

Supplemental Materials

Sunday, 4 October 2020, 10:30 a.m.

Dear All:

I will be providing materials to supplement the worship service that can be used before, during, or after the service, or independent of the service. This is another way that you may choose to connect as a family, in addition to our regular Sunday schedule (see page 2). Please let me know if there is any way that I can help you.

This Sunday was originally planned to be a day of Music with Karina, but sadly, Karina has had to move on. I am working on a way to have our once a month music day, but in its stead this week, it will be Story & Song. We will use these same materials. Please join us at 10:30 a.m. on Zoom at <https://us02web.zoom.us/j/86558123983>.

Blessings.

Marguerite Mills

Director of Lifespan Religious Education

MMills@FirstUUNash.org

615-383-5760 ext. 3304

Five Smooth Stones of Loss

Rev. Diane Dowgiert

“All our lives we experience loss. The attendant of loss is grief. Though the reality of grief is universal, each person will experience it differently. There are some touchstones to ground us as we journey through grief and loss. The arduous journey is ultimately a spiritual journey; each touchstone an invitation to know and understand ourselves more deeply.”

We can explore this in terms of the loss of a pet. Following are coloring pages, ways to memorialize a pet, an animal blessing, an animal story, and a maze that may help in the exploring.

FUUN SUNDAY SCHOOL
PreK-8TH GRADE
2020-2021

1st Sundays—10:30 a.m.

Formerly Music with Karina, future programming tbd

<https://us02web.zoom.us/j/86558123983>

2nd Sundays—10:30 a.m.

PreK-1st Grade: Story & Song with Suzanne LeBeau & Susie Wilcox

<https://us02web.zoom.us/j/87288152140>

2nd-4th Grade: Minecraft Tools of Faith with Marguerite Mills & Christopher Cotton

<https://zoom.us/j/94518102020>

5th-8th Grade: ChurchCraft & Minecraft with Chas Sisk & Jason Plummer

<https://zoom.us/j/98572464291>

3rd Sundays—10:30 a.m.

Family Games with Christopher Cotton, Colin Guerrette, & Jason Plummer

<https://us02web.zoom.us/j/89770398199>

4th Sundays—10:30 a.m.

PreK-1st Grade: Story & Song with Suzanne LeBeau & Susie Wilcox

<https://us02web.zoom.us/j/85217697987>

2nd-4th Grade: Minecraft Tools of Faith with Marguerite Mills & Christopher Cotton

<https://zoom.us/j/94398891671>

5th-8th Grade: ChurchCraft & Minecraft with Chas Sisk & Jason Plummer

<https://zoom.us/j/92332008761>

5th Sundays—10:30 a.m.

Story & Song with Marguerite Mills & Harmon Nine

Nov 28, 2020: <https://us02web.zoom.us/j/81465722239>

Jan 31, 2021: <https://us02web.zoom.us/j/86352116223>







Memorialize Your Pet

Make a Memory Jar

A reminder of the good times can be comforting. Ask everyone in the family to write down some happy memories of your pet, or draw a picture, and place them in a jar or bowl. Then when someone is really missing your pet, you can pull out a memory and smile at happier times. This will allow everyone the opportunity to recall the good times and process what they're feeling in the safety of this time together.

Make Remembrance Jewelry

This is a simple activity that may help your child feel close to your pet at times when grief hits. You could order a special necklace or bracelet that has a paw print or a photo of your pet. Or, you could involve your child in the jewelry's creation by gathering beads, pendants, and other materials. Then you can spell out your pet's name or use charms to customize it.

Mark the Anniversary

By taking time to mark an occasion, we acknowledge that date's importance to our lives. We do this with birthdays, anniversaries, and other life events. Consider whether it's appropriate and helpful for your family to mark the anniversary of your pet's loss. That could be at the one-year mark or it could be the one-month mark. Sharing a story, reading a book, or looking at photos can help your child realize the value of remembrance and that your pet was a valuable and irreplaceable part of your family.

Celebrate the Birthday

This might be the date of your pet's birth, or the date that they came home with you. Invite friends and family members, perhaps with their pets. Bake a cake. Make a card. Collect food and blankets to take to a local animal shelter. Bring pet supplies to a homeless shelter for those who have pets. Remember your pet by helping other pets.

Prayer for Animal Friends

By Kim K. Crawford Harvie

Great spirit of life,
We pray today for our animal friends,
Grateful for their companionship and devotion.
By our kindness to them,
May we be worthy of their love.

We pray also for pets who are gone from us,
But who brighten our days
And who comforted us by night.

We pray for animals unknown to us
Who are suffering,
For many that are hunted or deserted or tortured.
We ask for them pity and mercy.
And for those who handle them
We ask a heart of compassion, gentle hands, and kind words.

Help us to be true friends to the animals
And love them and keep them and bless them
All the days of our lives. Amen.

This prayer was inspired by Kenneth McCloud, Director of Religious Education, Unitarian Church of Baton Rouge, LA. He wrote, quoting Albert Schweitzer, "We ask a heart of compassion/ and gentle hands/ and kindly words."

<https://www.uua.org/worship/words/prayer/prayer-animal-friends>

Animal School

By Devorah Greenstein

This is a fable you can use as is, or adapt for your needs — embellish it and perform it with lots of dramatic emphasis — the underlined words almost always get a laugh — adults really like the story too. The story was loosely adapted from a story that George Reavis wrote when he was the Assistant Superintendent of the Cincinnati Public Schools in the 1940s. You can find the original Reavis version online.

Many years ago, the animals in the Great Forest decided that they wanted to start a school for all their children. Until that time, it had been the responsibility of parents to teach their children the skills they needed to know, but the animals in the Great Forest wanted their children to learn from professional teachers. So they organized a school and hired staff.

The teachers met and decided to provide a standardized educational curriculum to their animal students. So they adopted an activity curriculum consisting of swimming, running, flying, and climbing. All the animals took all the subjects — because it was very important to them that no child be left behind. To ensure that students were progressing satisfactorily, standardized achievement tests were administered to all students.

Here's what happened. The ducks were excellent in swimming. In fact, the ducks were better than their teacher. But some of the ducks made only passing grades in flying and all of them were very poor in running. Since they were slow in running, they had to stay after school for remedial running practice, and they had to drop swimming in order to practice running during their swimming class time. This was kept up until all the ducks' webbed feet were very sore. And the ducks were so tired, that soon they were only average in swimming. But average was acceptable in school, so nobody worried about that — except the ducks.

In running, the rabbits started at the top of the class, but they did very poorly in swimming. Also, the rabbits insisted on hopping around, and the teachers were concerned about their hyperactivity — so they made the rabbits walk everywhere instead of allowing them to run or hop. And the rabbits had to come in early every day for special swimming class. Many of the younger rabbits developed severe fur problems because they were having to spend so much time in the swimming pool.

The squirrels were excellent in climbing and running. In fact, the squirrels were the best students at climbing the standardized tree. But they wanted to fly by first climbing the tree, then spreading their paws, and gliding to the ground. (That's the way squirrels fly.) But in flying class their teacher made them start on the ground instead of at the treetop, and the squirrels were not mastering the course material. So every day, the squirrels had therapy — a flying

therapist took the squirrels into the gym and made them do front-paw exercises to strengthen their muscles so they could learn to fly the right way. The squirrels' paws hurt so much from this overexertion that some of them only got a C in climbing. Some of the squirrels failed climbing altogether.

The eagles were definitely problem children — in climbing class, the eagles beat all the others to the top of the tree, but they insisted on using their own way to get there and were quite stubborn about it. The eagles said that clearly it was the goal that mattered, and that it was quite right for eagles to get to the treetop by flying. The school psychologist diagnosed them as having oppositional-defiant disorder. (That's a real diagnosis that some children are given in school.) A strict behavior modification plan was developed for the eagles.

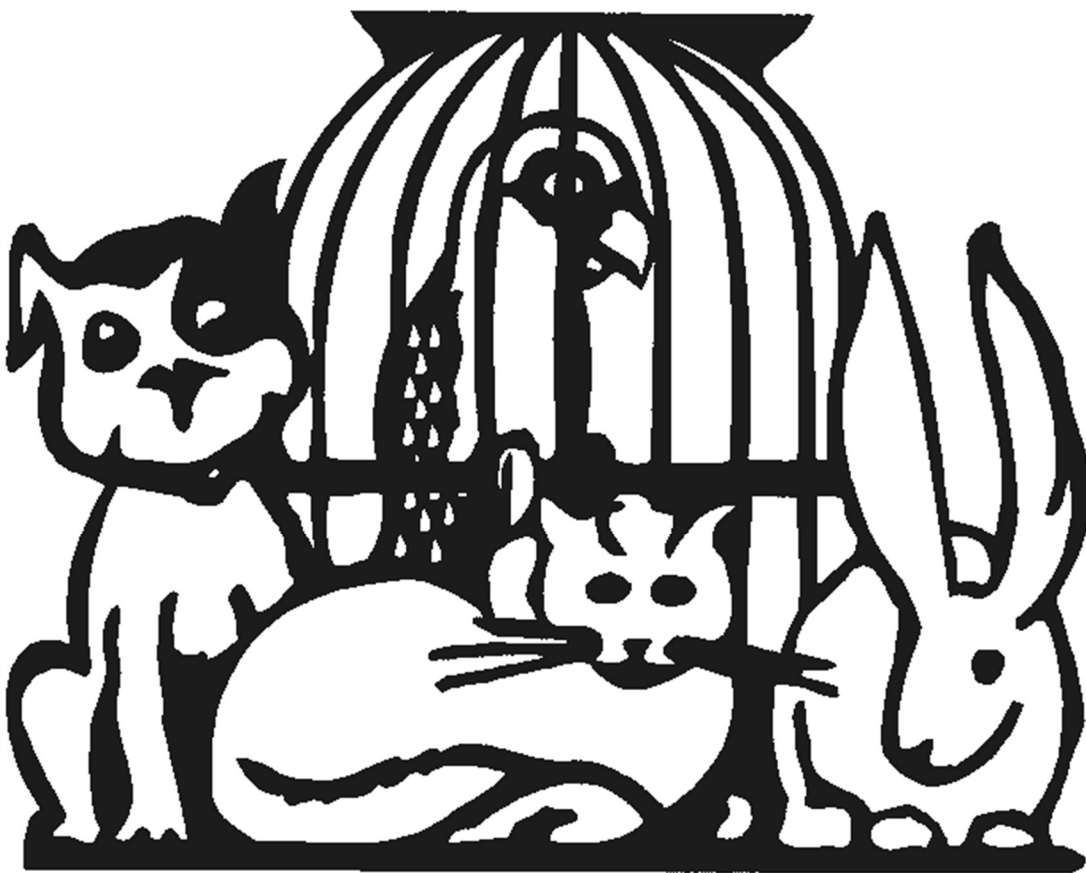
We can end this story in two ways. Sad to say, in some schools, we still make squirrel children try to learn to fly by flapping their paws, and punish eagles for being defiant about their right to be themselves.

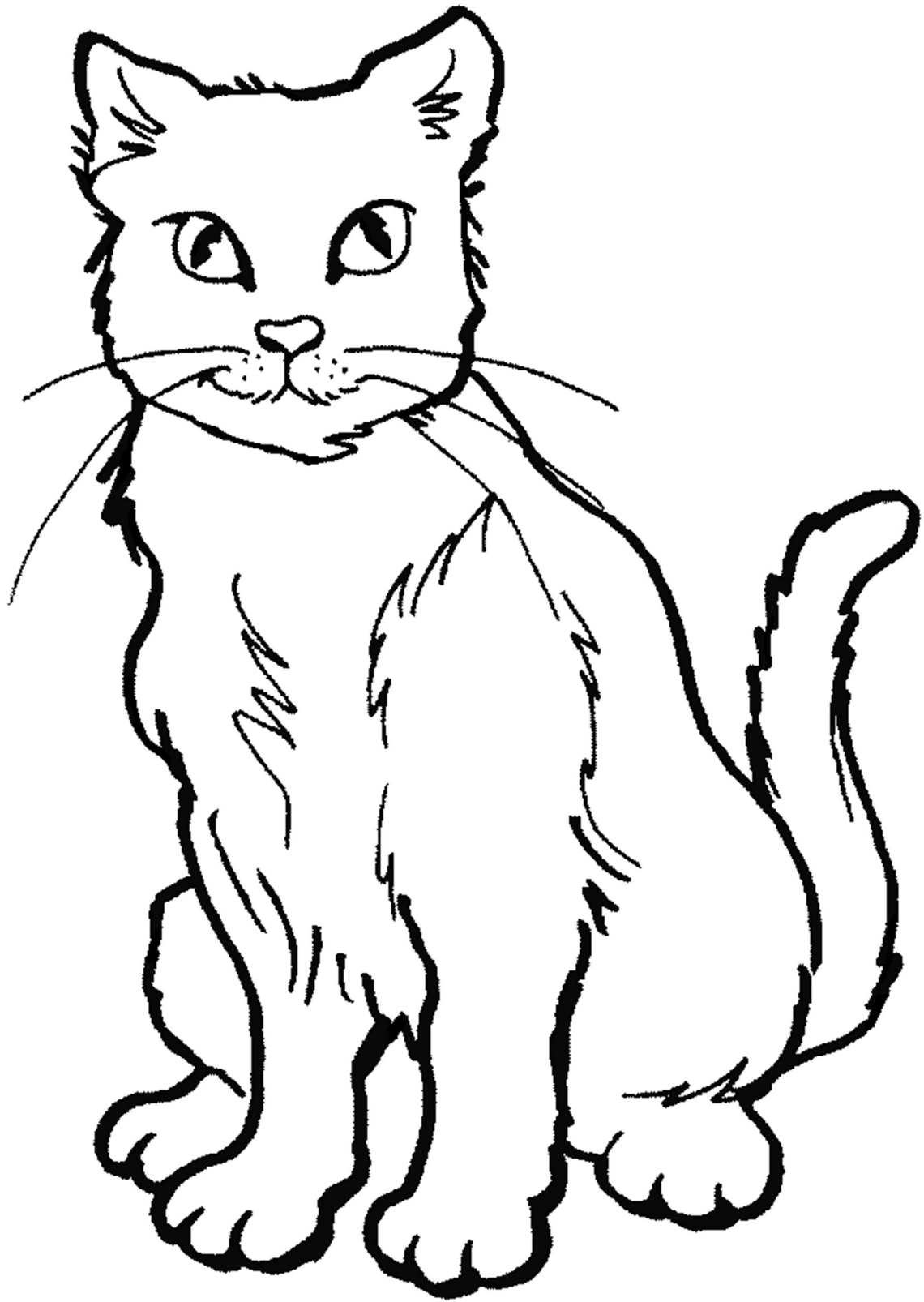
But happy to say, in some schools we enjoy all children for themselves. Each squirrel is a perfectly wonderful squirrel. Each rabbit a lovely rabbit whether or not they choose to hop, or skip, or roll, or walk. Each eagle is allowed to be an eagle; and we encourage each duck to swim and swim and swim and not worry about learning to run. And the moral of the story is:

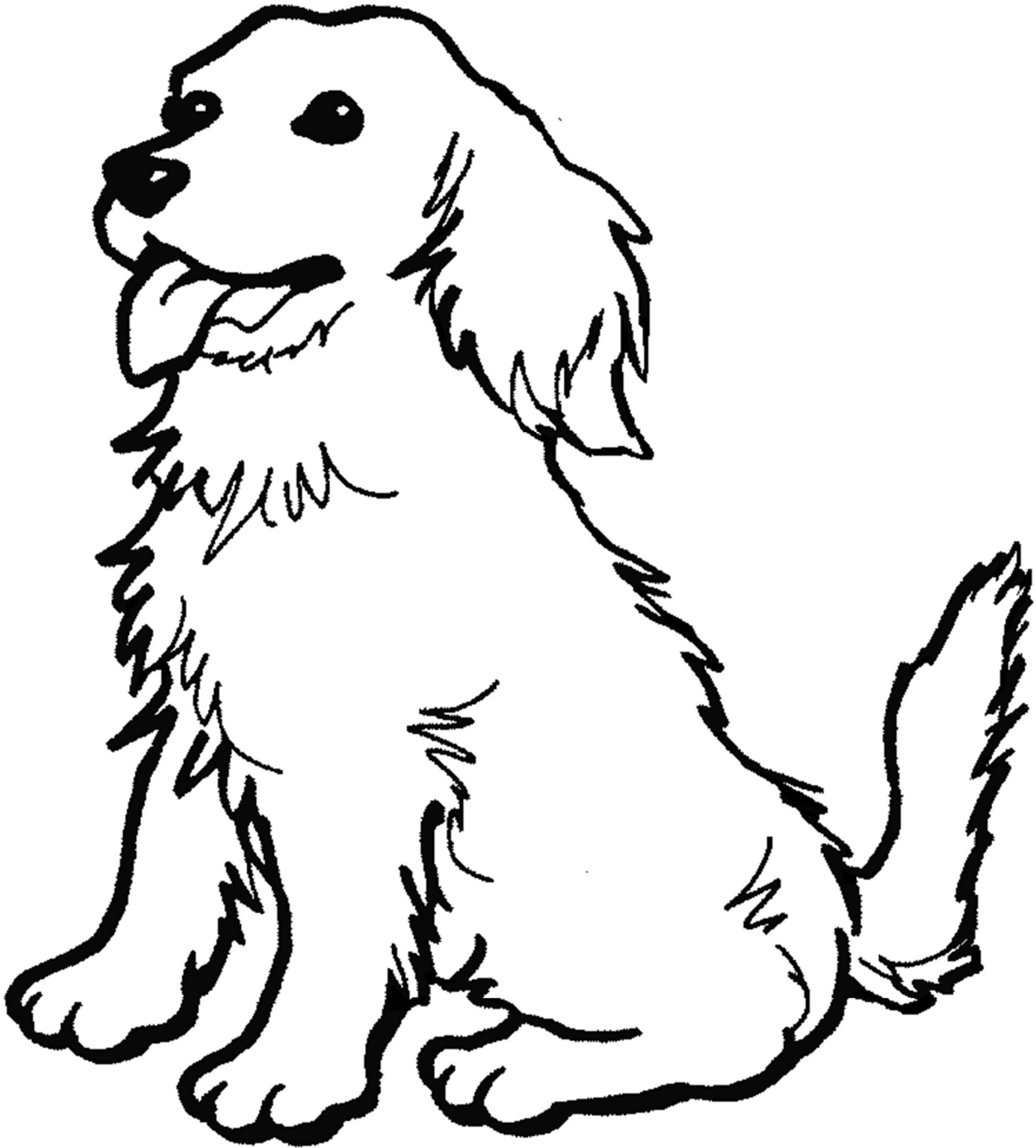
When we try to make everybody the same, nobody is happy. People can get hurt and their very best gifts can go to waste.

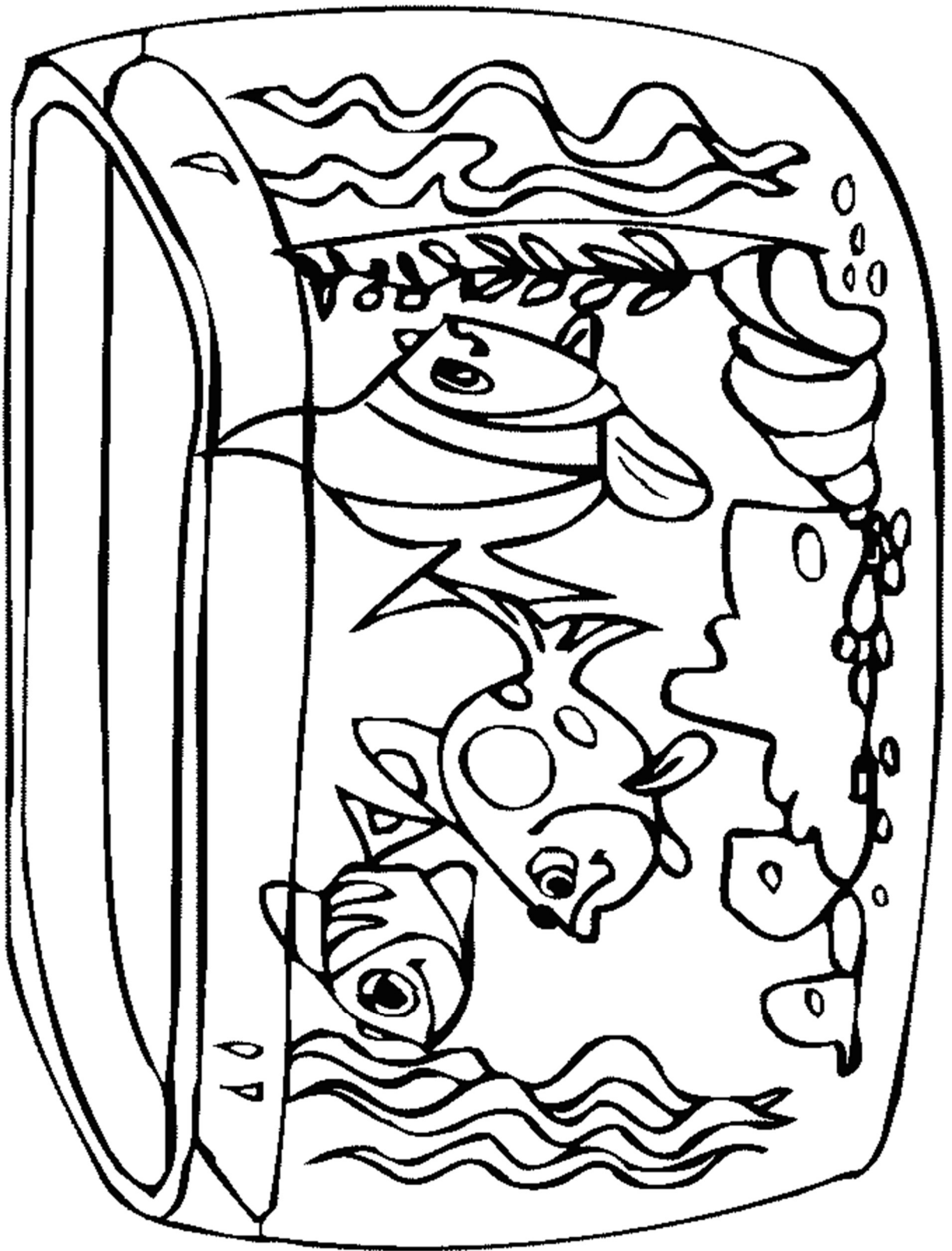
<https://www.uua.org/worship/words/story/animal-school>

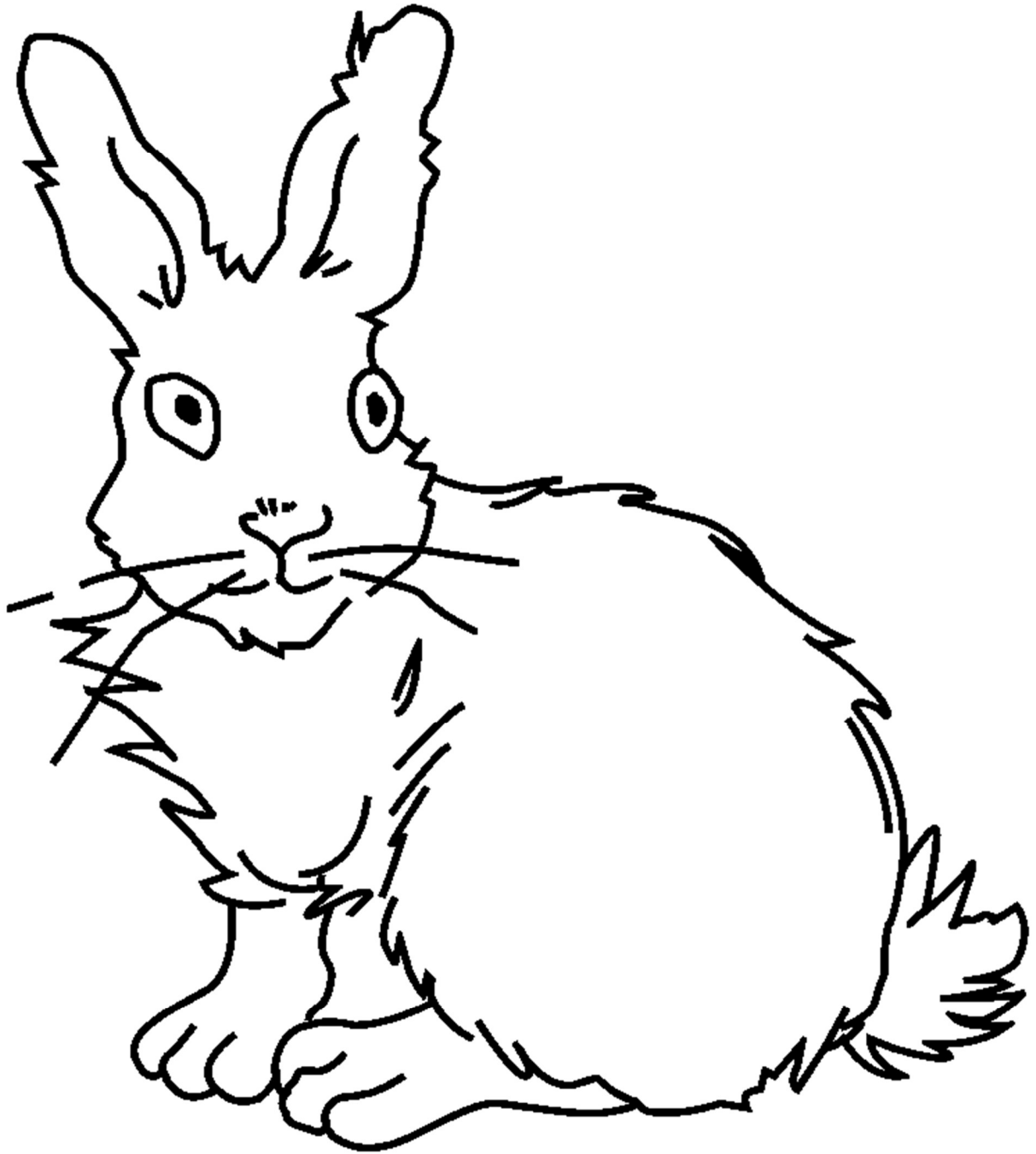
My First Pets Coloring Book



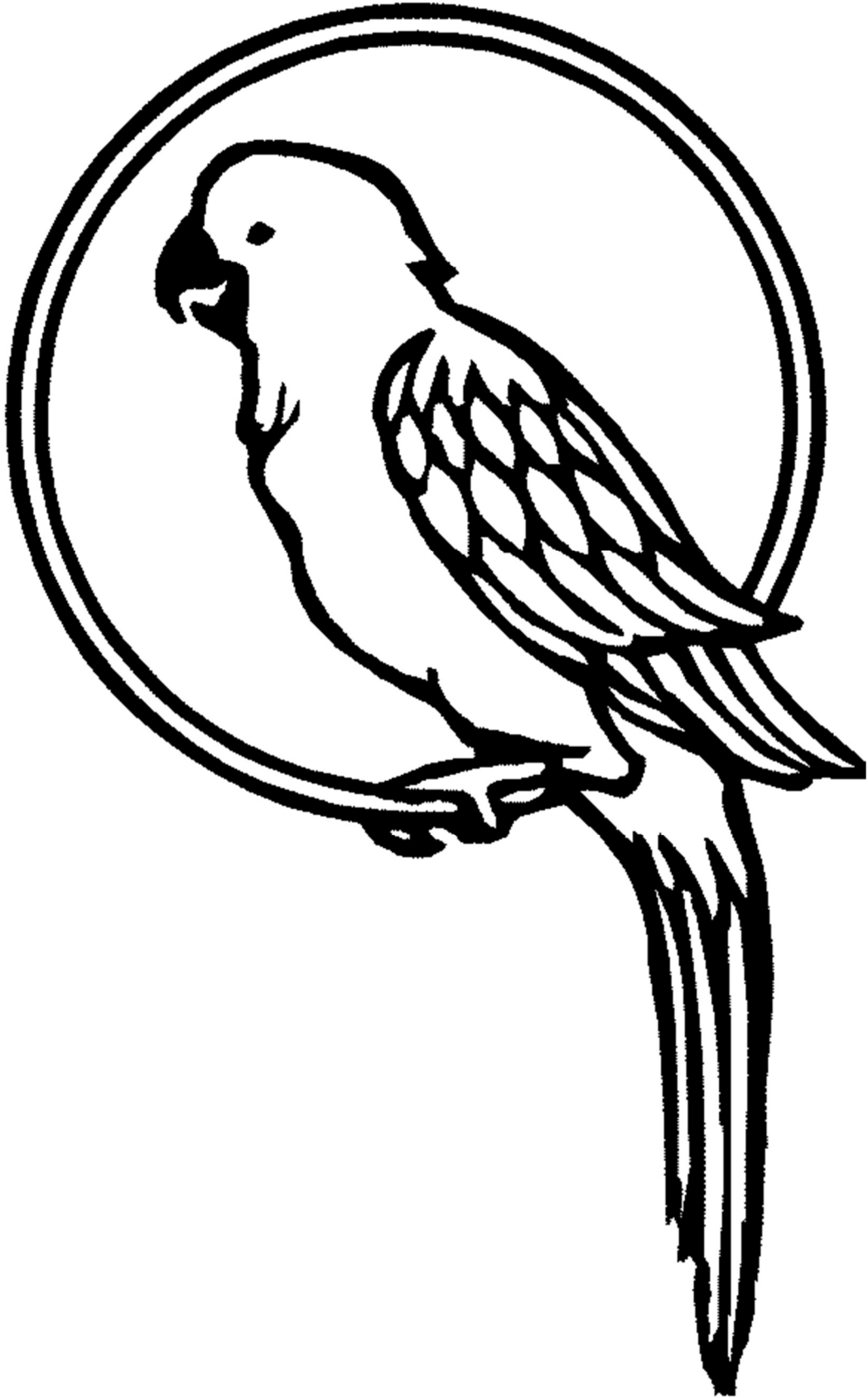












Help the puppy find their new family...

