011**, which offers multigenerational activities for learning, advocacy, and social action, culminating in a worship service. UUSC provides a guide to deepen understanding of key human-rights issues. The Justice Sunday guide includes worship resources to help launch or celebrate the conclusion of your Justice Sunday program, a series of activities for adults to relate and respond to key issues, and recommended religious-education resources.

When your congregation begins planning its worship calendar for next year, ensure that the dates for opening and closing services for next year's Guest at Your Table program, as well as the date for Justice Sunday, are reserved.

Grow UUSC Membership!

Participants can become members of UUSC with membership-level contributions during Guest at Your Table. Annual membership rates are:

\$40 — Individual (1 adult)

\$75 — Dual (2 adults)

\$20 — Senior (65 and over)

\$10 — Student and youth

All individual and family unrestricted contributions of \$100 or more are eligible to be matched dollar for dollar by the UU Congregation at Shelter Rock in Manhasset, N.Y.

Sample Worship Service

**Guest at
Your Table**
2010–2011
*Celebrate 70
years of UU
faith in action*

In this section, you will find a sample worship service for your Guest at Your Table program. Please feel free to adapt it to the particular needs and customs of your church. Many congregations find their greatest success by devoting one full worship service at the start of the program and a shorter recognition as Guest boxes are received.

These materials were written by Rev. Victoria Safford, minister of the White Bear UU Church in Mahtomedi, Minn.

Prelude

Welcome, Greetings, and Announcements

Today's service is a celebration of the seventh principle of Unitarian Universalism: our covenant to affirm and promote "respect for the interdependent web of all existence, of which we are a part." Today, we welcome unseen guests, introduced to us through the work of the Unitarian Universalist Service Committee.

During this season of giving, our congregation joins together to celebrate the tradition of Guest at Your Table. Each family brings home a beautiful Guest box [hold up a sample box] featuring colorful pictures of people from around the world, people who are working to defend their human rights. Along with each box comes a *Stories of Hope* booklet [hold up a copy of *Stories of Hope*], which teaches us how UUSC works with courageous individuals worldwide to protect and promote human rights, and so puts our shared principles into action. By helping make UUSC's work possible, we consecrate our commitment to our part in the interdependent web, the inherent worth and dignity of all, and each of our seven principles.

Music

Call to Worship

Singing the Living Tradition #418
Adapted from Israel Zangwill

The Lighting of the Chalice

By Rev. Victoria Safford

On Sunday mornings, in so many of our congregations, our services begin with the lighting of the chalice flame.

In large and venerable churches, in small fellowships, sometimes in someone's living room, when we gather on Sunday mornings for worship, and at other holy times —

to mark the death and the life of a loved one lost,
to celebrate the joining of a beloved couple in union,
to welcome a new child to the world,
or a youth to adulthood at the moment of coming of age —
when we join together in the sanctuary,
or in the street, in the struggle for justice and peace,
we begin by lighting the chalice.



Planning tip!

Invite children to participate in the service by distributing boxes or performing a skit.

This is the light of hope.
 This is a beacon of truth.
 This is a lamp of love.
 This is the flame of freedom.
 This is the fire of conviction and commitment,
 first kindled by our ancestors, burning bright for our
 descendants.

May our resolve be kindled with the flame,
 our way illuminated,
 and weary souls warmed and welcomed in its light.

Opening Words (in unison)

By James Vila Blake

Love is the spirit of this church, and service is its law.
 This is our great covenant: to dwell together in peace, to
 seek the truth in love, and to help one another.

Conversation with the Children

“Blessing the Welcome Table”; see page 5.
 Adapted from Rev. Laurie Bushbaum

Hymn

Singing the Living Tradition #407, “We’re Gonna Sit at the
 Welcome Table”

Meditation

Singing the Living Tradition #494
 By W. E. B. DuBois

Offertory

Readings

from the Gospel of Mark

A man ran up to Jesus and asked him, “Good teacher, what
 must I do to inherit eternal life?” ... And Jesus, looking
 upon him, loved him and said to him, “Go, sell what you
 have, and give to the poor, and come, follow me.” At this the
 man’s countenance fell, and he went away sorrowful, for he
 had great possessions.

from the Prophet Mohammed

What actions are most excellent?
 To gladden the heart of a human being.
 To feed the hungry.
 To help the afflicted.
 To lighten the sorrow of the sorrowful.
 To remove the wrongs of the injured.
 That person is the most beloved of God.

from William Henry Channing (Unitarian)

To live content with small means,
 to seek elegance rather than luxury,
 and refinement rather than fashion,
 to be worthy, not respectable,
 and wealthy, not rich,
 to study hard, think quietly, talk gently, act frankly,
 to listen to stars and birds, to babes and sages, with open
 heart,
 to bear all cheerfully,
 do all bravely,
 await occasions,
 hurry never,
 in a word, to let the spiritual, unbidden and unconscious,
 grow up through the common,
 this is to be my symphony.

Sermon

“At Home in Pharaoh’s Household”; see page 7.
 By Rev. Victoria Safford

Silence

Closing Hymn

Singing the Journey #1040, “Hush”

Alternate closing hymns:

Singing the Journey #1018, “Come and Go With Me”
Singing the Living Tradition #121, “We’ll Build a Land”
Singing the Living Tradition #131, “Love Will Guide Us”
Singing the Living Tradition #155, “Circle ‘Round for
 Freedom”

Closing Words

Singing the Living Tradition #686
 By Mark L. Belletini

Conversation with the Children: Blessing the Welcome Table

by Rev. Laurie Bushbaum (adapted)

More than 20 years ago, the Reverend Laurie Bushbaum wrote a beautiful and powerful litany for children for Guest at Your Table Sunday. Over the years, hundreds of children in many congregations have taken part in this moving celebration, adapting it as necessary to their own traditions. Here is one version.

The children are invited to gather around an empty table and set that table together. Each is given something from a basket — a corner of the tablecloth, a piece of silverware, a vase or flower or napkin — to place on the table. It's a wild jumble as they work out together who will do what and how it should be done. Someone might play piano softly in the background as they do this — perhaps "We're Gonna Sit at the Welcome Table," which will be sung later in the service.

After the table is set, the children remain standing around it in an arc, facing the congregation. The following six questions may be distributed on cards among children old enough to read. The responses may be made by the director of religious education, minister, any adults, or teen youth.

1. Why do we set the table?

We have a table here because we believe in community. We are fed in relationship, giving and receiving, and the table is our symbol. When you gather at a table for a meal — in your own house for dinner, here at church for a potluck supper, or even in your classroom for a snack — it is a sacred time, a moment to give thanks for the food and the earth, for the workers who grew the food and prepared it for you, and for everyone you love.

2. Why do we have a cloth on the table?

We have a cloth on the table because each life is woven with every other life, just like threads in cloth. A community or family is made of many separate strings, but together we are a beautiful, strong fabric.

3. Why do we have candles on the table?

We have candles on the table because we believe in light: the light of faith, hope, and love. The candles are like our chalice in church: they guide our search for truth. The flame is wild; fire is one of the four elements, one of the sources of all life, and it is sacred. Candles are a welcome sign for strangers; they are signs of warmth and friendship.

4. Why do we have bread and wine on the table? Why do we have vegetables and fruits?

These are the gifts of the earth. They speak to the power of growing things, a power that is here for us always. When

we see them on a table, we remember that food does not just come from a store or a restaurant or a box or a can. Our food is a gift from the earth, from the ground. These things are part of us, and we are part of them.

5. Why do we have flowers on the table?

We have flowers on the table to remind us to see the mystery and beauty all around us. Flowers are signs of grace and good things springing up in our lives. We need food to live, but we also need beauty. Everyone needs "bread and roses." A table is a celebration!

6. Why do we have an empty box on the table?

This empty box reminds us to welcome unseen guests at our table, brothers and sisters whom we may not know but who share this planet with us. The empty box reminds us to give from our fullness to those who are in need, so that everyone can live in justice and peace.

We would like you each to take a box home with you, show it to your parents, and put it on your table. Every day, at every meal, you can look at the pictures on the box, learn the stories of these people, and put a little money in the box. And then [next month, on Christmas Eve*], we'll ask you to bring the money in, and we'll put it together and see how much we have to send. Last year we collected \$_____!

*[*Note: some congregations distribute boxes on Thanksgiving weekend and gather them on Christmas Eve; adapt the wording here to fit your congregation's custom.]*

The money goes to the Unitarian Universalist Service Committee, and they use it to help people in our country and all around the world, so everyone will have plenty of good food and fresh water. Some have had a terrible disaster where they live, like an earthquake or a flood, from which they are working to recover. Some are working for their rights to have clean water, dignified work, education, shelter, safety, food, and health care. Some are managing beautiful projects to help make their communities stronger. We are proud that UUSC can be their partner in this work for human rights and social justice, and we are proud to help.

The empty box reminds us that we all need help sometimes, we all give help sometimes, and we all deserve a beautiful table, with plenty of good food, love, and beauty.

Guided Meditation for Children

For just a moment, everyone close your eyes and be very quiet, very still.

Think for a moment about sitting at your table at home, and what you like best about that.

What food do you like best?

Who sits at your table?

Where is your own place at the table?

In your quiet mind, see if you can think thankful thoughts for just a moment.

What is one thing you are thankful for? Whisper it, very quietly, just so you can hear it.

Silence (and quiet whispers)

Blessing

We would like your help in blessing our beautiful table:

We light these candles for Unitarian Universalism.

This is the church of the open mind.

This is the church of the helping hands.

This is the church of the loving heart.

Together we care for the earth

and work for peace and friendship in our world.

Hymn

Singing the Living Tradition #407, "We're Gonna Sit at the Welcome Table"

Notes

This litany can be conducted in the front of the sanctuary as part of the Sunday worship service or as a children's chapel service on its own. You can plan table-setting materials to include as many children as may be present.

Here's a list to include 66 children:

<u>Supplies</u>	<u>Number of children</u>
tablecloth	4
plates	8
forks	8
spoons	8
cups	8
vase	1
flowers	6
candles	2
candleholders	2
water	1
bread	1
wine	1
vegetables and fruits	7
milk	1
salt	1
Guest at Your Table box	1
question cards	6

Sermon: At Home in Pharaoh's Household

By Rev. Victoria Safford

In one of her best-known stories, the writer Ursula Le Guin tells a parable. She describes a marvelous city, Omelas, where the people are peaceful, healthy, compassionate, and deeply joyful. Laws are unnecessary in Omelas because all material needs are met by a prosperous and just economy and the people are naturally virtuous, wise, and kind. Their architecture and music are exquisite; their science and art are brilliantly creative; their food is plentiful and wholesome. It is a perfect world except for one detail: in a dark basement on the outskirts of the city, in a tiny and disgusting cell, a single child is kept imprisoned. She or he lives in abject misery, body and mind withered by neglect, kept alive on water and gruel that someone occasionally remembers to shove through a crack in the wall.

Everyone in the city knows about it. Every citizen, on reaching adolescence, must go and see the child — and understand that whatever health and happiness they know, whatever beauty and security they experience, is dependent on the child's despair. Each person spends hours afterwards — or days, or months, or sometimes years — coming to terms with the truth of what they've seen. Ultimately each one resolves it in his mind, justifies it in her heart, and feels that somehow it's okay, it's even right and fitting, that the price of happiness for thousands be the suffering of just one child. No one may speak to the child, or speak of it, and no one does.

But, says Le Guin, "There is one more thing, and this is quite incredible." Every so often, a man or a woman will quietly leave home and walk out of the community. They go alone when they go, into the darkness of the land beyond the shining city. "They seem to know where they are going," she writes, "the ones who walk away."

That's how the story ends, with no clue as to what happens when a person leaves, whether the city is changed, whether the person is transformed, or what happens to the child. This story, "The Ones Who Walk Away from Omelas," is a haunting fantasy of classic utilitarianism — the greatest good for the greatest number — but it echoes in our own world, where we are well aware that the relative wealth and stability of some may hinge on the oppression of others. The differences, of course, are obvious: in our world, only the minority will prosper; in our world, more than one child lives in squalor; in our world, a global economy, it's hard to imagine how you could even start to walk away.

A man ran up to Jesus and asked him, "Good teacher, what must I do to inherit eternal life?" And Jesus looked at him and loved him. He said to him, "Go, sell what you have, and

give to the poor, and follow me." At this the man went away sorrowful, for he had great possessions.

In the other gospels he's a "rich young man," or "a rich young ruler," but in the Gospel of Mark he's just "a man," just a person, just like us, and we never find out what happens to him. Somehow it seems clear, though, that we are here on earth to write the subsequent chapters with our lives, with our choices — about how we will see the world, be in it, and act in it. If the question of eternal life does not compel you, you might ask instead, "What must I do to be at peace with myself, and right with the world, in this life? What is required of good people? How much is enough (enough to live on and enough to share)? What's the difference between charity and justice?"

What does it mean that as Unitarian Universalists we covenant to affirm and promote the worth and dignity of every person? That we commit to justice, equity, and compassion in all our relations? How far extends the interconnected web of which we are a part? How can we sit here singing, knowing what we know of people's lives in Darfur, Afghanistan, New Orleans, Arizona, or Myanmar — or, for that matter, of the life of that neighbor down the street who never raises his window shades, hardly ever comes out, seems pretty old, maybe lonely? But then, we're all so busy, and we ourselves are lonely too. But how do you decide to stay in Omelas, knowing what you know? When do you decide to walk away from the city of denial toward the harder but more beautiful country of truth? These stories and their questions haunt us, as they should.

Marcus Borg, a theologian, writes of "Pharaoh's household." Pharaoh, of course, was the great oppressive power against whom the Hebrew prophets raged. Borg says "Pharaoh's household" is a modern metaphor for all "those who derive benefits from the domination system without being primarily responsible for it or even in favor of it." Pharaoh's household is the house of privilege — and those who live there may have gained entry due to any number of unearned benefits based on race, class, money in the bank, gender, sexual orientation, education, age, nationality, geography, religion, physical ability, the status of their health or mental health, and so on. Pharaoh's household is like Omelas.

Borg points out, as gently as he can, that it can be very hard to hear and heed a call for social change, or see a need, or speak the truth, or take a risk, or take a stand, or understand, let alone change your life — even if you think you want to — if you are part of Pharaoh's household. Many of the people there, many of *us*, may wish we didn't

live there, but wishing rarely leads to social justice. For some of us, even to admit this, even to begin to name the unearned benefits and privileges that sustain our way of life and thus uphold deep systems of injustice, is a terrible and insurmountable first step. We resolve in our minds, and justify in our hearts, that the order of things is established and unchangeable.

Pharaoh's household is like Omelas, except we can never walk away from it. It's a permanent residence. We can only acknowledge the truth of our circumstance, name it as precisely as we can, relentlessly, and then, with others both within and outside its walls, set about methodically breaking down those walls, essentially dismantling the only house we know as home. This is no easy work. It can't be done except in community, although the decision to begin is one each one of us must make alone, in that lonesome valley where we walk and wonder by ourselves.

The whining of guilt (which leads nowhere) is not the same song as the calling of conscience. On Sunday mornings and at other times, we gather in our congregations to listen for that call together, to discern together its implications for our lives, for our own households. We gather to encourage each other and inspire each other when the call to conscience sounds too hard, too harsh, too demanding, or too difficult; we gather to press each other further when it sounds too easy or convenient or simplistic. At our best we want to be haunted by hard stories and troubled by old questions. We want our complacency challenged, disrupted, ruptured. We don't want to live in Pharaoh's household or the happy city of denial.

In the ancient world, the judgments of the prophets were terrible; they forecast ruin for oppressors and the wicked, and the destruction of civilizations. But they also broadcast hope. They described a world that we can't always believe in, can't always bring into clear focus, can't quite rightly remember when we feel overwhelmed by the enormity of things. They *imagined into being* a time and place unprecedented, in which justice would roll down like waters and peace like an ever-flowing stream. They *imagined into becoming* a people who would do justice, enact kindness, and walk humbly — not in a fantasy city, but in a real, just world. Prophetic speech, then as it could do now, brought to the poor a whisper of real hope that finally the truth would be spoken and that change might be on the way. That same speech, then as it could do now, brought to the privileged a real warning that finally truth would be spoken and that change might be on the way. Thus everyone within earshot, whatever her condition, whatever his circumstance, was invited to walk together out of one way of being toward another, to follow in the paths of other walkers who, in small ways or large, decided to live in the creative tension of truth telling and justice making. It's not always an easy way, but there's freedom in it, and it can be joyful.

We think of the stories of hope, real-life stories, brought to us each year by our own Unitarian Universalist Service Committee: stories from Central America, where women workers from banana plantations have joined with women in the maquiladoras (clothing factories) and with women workers elsewhere — in Guatemala, Honduras, El Salvador, and Nicaragua — to share strategies and information. Together, they developed a Women, Labor, and Leadership curriculum to support each other in their struggle for basic human rights: fair wages, humane workplace conditions, physical safety, and basic dignity. UUSC is a partner to their work.

We think of stories from Ecuador, where people denied access to clean water in one poor neighborhood reached out to other neighborhoods and formed a coalition. In time they helped craft a new constitution for their entire country, with the human right to water included as a basic principle and as a formal article. UUSC is a vital partner in this ongoing and exciting work for water justice.

These are stories of hope to inspire us, real stories of the human spirit, courage, wisdom, and compassion — stories from Uganda, where displaced people are coming home; stories from Kenya, Haiti, and Gaza, where UUSC's Rights in Humanitarian Crises Program supports young people and adults to help communities rebuild and heal from the trauma of war and occupation; and stories from our own country, where ordinary people join their hands for justice.

In all of these places, UUSC is a partner to local, grassroots efforts, to the work of people who *imagine into being* a bright, peaceful, and more just future. We say they are "guests at our table," these brave, prophetic partners all around the world — but in fact, we are all guests and all hosts, whether the transformation we seek is physical or spiritual, a changed world or a changed heart.

What actions are most excellent? asked the Prophet Mohammed.

To gladden the heart of a human being.

To feed the hungry — including those who hunger for justice and peace.

To help the afflicted — including those afflicted by the consequences of privilege, who would grow larger souls, braver hearts, more expansive imaginations.

To lighten the sorrow of the sorrowful.

To remove the wrongs of the injured.

That person is the most beloved of God.

Religious Education Kit

**Guest at
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faith in action*

This kit offers five RE lesson plans for children in preschool through high school. Each lesson plan offers developmentally appropriate human-rights education that will engage children and nurture their understanding of social justice. They are designed for an average 60-minute class.

These materials were written by Rev. Alice Anacheke-Nasemann, associate minister at the Unitarian Church of Marlborough and Hudson in Hudson, Mass.

More ideas for involving children

- ❖ Plan a children's worship time and tell one of the *Stories of Hope* as a way of educating the congregation about UUSC's work.
- ❖ Consider the kind of visual display that will help to promote Guest at Your Table in your congregation. How can youth and children help? Have them make posters to display throughout your church or fellowship building. (Remember to include the date when boxes are due.)
- ❖ If you do not have time for a full class, assemble children and youth, and hand out Guest materials.
- ❖ Distribute a *Stories of Hope* booklet with each Guest at Your Table box. Families can use the stories as discussion starters as they sit down at their tables with their Guest at Your Table box.
- ❖ Involve children in your program opening or closing with a skit and have them help throughout the program with reminder announcements or short skits.

Visit www.uusc.org/planguest or contact volunteerservices@uusc.org for more ideas for intergenerational learning.



Planning tip!

Gather supplies for your lesson plans ahead of time! Most materials and resources are readily available, but some may take time to acquire.

Preschool and Kindergarten

Objective

To make the Guest at Your Table concept concrete and encourage hospitality and generosity.

Materials and resources needed

- ❖ Guest at Your Table boxes (one for each participant, plus a few extras)
- ❖ A copy of *Stories of Hope*, with a list of the names of the people featured on the boxes
- ❖ *Singing the Living Tradition* hymnal
- ❖ Items to set a table, such as tablecloth, napkins, dishes, etc. (note: if your minister or director of religious education will lead the suggested children's worship activity included in this packet, arrange to bring those items to the classroom for your group to use)
- ❖ Items to demonstrate stork's dilemma: two popsicle sticks (to mimic stork's bill) and shallow bowl or saucer
- ❖ Items to demonstrate fox's dilemma: tablespoon and a narrow bottle (into which the spoon will not fit)
- ❖ Allergy-safe snacks and beverages
- ❖ Plastic/wooden dishes and play-food items
- ❖ A globe or world map (place pins or stickers in advance on the countries represented by the people on the boxes)
- ❖ Select items for exploring world community, such as easy world puzzles, atlases for young children, books or magazines with pictures of people throughout the world, coins, cloth, or artwork from around the world, multicultural dolls, etc.
- ❖ Select craft supplies for exploring world community, such as collage materials with pictures from various places of the world, paper with multicultural markers, etc. (set these up in advance in various locations in the room)
- ❖ Coins
- ❖ Optional: pictures of a fox and a stork

Gathering activity (5 minutes)

If it is part of your typical routine, light a chalice.

After gathering the group to sit in a circle, ask the children to give examples of things you say to people that makes them feel welcome. Guide them towards expressions like "Good morning," "It's good to see you," or "I'm glad you are here." Go around the circle and have each child welcome or greet the person sitting to his or her left.

Focusing activity (10 minutes)

Aesop's fable: The Fox and the Stork

Traditional Aesop's fable as retold by Alice Anacheka-Nasemann

[Optional: begin the story by showing the children the pictures of the stork and fox and inviting them to identify what kind of animals they are.]

One time Fox invited his new friend, Stork, to be his guest for dinner. He cooked a delicious stew. He put his very best tablecloth and napkins on the table. He set the table with fancy silver candlesticks. Everything looked beautiful! Then, Fox placed two very shallow bowls onto the table. [Optional: hold up a shallow bowl or saucer and show it to the children.]

As Stork flew to Fox's house, she could smell the stew cooking. It smelled delicious, and she couldn't wait to eat some! When she arrived, Fox welcomed her into his house very politely. "Come and eat!" he invited.

When they got to the table, Fox took the lid off of the stew pot. Fox carefully spooned some stew into Stork's bowl. Stork gratefully turned to eat. But there was one problem. [Optional: ask the children what they think the problem might be; if necessary, show how the popsicle sticks would not be able to scoop stew from a shallow bowl.]

Stork's beak was way too long — and it wasn't at all like a straw. It just clinked on the bottom of that bowl. As hard as she tried, she could not eat even a little swallow of that stew. She didn't get a single taste.

Fox ate his stew with great enjoyment. When it was time to go home, Stork thanked Fox for inviting her to dinner. "You are welcome," Fox replied. "I'm just sorry you didn't seem to enjoy the stew very much. You hardly touched it!"

"No need to apologize," Stork assured him. "In fact, I am so grateful to you, I would like to invite you to come over to my house for dinner tomorrow night." Fox happily accepted her offer.

The next day Stork prepared a fabulous fish soup. Like Fox, she set her table with her very fanciest tablecloth and napkins. Next, she put out beautiful silver candlesticks. Then she put out two tall, thin glass bottles with narrow lips. [Optional: show the children the bottle or vase.]

As Fox trotted to Stork's home, he began to smell the fish soup. It smelled very delicious, and he couldn't wait to enjoy the meal. When he arrived at Stork's house, she invited him in with a big smile. "Welcome, Fox. Please come join me at the table!"

Eagerly, Fox followed Stork to the table, where she had funneled soup into the tall glass bottles. Inserting her long, thin beak into the bottle, she began to eat the soup with gusto. Fox turned to eat his. But there was just one problem. [Optional: ask the children what they think the problem might be. It may be necessary to remind the children that Fox does not have hands to use, he can only use his mouth! If necessary, ask the children to imagine the spoon is about the size of Fox's mouth and show that it won't fit inside the bottle.]

Fox put his snout up to the bottle. It was way too big to fit into that narrow opening. He tried to stick his tongue in — but it was also too big. As hard as he tried, he could not eat even a little swallow of that soup. He didn't get a single taste.

Stork ate every last bit of her soup. When it was time for Fox to go home, he thanked Stork for her invitation. "You are welcome!" Stork replied. "It was a pleasure to have you here." Then with a shrug she added, "I guess you enjoyed the dinner I served you about as much as I enjoyed the food you gave me last night."

Reflection (10 minutes)

This provides an opportunity to explore some of the themes of the story, to help the children understand why UUSC uses the "eye-to-eye partnership model." In short: it is better to find out what a guest needs instead of guessing or using only what is personally familiar or convenient, which may be unsuitable for your guest.

Ask the children the following reflection questions and briefly discuss their answers.

- ❖ Why do you suppose the fox served the stork soup in a bowl?
- ❖ Do you think the fox meant to be friendly?
- ❖ What could the fox have done differently?
- ❖ Why do you suppose the stork served the fox food in a tall, thin glass?
- ❖ What do you think the stork and the fox learned?
- ❖ What do you do at your house when you have a guest?

Activity: Hosting a Guest at Your Table snack (15 minutes)

Invite the children to set a table together (or two if your group is large). If your minister or director of religious

education led the children in setting a table during the worship service, have the children use the same table-setting items for this activity.

Place a few extra chairs at the table. Have the children put a Guest at Your Table box at each place setting. Sit down together and invite the children to pick up the boxes. Briefly ask them what they notice.

Tell them the names of the people on each box (refer to the *Stories of Hope* booklet). Get out the globe and show the children where the people are from. Ask, "If these people live so far away, how can they visit us and be our guests, and what can we give to them?"

After a brief discussion, explain that since the people live so far away, instead of having them visit our homes we put a box on our table to help us remember them. Then, every day, we can put money in the box to send to them to help them have healthy food, clean water, and good places to live, learn, and work.

Place a few Guest at Your Table boxes at the empty place settings and remove the rest. Hand out coins to the children and invite them to share with their guests by putting the coins in the boxes. After the children have done this, pass out your snack and enjoy a meal together.

When the children are finished with their snack, tell them what materials you have set up around the room for exploration time. Invite them to select a learning activity.

Activity: Exploration (15 minutes)

Set up a variety of materials that the children can explore to help them practice hospitality and discover world community. Possible station activities and materials could include play with pretend food, puzzles, and books from around the world; a globe; boxes with coins to put in them; and craft supplies for a world-community collage or multicultural drawing project. Have children enjoy free play until it is time for cleanup and closing circle.

Cleanup (2 minutes)

Closing circle (3 minutes)

Gather in a closing circle. Give each child a Guest at Your Table box and remind them to bring the boxes home and put them on their tables. Sing verses one and two from hymn 346, "Come, Sing a Song with Me." Add the verse, "Come, share a meal with me."

Grades 1–3

Objective

- ❖ To introduce the “eye-to-eye partnership model” in a concrete way.
- ❖ To show how UUSC partners with people and organizations around the world to work together for justice.

Materials and resources needed

- ❖ Guest at Your Table boxes (one for each participant)
- ❖ A copy of *Stories of Hope*, with a list of the names of the people featured on the boxes
- ❖ *Singing the Living Tradition* hymnal
- ❖ A globe or world map (place pins or stickers in advance on the countries represented by the people on the boxes)
- ❖ A copy of *The House at Pooh Corner* by A. A. Milne or a copy of the story in which Piglet and Pooh build Eeyore a house (note: although there are Disney versions of this story, the original story has more sophisticated language and is more appropriate for this age group)
- ❖ A variety of games, toys, or craft materials such as paper with markers, Legos, K’nex, modeling clay, pipe cleaners, books, puzzles, etc.
- ❖ A chime or bell

Gathering activity (10 minutes)

If it is part of your typical routine, light a chalice.

Show the children the Guest at Your Table boxes. Ask them to share what they know about the boxes. Tell them the names of the people on the boxes and use the globe or world map to show where they live. Ask: “If these people live so far away, how can they be our guests and what can we give to them?” After a brief discussion, explain that since the people live so far away, instead of having them visit in our homes, we put a box on our table to help us remember them. Then, every day, we can put money in the box, which we send to the Unitarian Universalist Service Committee. Briefly explain that UUSC has projects in all of those places where our guests live, and in other places, too, to help make sure that everyone in the world has clean water, healthy food, medicine, and safe jobs and homes.

Focusing activity (10 minutes)

The House at Pooh Corner, by A. A. Milne, Chapter One (in which a house is built at Pooh Corner for Eeyore)

Gather in a circle and read the story.

Reflection (5 minutes)

This provides an opportunity to explore some of the themes of the story, to help the children understand why UUSC uses the eye-to-eye model. In short: it is better to find out what a guest needs instead of guessing or using only what is personally familiar or convenient, which may be unsuitable for your guest. It might help to give an example by way of the “Golden Rule.” This idea is commonly understood as “do for others as you would have them do for you” but may be better understood as “do for others as they would have you do for them” — and perhaps best understood as “do for others as they would have you help them to do for themselves.”

Ask the children the following reflection questions and briefly discuss their answers.

- ❖ Why did Piglet and Pooh build Eeyore a house?
- ❖ What is important about having a home?
- ❖ Why was Eeyore upset?
- ❖ In order to help Eeyore without unintentionally upsetting him, what could Piglet and Pooh have done differently? (They could have asked him how they could help him make a home or asked him if he needed a home.)
- ❖ Have you ever tried to help someone but instead they got upset?
- ❖ Have you ever had someone trying to help you but it wasn’t really helpful?

Eye-to-eye activity (20 minutes)

Get out the various games, toys, and craft materials you assembled. Tell the children you know which item they most want and need to use right now. Instruct them not to tell you what their preferences are, because you already know. Tell them you will give them each the item that they most need and they will be able to play with it until you ring the chime or bell. They are not to trade items. Pass out the various activities, purposely handing the children items which you think are not their preference.

When you are finished handing things out, ask the children to raise their hands if they got the item they most wanted. Next ask the children to raise their hands if they got something they really didn’t want.

Ask, “What could I have done differently?”

Point out that the best way to find out what someone wants and needs is to ask them. This is called the “eye-to-eye partnership model.” When UUSC wants to help people

around the world, they use the eye-to-eye method and ask them what help they most need and want.

Now ask the children one at a time which item they most want to use. Give them this item, working in groups if more than one child wants to use the same item.

Allow them to play for approximately 15 minutes and then sound the chime to end.

Activity: Guest at Your Table story (5 minutes)

Gather in a circle and share “Story 1: Opoka Kenneth,” from *Stories of Hope*.

Reflection (5 minutes)

Ask the children the following reflection questions and briefly discuss their answers.

- ❖ How is this story like the Winnie the Pooh story? (In both stories, someone needs a home.)
- ❖ How is this story different from the Winnie the Pooh story? (In this story, people worked together to rebuild their own homes and UUSC helped. In the Pooh story, Pooh and Piglet built a home for Eeyore without asking him what he needed or wanted.)
- ❖ What might have been different for the people in Uganda if they hadn’t shared their belongings with each other and worked together?

Cleanup (2 minutes)

Closing circle (3 minutes)

Gather in a closing circle. Give each child a Guest at Your Table box and remind them to bring the boxes home, put them on their tables, and put money in them every day. Sing verses one and two from hymn #346. Add verses “Come, build a home with me” and “Come, see eye to eye with me.”

Grades 4–5

Objective

To demonstrate that we are stronger when we are united and to teach that working together is an important part of justice work and central to how UUSC operates.

Materials and resources needed

- ❖ Guest at Your Table boxes (one for each participant)
- ❖ A copy of *Stories of Hope*, with a list of the names of the people featured on the boxes
- ❖ *Singing the Living Tradition* hymnal
- ❖ A globe or world map (place pins or stickers in advance on the countries represented by the people on the boxes)
- ❖ Blank jigsaw puzzles (one per participant) and markers (blank jigsaw puzzles can be found at most craft stores; if you cannot find them, try using card stock cut into jigsaw shapes, and make one for each participant) — be sure the puzzles are the same shapes and number of pieces
- ❖ Paper bags
- ❖ Two stick bundles made up of sticks that can easily be broken by hand when held individually but are impossible to break when held together (one bundle should hold enough sticks for each participant to receive one); optional: substitute popsicle sticks

Gathering activity (5 minutes)

If it is part of your typical routine, light a chalice.

Show the children the Guest at Your Table boxes. Ask them to share what they know about the boxes. Tell them the names of the people on the boxes and use the globe or world map to show where they live. Ask, “If these people live so far away, how can they be our guests and what can we give to them?” After a brief discussion, explain that since the people live so far away, instead of having them visit our homes, we put a box on our table to help us remember them. Then, every day, we can put money in the box, which we send to the Unitarian Universalist Service Committee. Briefly explain that UUSC has projects in all of those places where our guests live, and in other places, too, to help make sure that everyone in the world has clean water, healthy food, medicine, and safe jobs and homes.

Working together game (5 minutes)

Tell the participants that they are going to work together to create a machine with a lot of parts. The machine can be imaginary or real. They will create the machine using their bodies and voices to demonstrate the parts of the machine and the sounds that it makes. For example, the group can create a car and have four people be the wheels, one person

the engine, one person the horn, one person the windshield wipers, etc. Or they can be an alien spaceship or a gigantic computer that makes you dinner. Lead the group in a selecting a machine that they would like to create together.

Have one person start the machine. Give that person a few moments to settle on their movement and sound. Then invite participants to join the machine one at a time until everyone is involved. Encourage them to wait a few moments after each person starts to give them a chance to settle on their movement. Also, explain that if they pay attention to what everyone else is doing, it will help them to choose a sound or action that really works well with the other motions.

Focusing activity (10 minutes)

Hand out the blank puzzles. Invite each participant to create a design for their puzzle that represents something about themselves and to color it with the markers.

Activity: “The Bundle of Sticks” story (5 minutes)

Traditional Aesop’s fable as retold by Alice Anacheka-Nasemann

[Gather in a circle. Begin the story by holding up one stick and asking the children to raise their hands if they think they could break it.]

There once was a family with children who squabbled and argued constantly. [Optional: ask the kids to suggest what sorts of things the children might have argued about.]

If there was something to eat, they would argue about who had gotten the bigger piece. If there was a job to be done, they would argue about who had done it last time and who had to do it this time.

If the family wanted to do something fun together, one would insist that they go see a movie, another would refuse to go anywhere except the playground, and another would shout that they always go to the movies and she would rather go to the science museum.

When they were riding in the car, they would argue about how much they should roll down their windows. At the supermarket, they argued about whether they should buy strawberries or blueberries for their waffles. At dinner time, they argued about where to sit at the table.

The arguing was endless, and the parents were out of patience!

One day the parents called the children together and handed each one a stick. [Hand out a stick to each child and instruct them to hold it.] “On the count of three, break your sticks,” they were told. “One ... two ... three.” [Indicate that the kids should break their sticks. Wait until all have done so.]

It was easy. Every child was able to break the stick.

Now one of the parents held up the same number of sticks as before but gathered into one bundle. [Hold up your second bundle of sticks.] “OK,” they said, “now we want someone to break the sticks when they are held together like this.”

“Easy,” the oldest brother shouted. He reached for the sticks and tried to break them. He couldn’t do it.

“Let me try,” said the oldest sister. Without waiting for his answer, she grabbed the sticks out his hand and began to bend them. She couldn’t break the bundle either.

One by one, each child tried to break the bundle of sticks — but they couldn’t do it, no matter how hard they pressed. [Demonstrate with the second bundle of sticks and allow the children to try to break it.]

“You see,” their parents said, “when you fight and argue with each other, you are weak like the separate sticks. But when you work together and are united with each other, then you are strong and powerful like this bundle of sticks.”

Reflection (5 minutes)

Ask the children the following reflection questions and briefly discuss their answers.

- ❖ Why might people be stronger when they work together in a group?
- ❖ What sorts of projects are easier when you have help?
- ❖ What would the world be like if people never worked together?
- ❖ What would the world be like if people always worked together?

Activity: Puzzle power (15 minutes)

During the reflection from the story, have a helper gather and remove the puzzles to a place where the participants cannot see what is happening and take the puzzles apart. The helper should mix up the pieces from the puzzles and put them randomly into the paper bags. Each paper bag should contain the correct number of pieces for a complete puzzle. However, the pieces will not be from the same puzzle but from all of the puzzles combined.

Tell the children you are going to give them each a puzzle.

Explain that they should take out their puzzle pieces when you say “go,” and use the pieces from their bags to make a puzzle as quickly as they can.

Say “go” and start the activity. Fairly quickly the children should notice that they have mismatched puzzle pieces. Ask the children to freeze and then briefly ask the following questions:

- ❖ What’s happening right now?
- ❖ How is this like the story about the sticks?
- ❖ What could we do to in order to get all of the puzzles together?

Wait until a child suggests working together and then tell them that they should start again, working together. Each child will put together the puzzle that they designed. The only rule is that nobody can take a puzzle piece from anyone else. Instead, they can ask for a piece they need or offer their pieces to each other if they see that someone else needs a piece that they have.

Have the children complete the puzzles working cooperatively.

Activity: Guest at Your Table story (5 minutes)

Share “Story 1: Opoka Kenneth,” from *Stories of Hope*.

Reflection (5 minutes)

Ask the children the following reflection questions and briefly discuss their answers.

- ❖ Is this story like the story about the bundle of sticks? Why? (People in Uganda were stronger when they built together as a community.)
- ❖ Is this story like the puzzles? Why? (UUSC works with others to find out what they need.)
- ❖ People in Uganda shared their belongings and talents and worked together. What might have been different if they had not?

Cleanup (2 minutes)

Closing circle (3 minutes)

Sit down together in a circle and hand out the Guest at Your Table boxes. Remind the children that when they put money into the boxes, that money will be used for many important projects around the world, like helping Ugandan people to return to their homes.

Grades 6–8

Objective

- ❖ To introduce the global economy to participants on a simple, concrete level.
- ❖ To increase mindfulness of where our food and belongings come from and how they get to us.
- ❖ To show how participating in the Guest at Your Table program helps UUSC support workers' rights around the world.

Materials and resources needed

- ❖ Guest at Your Table boxes (one for each participant)
- ❖ A variety of clothing, artwork, and other items from around the world, such as clothing made in India, a Kenyan sculpture or basket, toys made in China, Japanese artwork, water bottles from Switzerland, etc.
- ❖ Foods from various parts of the world, such as mangos, kiwis, passion fruit, papayas, bananas, chocolate, cinnamon, vanilla, cookies, plantains, lychee fruit, coconut, etc. (as you purchase foods, keep track of what country they are from)
- ❖ A few locally produced foods
- ❖ Items required for serving and eating the foods you bring
- ❖ A large wall map of the world
- ❖ Pushpins, tacks, or small sticker dots
- ❖ Index cards or card stock, and a marker
- ❖ A copy of "Story 3: Carmen Molina," from *Stories of Hope*

Preparation

- ❖ For your reference, create a list of each object or food item and where it is from.
- ❖ Remove any stickers or tags that identify which country items are from.
- ❖ On index cards or card stock, create "Where's it from?" cards. Write the name of each country represented by the objects and foods you have brought in, including the United States for local items. [Optional: create a few extra index cards with countries that are not represented by any items.]
- ❖ As needed, learn about the best way to serve the fruits and food items you have selected.

Gathering activity (10 minutes)

If it is part of your typical routine, light a chalice.

Refer to your wall map. Invite the participants to name experiences they've had with dance, music, or food from

around the world. Point out that with the Internet and transportation like jet planes, cargo boats, and trains, we have access to all sorts of items from throughout the world.

Give each participant some pushpins or sticker dots. Ask them to picture everything they have in their house and bedroom — the artwork, the music, the food, etc. Invite them to think about which countries their belongings came from and then put a pushpin or sticker dot on those countries. Tell them it's fine if they don't know and that they can make their best guesses. Have an adult assistant available to help them locate countries on the map.

When they are finished, reflect on the activity with the following questions:

- ❖ Which country has the most pins?
- ❖ Was it hard to know where your items came from?
- ❖ Did anything surprise you?
- ❖ Do you think more of your things are made or grown locally or come from other parts of the world?

Focusing activity: Guest at Your Table story (5 minutes)

Read "Story 3: Carmen Molina," from *Stories of Hope*, out loud to the group.

Reflection (10 minutes)

Ask the children the following reflection questions and briefly discuss their answers.

- ❖ When something isn't fair in your life, who can you ask for help?
- ❖ Are there any rights that all workers should have?
- ❖ Follow up as needed with questions like:
 - How much vacation should a worker have?
 - What is a fair amount to be paid?
 - How could we decide a fair amount?
 - Should a worker be exposed to toxic chemicals or asked to work in unsafe conditions?
- ❖ What do you suppose a worker can do when one of these rights is violated?

Activity: Where's it from? (15 minutes)

Fold your "Where's it from?" index cards so they will stand and place them in visible places around the room. Take out all of the items and foods you have brought with you and distribute them. Instruct participants to work together in matching the items with the countries they are from. They

should work as quickly as they can, placing each item by its index card.

When they have finished, check their work. Without telling them which items are placed incorrectly, tell them how many are in the wrong places and have them work together to change items around.

Continue this process until everything is in the right place. If you are short on time or if the process is getting frustrating, modify this exercise by telling the participants which items are wrong and offering hints as needed.

Activity: Guest at Your Table feast from around the world (15 minutes)

Gather around the table for your feast. Point out that different countries have different laws about workers' rights. Sometimes the foods we eat have been grown or picked by people who are not paid a fair salary or are exposed to toxic fertilizers or pesticides that are not allowed in the United States.

Before you eat, encourage the kids to think about everyone who was involved in bringing the food to their plate: farmers who prepared the soil and planted seeds; pickers who harvested the food; processors and packagers who prepared the food for shipping; truck drivers, train engineers, and airplane pilots who transported the food to vendors; grocery-store workers who unpacked, washed, and put the food on the shelves; clerks who sold the food; and the teacher who brought it to church.

Place a Guest at Your Table box on your table and explain that the boxes represent people from around the world who receive support from the Unitarian Universalist Service Committee, such as Carmen Molina. Each time we put money in the box and send it to UUSC, we join hands with organizations such as STITCH to help people learn skills and build confidence to advocate for their rights. UUSC's partners assist people in forming mutually supportive connections in unions and worker centers. The contributions made to Guest at Your Table in your congregation can help make sure that the people who grow our food and make our clothes have safe places to work where they are treated fairly.

After your discussion, explore and enjoy the variety of foods together, noticing the different flavors and discussing how the various foods are prepared.

Closing circle (5 minutes)

Gather in a closing circle. Give each participant a Guest at Your Table box and remind them to bring the boxes home and put them on their tables. Point to the world

map and add pushpins to all of the countries represented in your activities. Go around in the circle and invite each participant to finish the sentence, "Today I learned ...". Close with a statement like, "As Unitarian Universalists we believe that there should be justice, equity, and compassion for all people everywhere in the world. The Unitarian Universalist Service Committee works to make that happen."

High School (Youth)

Objectives

- ❖ To introduce the global economy to participants on a simple, concrete level.
- ❖ To increase mindfulness of where our food and belongings come from and how they get to us.
- ❖ To show how participating in the Guest at Your Table program helps UUSC support workers' rights around the world.

Materials and resources needed

- ❖ Guest at Your Table boxes (one for each participant)
- ❖ Foods from various parts of the world, such as mangos, kiwis, passion fruit, papayas, bananas, chocolate, cinnamon, vanilla, cookies, plantains, lychee fruit, coconut, etc. (as you purchase foods, keep track of which country they are from)
- ❖ Items required for serving and eating the foods you bring
- ❖ A large wall map of the world
- ❖ Pushpins, tacks, or small sticker dots
- ❖ Thin labels
- ❖ A copy of "Story 3: Carmen Molina," from *Stories of Hope*
- ❖ Newsprint and marker

Preparation

- ❖ For your reference, create a list of where each food item is from.
- ❖ Remove any stickers or tags that identify which country items are from and write the country names on thin labels (one country per label).
- ❖ As needed, learn about the best way to serve the fruits and food items you have selected.

Gathering activity (10 minutes)

If it is part of your typical routine, light a chalice. Go around the circle and invite the youth to share one or two words to describe their week.

Give each participant some pushpins or sticker dots. Ask them to picture everything they have in their house and bedroom: the artwork, the music, the food, etc. Invite them to think about which countries their belongings came from and then put a pushpin or sticker dot on those countries. Tell them it's fine if they don't know and that they can make their best guesses. Have an adult assistant available to help them locate countries on the map.

When they are finished, reflect on the activity with the following questions:

- ❖ What did you notice about doing this activity?
- ❖ Was it hard to know where your items came from?
- ❖ Did anything surprise you?
- ❖ What resources, including people, were required to bring your belongings to you (e.g., cars, planes, trucks, drivers, postal workers, store clerks)?

Focusing activity: Guest at Your Table story (5 minutes)

Read "Story 3: Carmen Molina," from *Stories of Hope*, out loud to the group.

Brainstorm on workers' rights (5 minutes)

Point out that many things sold in the United States are made in other countries that have different laws for workers. Lead the youth in brainstorming a list of rights that they think workers should have. Write their answers on newsprint. To help spark ideas, you can ask what they think about such things as amount of vacation, maternity and paternity benefits, equal pay for equal work, health insurance, minimum wage, work hours, etc.

Activity: Four corners (15 minutes)

Ask the youth to imagine a situation in which they want to buy a banana but learn that it was grown with toxic chemicals that cause serious illnesses for the workers who pick them. Moreover, the women workers are only paid half of what the men workers are paid. Children also work to pick the bananas, often missing school to do so. Indicate the four corners of your room and tell them to go stand in the corner that matches what they would do out of the following options:

1. Buy it anyway.
2. Buy a banana from a different country without taking any further action.
3. Boycott the company that sells the bananas and refuse to buy any of their fruit.
4. Support workers making changes within the company by participating in social-justice advocacy and action.

Invite the youth to explain why they have chosen the corners they are in.

Gather in a circle and ask the youth, “How can we know what would be most helpful to the workers?” Discuss their thoughts for a few minutes.

Explain that the Unitarian Universalist Service Committee (UUSC) works with people around the world using “eye-to-eye partnerships.” An eye-to-eye partnership is a one that offers respect and mutuality, appreciates diversity, gives mutual support, and is open to mutual teaching and learning. UUSC understands that people nearest the issue know best what they need, and the people themselves can and should determine how to achieve their goals. This approach builds long-term sustainability for positive change. Explain that sometimes well-meaning people try to help without asking the people involved what support they most need and want. When this happens, despite the best intentions, sometimes people aren’t as helpful as they could be or might even make things worse. Briefly invite the youth to connect this concept to their own lives by naming experiences when a friend or parent was trying to be helpful without using the eye-to-eye partnership model.

Ask the youth how someone might respond to the banana situation if they weren’t using the eye-to-eye partnership method. Examples should all be actions taken without consulting the workers. It might help to give an example by way of the “Golden Rule.” This idea is commonly understood as “do for others as you would have them do for you” but may be better understood as “do for others as they would have you do for them” — and perhaps best understood as “do for others as they would have you help them to do for themselves.”

Acknowledge that this is all very complicated — but that by using the eye-to-eye partnership model, UUSC strives to help in the way that is most needed and wanted, and that restores dignity and respect.

Activity: Guest at Your Table feast from around the world (15 minutes)

Gather around the table for your feast.

Place a Guest at Your Table box on your table and invite the youth to tell what they know about the Guest at Your Table fundraiser. As needed, explain that the boxes represent people from around the world who receive support from UUSC, such as Carmen Molina. Each time we put money in the box and send it to UUSC, we join hands with organizations such as STITCH to help people learn skills and build confidence to advocate for their rights. UUSC’s partners assist people in forming mutually

supportive connections in unions and worker centers. The contributions made to Guest at Your Table in your congregation can help make sure that the people who grow our food and make our clothes have safe places to work where they are treated fairly.

Give each youth a set of labels that name the countries that the food items are from. Invite them to put each label on the food item they think comes from that country. When they are done, go through and correct the labels.

Explore and enjoy the variety of foods together, noticing the different flavors and discussing how the various foods are prepared.

Reflection (5 minutes)

Determine whether the youth are interested in getting more involved in the issue of fair trade and workers’ rights. If so, consider beginning a fair-trade project, such as selling fair-trade coffee or chocolate. Invite them to research the issue online and commit time in the future when you can work on this project further. Or, if your congregation is already involved in a fair-trade project, ask a representative of that project to briefly tell the youth about it and invite them to be involved.

Closing circle (5 minutes)

Gather in a closing circle. Give each participant a Guest at Your Table box and remind them to bring the boxes home and put them on their tables. Go around in the circle and have participants and youth-group leaders share a word or phrase that describes their experience of these activities.

Q&A: How to Fill out Your Tally Sheets

Guest at Your Table

2010–2011
Celebrate 70
years of UU
faith in action

The tally sheet helps you and UUSC calculate your congregation's total Guest donation. It also helps UUSC to credit individual participants with UUSC membership — and acknowledge their tax-deductible gifts.

Q: How do I fill out the tally sheet?

A: Fill out the top portion and make as many photocopies of it as you will need. Then, for each box, transcribe the donor information onto the tally sheet and note whether each family member has earned UUSC membership.

Q: What are the various UUSC annual membership types?

A: Individual (1 adult) — \$40
Dual (2 adults) — \$75
Senior (65 and over) — \$20
Youth/student — \$10

Q: Is there a way to fill out these tally sheets electronically?

A: Visit www.uusc.org/planguest to access the online tally sheet or the Excel version. Be sure to mail in your checks to UUSC along with the printed tally sheets.

Q: How do I handle personal checks?

A: Make sure the donor's name and address are on the check — and that the check is payable to "UUSC." Record the gift on your tally sheet. Do not hold onto personal checks for extended periods. You can always send donations and tally sheets to UUSC in increments.

Q: What do I do with any checks made out to my church?

A: Combine these checks into one large congregational check payable to "UUSC." Record each gift on your tally sheet.

Q: What if I get boxes with cash in them?

A: Count the cash and make sure the amount is listed correctly on the box form. Record each gift on your tally sheet.

Q: Can I send cash in the mail to UUSC?

A: No. Combine all cash gifts into one large congregational check payable to "UUSC."

Q: What do I do with my completed tally sheets?

A: Double-check that every gift is listed on your tally sheet. Photocopy your tally sheets for your records, then send the originals with your checks to:

UUSC — Guest at Your Table
PO Box 844001
Boston, MA 02284-4001

Q: Is there a cutoff date for sending Guest donations?

A: Donations must arrive by June 30, 2011, to count toward annual UUSC Honor Congregation Awards.

Q: I don't see my question here. What do I do?

A: Check for more answers online at www.uusc.org/guest/wrapupfaq, e-mail volunteerservices@uusc.org, or call 617-301-4366.



Planning tip!

Whether you use the tally sheet in this booklet, the Excel sheet, or the online form, include a copy of the tally sheets with the donations you mail to UUSC! If you are sending checks in multiple installments, include tally sheets for the corresponding individuals with each batch of checks.

Evaluation Form

Guest at Your Table

2010–2011
Celebrate 70
years of UU
faith in action

Please help us improve this program by completing this form and returning it to UUSC within 60 days of completing your Guest program. If necessary, use a separate sheet for your answers.

1. Did your congregation:

- | | | |
|---|------------------------------|-----------------------------|
| Publicize your program in advance? | <input type="checkbox"/> yes | no <input type="checkbox"/> |
| Devote all or part of an intergenerational service to Guest at Your Table? | <input type="checkbox"/> yes | no <input type="checkbox"/> |
| Include Guest at Your Table activities in children's religious education classes? | <input type="checkbox"/> yes | no <input type="checkbox"/> |
| Have a special gathering to collect the boxes? | <input type="checkbox"/> yes | no <input type="checkbox"/> |
| Use UUSC member stickers? | <input type="checkbox"/> yes | no <input type="checkbox"/> |
| Provide UUSC with tally sheets of your congregation's Guest at Your Table participants, including their addresses and the amounts they contributed? | <input type="checkbox"/> yes | no <input type="checkbox"/> |
- If not, please share the reason here:*

2. Which of the following items did you use in conducting a Guest at Your Table program this year? (Check all that apply.)

- | | |
|--|--|
| <input type="checkbox"/> Guest at Your Table boxes | <input type="checkbox"/> Order-of-service inserts |
| <input type="checkbox"/> <i>Stories of Hope</i> booklets | <input type="checkbox"/> Guest at Your Table Planning Guide |
| <input type="checkbox"/> Guest at Your Table poster | <input type="checkbox"/> Donation envelopes (instead of boxes) |
| <input type="checkbox"/> Religious Education Kit | <input type="checkbox"/> Additional online resources |
| <input type="checkbox"/> Sample Worship Service | (please specify): _____ |
| <input type="checkbox"/> Order-of-service covers | <input type="checkbox"/> Other (please specify): _____ |



Did you know?

UUSC staff carefully read each evaluation form and use your input to improve next year's program! Thank you for sharing your valuable feedback.

3. Which items did you find most helpful? Why?

4. This year *Stories of Hope* is again offered in booklet form, written for different age groups. Was this helpful? How could we continue to improve this resource?

5. What percentage of congregants who participated in or gave to Guest at Your Table do not have children in their homes?

6. What other suggestions do you have for improving the materials or the program?

7. Did you hold an event or other special activity that personalized your program or made it more successful than in previous years? Please tell us about it so that we can share it with other congregations.

8. Please share any other comments you may have about the Guest at Your Table program and this year's materials.

I would like to help save paper and UUSC resources! I am opting out of receiving the reminder postcard by mail next year and will access all of the resources I need online, instead. I understand that I will receive an e-mail informing me when resources are available.

Your name _____ Phone _____

Church _____

City _____ State _____ Zip code _____

E-mail address _____

Position: UUSC Local Representative Minister Religious Educator
 Guest at Your Table Coordinator
 Other (please specify) _____

Please mail this evaluation form to: UUSC – Guest at Your Table, 689 Massachusetts Avenue, Cambridge, MA 02139.
You may also provide feedback online at www.uusc.org/guest/evaluation. Thank you!

Guest at Your Table • Donation Tally Sheet

Complete top section before photocopying so this crucial information is included on every tally sheet you use.

Church _____ UUA church code _____
 City _____ State _____ Zip _____
 Name _____ Phone () _____ E-mail _____
 Position: UUSC Local Rep. Minister RE Director Lay Officer Guest at Your Table Coordinator
 Other _____

Transcribe donor information from each box or envelope and indicate which family members have earned UUSC membership.

Individual (\$40) Name _____ Address _____
 Dual (\$75) Names _____ City _____ State _____
 Youth/student (\$10 per person) Name(s) _____
 Senior (\$20 per person) Name(s) _____ Zip _____ Phone () _____
 \$ _____ \$ _____ E-mail _____
 cash check

Individual (\$40) Name _____ Address _____
 Dual (\$75) Names _____ City _____ State _____
 Youth/student (\$10 per person) Name(s) _____
 Senior (\$20 per person) Name(s) _____ Zip _____ Phone () _____
 \$ _____ \$ _____ E-mail _____
 cash check

Individual (\$40) Name _____ Address _____
 Dual (\$75) Names _____ City _____ State _____
 Youth/student (\$10 per person) Name(s) _____
 Senior (\$20 per person) Name(s) _____ Zip _____ Phone () _____
 \$ _____ \$ _____ E-mail _____
 cash check

Individual (\$40) Name _____ Address _____
 Dual (\$75) Names _____ City _____ State _____
 Youth/student (\$10 per person) Name(s) _____
 Senior (\$20 per person) Name(s) _____ Zip _____ Phone () _____
 \$ _____ \$ _____ E-mail _____
 cash check

Individual (\$40) Name _____ Address _____
 Dual (\$75) Names _____ City _____ State _____
 Youth/student (\$10 per person) Name(s) _____
 Senior (\$20 per person) Name(s) _____ Zip _____ Phone () _____
 \$ _____ \$ _____ E-mail _____
 cash check

Donations and tally sheets must be mailed in together. Send them to:
UUSC — Guest at Your Table • PO Box 844001 • Boston, MA 02284-4001

(Sub)total



Our Vision

UUSC envisions a world free from oppression and injustice, where all can realize their full human rights.

Our Mission

UUSC advances human rights and social justice around the world, partnering with those who confront unjust power structures and mobilizing to challenge oppressive policies.

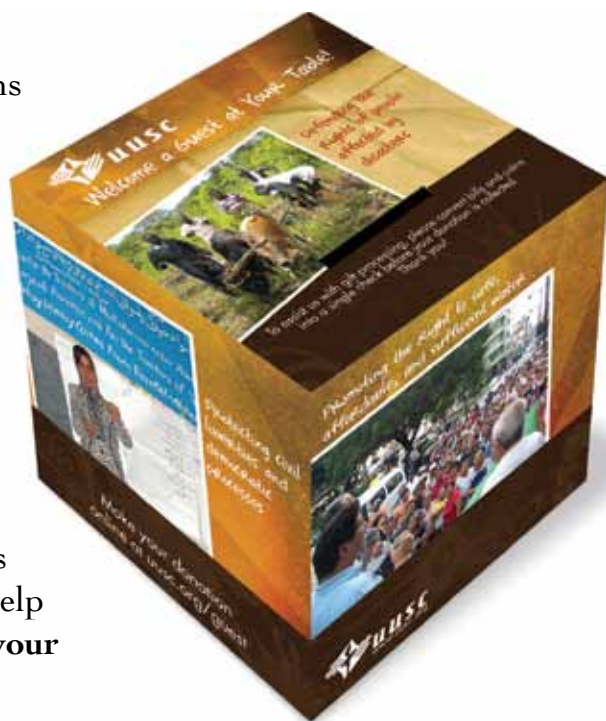
Guest at Your Table 2010-2011 • Celebrate 70 Years of Faith in Action

Order your Guest at Your Table boxes today!

Guest at Your Table is a special UU tradition that brings our congregations together as we learn how to turn our values into action.

Join congregations nationwide in building connections to our shared values and learning more about UUSC's work to advance human rights in the United States and around the world.

Each year, hundreds of congregations participate in Guest at Your Table. Help make this year even better — **order your Guest at Your Table boxes today!**



Unitarian Universalist Service Committee

800-766-5236

www.uusc.org/planguest

The Guest at Your Table box is made from 90 percent recycled material.