

SAVE THE DATE!

SUNDAY,
FEBRUARY 20,
2-3 P.M.

The **Beloved Community Committee** presents a [reading and discussion](#) of *Not My Idea: A Book About Whiteness* By Anastasia Higgenbotham, a picture [book](#) about racism and racial justice, inviting white children and parents to become curious about racism, accept that it's real, and cultivate justice.

Watch online and here for the Zoom link.

See [page 3](#) for more information.

FUUN FOR ALL AGES—CONNECTION WITHOUT ZOOM

31 January 2021

Dear All:

These materials can supplement the worship service before, during, and/or after the service. *They can also stand alone and be used at any time you wish.* In this time of so many kinds of fatigue, the hope is that families, children, youth, adults, anyone of any age, alone or as a group... that everyone can have one more way, a way that has nothing to do with Zoom, to stay connected. **This is our single greatest goal right now: To. Stay. Connected.**

Meanwhile, this Sunday's Zoom gatherings are:

10:30 a.m.

PreK-1st Grade—Story & Song

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

with Suzanne LeBeau & Susie Wilcox

2nd-4th Grade—Tools of Faith & Minecraft

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

with Marguerite Mills & Christopher Cotton

5th-8th Grade—ChUrchCraft & Minecraft

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

with Chas Sisk & Jason Plummer

11:30 a.m.

Youth Group—9th-12th Graders

Cooking with Croissants

<https://zoom.us/j/94148119890?pwd=L1FYQXh0emp2TzJNUTZsWWxxZkt2Zz09>

Please stay in touch. If you have questions, suggestions, concerns, anything at all... I would truly love to hear from you.

Blessings.

Marguerite

Marguerite Mills

Director of Lifespan Religious Education

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31 January 2021

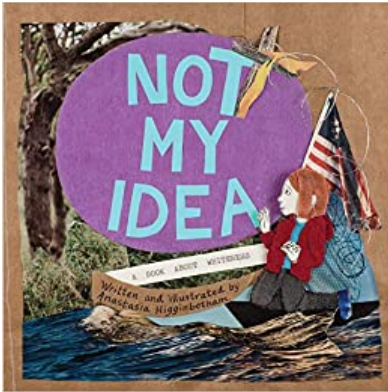
Habits of the Heart: Part Two

Rev. Diane Dowgiert

In this second of a two-part series on habits, we'll look at personal habits. What do our habits say about us? How are they formed? How can they be changed?

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SPECIAL PRESENTATION FROM THE BELOVED COMMUNITY COMMITTEE



The Beloved Community Committee is happy to offer our church community this family event on Sunday February 21, 2:00 - 3:00 pm on ZOOM. The event will offer an opportunity for families to put into practice the goals of the 8th Principle.

Please join us for a reading and discussion of *Not My Idea: A Book About Whiteness*, published in 2018 by Dottir Press, led by the author/illustrator Anastasia Higginbotham. After the reading and discussion, we will conclude with a brief collage/visualization workshop modelled on the book's illustrations. Instructions for participating in the collage workshop will be provided upon registration (this will be a simple, accessible activity).

Our goal will be to connect deeply to our own instincts about racial justice through the book's characters and images. In addition to the reading and collage, Higginbotham will offer resources for deeper exploration of "real history" and activities for reflection and making authentic choices about how we want to relate to race and racism.

Though the book's audience is primarily children, the author welcomes adults who – like our children – never consented to carry white supremacy forward in the world.

For more information about Anastasia Higginbotham, please visit the links below, which connect you to articles written by and about her, as well as radio and TV interviews.

<https://linktr.ee/anastasiahigginbotham>

<https://www.instagram.com/ahigginbooks/>

See and hear the book on [YouTube](#), It is available on [Amazon](#), as are [other books by the author](#).

Recommended for grades 4-6, and good to read together with older siblings—and some younger siblings—and parents/guardians!

INTRODUCTION

While last week's worship service focused on communal habits, this week's message is about individual habits. Ask yourself:

- Do you have habits that you'd like to change?
 - Because they are harmful to you? Or because they are harmful to others? Is there a difference between the two?
 - Have you tried to change a habit in the past? How? Were you successful? Why or why not?
 - Do you need help to change a habit? What kind? From whom?
 - Have you ever helped someone else to change a habit?
-

I am drawing on the materials of the 2021 [30 Days of Love](#) from the Unitarian Universalist Association's [Side With Love](#) campaign for the next four weeks. There will be a weekly theme with a menu of do-it-yourself activities in the following categories:

WATCH: Videos, concerts, and roundtable discussion

READ: Articles, book excerpts, poems

LISTEN: Music, meditation, lectures, poetry

WORSHIP: Worship moments—alone or together—to refuel

PARTICIPATE: Artist workshops, writings, and actions

There will be menus for general, kids, youth, and multigenerational/family audiences. Use one or all of the menus, or pick and choose from each!

Be sure to follow the campaign on [Facebook](#) for livestreams, discussion posts, and other updates!

NOTE: General Participate events require pre-registration to participate. Most will also be livestreamed on the Side With Love Facebook page, but not all, depending on copyright and/or creator request.

Additionally, and as always, I will include coloring pages and such that you may use as you wish.

(Hint: Print them out to keep the kids busy and engaged during the worship service. Or if you have no knitting to do at the moment, use them yourself!)

30 DAYS OF LOVE : WEEK III—Educating for Liberation

GENERAL

WATCH: WATCH: Disability and Intersectionality Summit 2018 National Conference [Keynote](#) by Mia Mingus

READ: ["Positive Obsession"](#) by Octavia Butler from *Bloodchild*

LISTEN: ["Human"](#) by Emeli Sandé

WORSHIP: ["Prayer"](#) by Rev. Abhi Janamanchi

PARTICIPATE:

- Feb 3 @ 7pm ET: [Reading, Writing, and Racism with Dr. Camika Royal and Dr. Bree Picower](#) (90 min)

Join for a conversation with Dr. Camika Royal, Assistant Professor of Urban Education at Loyola University of Maryland School of Education and Dr. Bree Picower, Associate Professor at Montclair State University in the College of Education and Human Development.

Dr. Royal is an urban education expert whose current work focuses on the intersections of race, politics, history, and urban school reform. Dr Picower's new book from Beacon Press, *Reading, Writing, and Racism: Disrupting Whiteness in Teacher Education and in the Classroom*, is an examination of how curriculum choices can perpetuate White supremacy, and radical strategies for how schools and teacher education programs can disrupt and transform racism in education.

How are we perpetuating white supremacy culture in our education, and how can we change that?

[Register for Zoom](#)/watch on Facebook

NOTE: This will only be available to watch for 48 hours after the original airing.

- Feb 4 @ 7pm ET: [Addressing Race, Racism, and Bias](#): In this writing workshop, Willona Sloan, Strategic Storyteller & Literary Host, will lead participants to tackle issues of racism, bias, and social justice through guided writing prompts, and look at ways to engage in behaviors and attitudes that demonstrate respect for one another's identities and better cultural understanding. The workshop will include writing, reading, and discussion, and will offer a safe and inclusive environment for learning.

NOTE: This is an interactive Zoom workshop with a participation limit of 40 people. We will open the Zoom at two minutes before start. Once we hit capacity, you can participate via the livestream on Facebook but will not experience the interactive element with the instructor.

[Register for Zoom](#)/watch on Facebook.

KIDS

Theme: We can change and grow and help others to do so, as well, with new ideas and information.

WATCH: Teenage activist [Marley Dias on the trailblazer who inspired her](#) (2.5 min)

READ: *As Fast As Words Could Fly* by Pamela Tuck, read by Dulé Hill (16 min)

LISTEN: [“Under Your Feet”](#) episode from The Past and the Curious podcast (30 min)

WORSHIP: [“Malcolm X and the Proposed 8th Principle”](#) by Helen Rose (5.5 min)

PARTICIPATE: Visit with an elder (phone or video call) that you know and ask them who they admire from history that helped in fighting for justice. Draw or write about what you learn and consider sharing this with them once you're done. (30 min - 1 hr)

YOUTH

Theme: We are learning from the past to co-create a world of peace, justice, joy, and abundance now and for our future.

WATCH: [“The myth of race, debunked in 3 minutes”](#) (3 min)

READ: [“Student activists want change in the classroom”](#), Vox, 7/29/20 (10 min)

LISTEN: Finding Our Way Podcast: Ep 3 [“Community and Belonging with Mia Birdsong”](#) (52 min)

WORSHIP: [Rev. Elizabeth Nguyen gives lessons on anger as a spiritual discipline and vehicle for justice using the words of Audre Lorde](#). Just as relevant today as when it was delivered in 2015. (8 min)

PARTICIPATE: Is there an area of history that your studies haven't told the whole truth about? Brainstorm ways that you can bring this to the attention of those in charge of making change (ex. parents, teachers, principal, school board, etc.) and to the attention of other students. This may involve you digging deeper into an area of interest to get a fuller story. (30 min - 1 hr)

FAMILY / MULTIGENERATIONAL

Theme: Injustice has always existed, but so have brave people who worked to make a difference. We can learn from them.

WATCH: [Why we must teach students to solve big problems](#) (4 min)

READ: *Fannie Lou Signs Up: A story about Mrs. Fannie Lou Hamer* by Rev. Theresa Ines Soto (4.5 min)

LISTEN: [“A Discussion About Race And Racism”](#) from But Why podcast (47 min)

WORSHIP: Sing along: [“From you, I Receive”](#) sung by Rev. Kristin Grassel Schmidt (1.5 min)

PARTICIPATE: Everyone has talents and interests. Talk with your family about how you might each do your little part to help solve big problems. (15-30 min)

THE TWO TADPOLES

Two tadpoles, Ted and Todd, hatched from the same batch of eggs.

They swam around excitedly, wiggling their little tails with great enthusiasm.

They swam up to their mum and exclaimed, "Look what we can do, look why we can do."

The mother frog looked at the two tadpoles with great pride and called them closer. She then explained the process of metamorphosis and how they will eventually lose their tail and grow legs.

This news impacted the tadpoles differently.

Ted was excited about the future and continued to swim with energy and enthusiasm, occasionally looking back to see when his legs would start forming.

Todd, however, thought to himself, "What's the point of exercising my tail? It's only going to drop off eventually anyway."

As a result, Ted kept strengthening his tail and increasing his stamina, but Todd's tail got weaker and his energy levels dropped.

The mother frog took Todd to one side and suggested that he start using his tail more.

"But what's the point? It's only going to drop off anyway," Todd replied.

After a little while, the two tadpoles' tails dropped off and their legs grew.

Ted was excited and hopped around with energy and enthusiasm. The consistent and energetic use of his tail had equipped him for this development.

Todd was less enthused. He was sort of glad that he now had legs, but he just didn't have the energy to use them.

He didn't know why, he just couldn't be bothered.

THE SCHOLAR, THE CHILD, AND BAD HABITS

There was once a wealthy man who wanted nothing but the best for his child. But to his misfortune his child did not have any good habits, and no work ethics. So the wealthy man went to an old scholar and requested him to wean his child away from their bad habits. The scholar agreed but first he wanted to see what kind of habits the child has. So for one whole week the scholar followed the young child and observed everything the child did without saying a word.

Then after a week of observing the scholar took the young child for a stroll through the garden and they talked about what habits are and what they mean to a person's life. The scholar also provided real-life stories that exemplified the good and bad habits and how they affected other people's lives. Then the old scholar asked the young child what do they want to be when they grow up?

The child described every detail of what they were going to do when they grow up with so much passion that half an hour passed by like it was just a minute. Then the old scholar asked the young child if they had the right habits to achieve what they wanted. The young child's eyes suddenly turned sad and they admitted that from what they had learned that it was not so, and that they do not know how to change their bad habits. The old scholar suddenly stopped and asked the child to pull out a tiny plant growing there.

The young child held the plant between their thumb and forefinger and pulled it out. The old man then asked them to pull out a slightly bigger plant. The young child pulled hard and the plant came out, roots and all. "Now pull out that one," said the old man pointing to a bush. The child had to use all their strength to pull it out. "Now take this one out," said the old man, indicating a guava tree. The young child grasped the trunk and tried to pull it out, but it would not budge. "It's impossible," said the child, panting with the effort.

"So it is with bad habits," said the old scholar. "When they are young and small it is easy to pull them out but when they take hold they cannot be easily uprooted." The session with the old man changed the child's life. And when the young child got older and had their own family they made sure that each of their children experienced the same lesson as they did.

TO CREATE A HABIT, TELL A GOOD STORY

[By Leo Babauta](#)

If you want to create a new exercise habit (for example), you might tell yourself something like this:

“This is going to be amazing, I’m going to get fit and look incredible and be super healthy!”

This is a story you’re telling yourself. It’s not real, but it has tremendous power to affect your feelings about your habit, and to change your action. You have a positive story about the habit, and it motivates you to take action.

But perhaps the exercise you did one day was really tough, and you didn’t enjoy it. Your story might change, to something like, “Wow, that was super hard. It sucked!”

Now your story about the habit is not so good, and you’ll be less enthusiastic about doing the habit from now on.

Maybe you also missed a couple of days of exercise because you got busy. Your story changes to, “Damn, I screwed up, I’m not as good at this habit as I thought, why am I not disciplined?”

The story isn’t so good. Now you might actually try not think about the habit, and you are much more likely to skip the habit from now on.

The story you tell yourself about your habit matters more than most people realize.

So the key is to shape the story, become your own habit storyteller, and create a story that will make you *more* likely to stick to the habit.

Telling a Good Story

The truth is that none of these stories is actually true. They’re just narratives we have made up, in our minds, about what’s going on. The reality is what’s happening right now, and in an “ideal” world we would just drop the stories and be present with the moment, experiencing reality as it is.

There’s no such thing as an ideal world, though. We tell stories. That’s what we do. So the key is to realize when you’re telling a negative story that’s going to make you quit the habit, and instead create a more helpful story.

Try this:

1. Ask yourself how you feel about the habit you’re creating. Are you psyched about it? Are you discouraged? Looking forward to it or dreading it? Feel strong about it or feel like you’re doing lousy? Is it a wonderful experience for you or are you ploughing through the suckiness? This is all an indicator of what story you’re telling yourself.
2. Start creating a better story by focusing on the things you love about the habit. You could focus on how much you hate the habit, or you could focus on what you love. It’s your choice. Find

things to appreciate about the habit. Look at your successes and think, “Man, that’s awesome that I’ve done those things.”

This is not to say that you should only think positive thoughts, or that you should ignore the negative. But if your story is *on the balance* more positive than negative, you’ll be more resilient. You’ll be able to handle the negative stuff with grace, because you have a positive feeling about the habit.

If you resent doing the habit, or see it as a sacrifice, you’re more likely to blow the negative aspects up when they happen. But people with a strongly positive story will be likely to weather the storm of negative aspects of the habit.

The Positive Story Exercise

Try to think about some of the following thoughts when you’re working on your habit:

1. This makes me feel strong/healthy/empowered (or some other positive trait).
2. I am proud of doing this habit.
3. I have had some great successes with this.
4. I’m learning a lot with this habit.
5. I’ve had good experiences with this habit.
6. There are some exciting things about this that I’d like to share with people.
7. I can appreciate the little things about this habit.
8. There are things I genuinely love about this habit.
9. This can sometimes be a struggle but it’s definitely worth it.
10. This habit is improving my life in multiple ways.
11. I’m lucky to be able to do this habit.
12. There are things about this habit that I look forward to.
13. I’ve missed doing this habit sometimes, but over the long run it doesn’t matter.
14. Doing this habit makes me more resilient.
15. When I’ve done this habit, I feel accomplished and satisfied.
16. I feel like a better person when I do this habit.

Just think about one of these each time you do the habit, or just after. And then try another one on the next time you do the habit.

Slowly, with thoughts like these and others you might think of, you'll start to have a more positive story about the habit.

And that will make all the difference — not only will you want to stay with it longer, you'll enjoy it more each time you do it.

21 Day Habit Challenge

Start Date

- | | | |
|--------------------------------|---------------------------------|---------------------------------|
| <input type="checkbox"/> Day 1 | <input type="checkbox"/> Day 8 | <input type="checkbox"/> Day 15 |
| <input type="checkbox"/> Day 2 | <input type="checkbox"/> Day 9 | <input type="checkbox"/> Day 16 |
| <input type="checkbox"/> Day 3 | <input type="checkbox"/> Day 10 | <input type="checkbox"/> Day 17 |
| <input type="checkbox"/> Day 4 | <input type="checkbox"/> Day 11 | <input type="checkbox"/> Day 18 |
| <input type="checkbox"/> Day 5 | <input type="checkbox"/> Day 12 | <input type="checkbox"/> Day 19 |
| <input type="checkbox"/> Day 6 | <input type="checkbox"/> Day 13 | <input type="checkbox"/> Day 20 |
| <input type="checkbox"/> Day 7 | <input type="checkbox"/> Day 14 | <input type="checkbox"/> Day 21 |

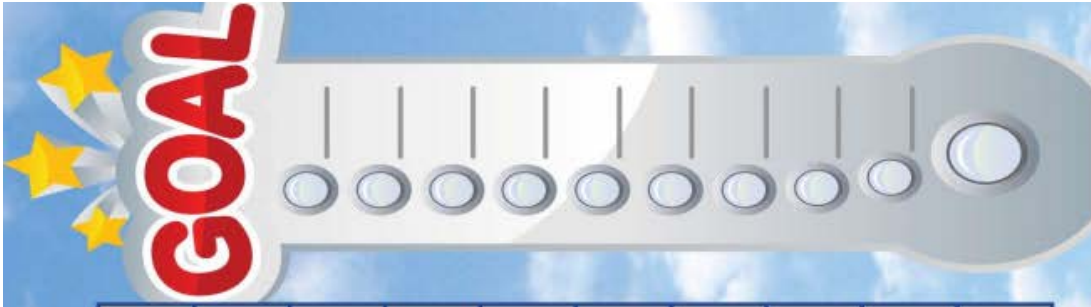
End Date

What habit are you breaking or replacing?

What triggers you?

What action do you take?

What will you do to interrupt this pattern?



GOAL	POINTS POSSIBLE	SUN	MON	TUES	WED	THURS	FRI	SAT	TOTAL POINTS

Goals should be S.M.A.R.T. (Specific, Measurable, Accurate, Realistic and Timely).

NAME: _____

WEEK OF: _____

TOTAL POINTS: _____

KidPointz™ | Pointing Kids in the Right Direction
www.KidPointz.com

APPENDIX I. PRINCIPLES & SOURCES

The Rainbow Principles

Chorus

*We are all the colors of the rainbow
Each of us unique yet united as a whole
Every single you a blessed individual
Together we live these rainbow principles*

RED!

Stands for respecting other people

ORANGE!

Offering fair and kind treatment

YELLOW!

Puts the yearning in your learning

GREEN!

Grow in your search for truth & meaning

Chorus

BLUE!

Believe in what you are achieving

INDIGO!

Insist on freedom, love, and peace

VIOLET!

Value the web that does not cease

Chorus

(This is also a [song by Mindy Simmons](#) that your kids may already know.)

The Seven Principles *

We the member congregations of the Unitarian Universalist Association, covenant to affirm and promote:

1. The inherent worth and dignity of every person;
2. Justice, equity, and compassion in human relations;
3. Acceptance of one another and encouragement to spiritual growth in our congregations;
4. A free and responsible search for truth and meaning;
5. The right of conscience and the use of the democratic process within our congregations and in society at large;
6. The goal of world community with peace, liberty, and justice for all;
7. Respect for the interdependent web of all existence of which we are a part.

*** As of January 24, 2021, First UU Nashville has adopted the 8th Principle:**

8. Journeying toward spiritual wholeness by working to build a diverse multicultural Beloved Community by our actions that accountably dismantle racism and other oppressions in ourselves and our institutions.

CHILDREN'S SOURCES

Our values come from many sources:

- ∞ The sense of wonder that we all share;
- ∞ Women and men of long ago and today whose lives remind us to be kind and fair;
- ∞ Ethical and spiritual wisdom from the world's religions;
- ∞ Jewish and Christian teachings that tell us to love others as we love ourselves;
- ∞ The use of reason and discoveries of science;
- ∞ The harmony of nature and the sacred circle of life.

SIX SOURCES

The living tradition which we share draws from many sources:

- ∞ Direct experience of that transcending mystery and wonder, affirmed in all cultures, which moves us to a renewal of the spirit and an openness to the forces which create and uphold life;
- ∞ Words and deeds of prophetic people which challenge us to confront powers and structures of evil with justice, compassion, and the transforming power of love;
- ∞ Wisdom from the world's religions which inspires us in our ethical and spiritual life;
- ∞ Jewish and Christian teachings which call us to respond to God's love by loving our neighbors as ourselves;
- ∞ Humanist teachings which counsel us to heed the guidance of reason and the results of science, and warn us against idolatries of the mind and spirit.
- ∞ Spiritual teachings of earth-centered traditions which celebrate the sacred circle of life and instruct us to live in harmony with the rhythms of nature

APPENDIX II. CHALICES, CHALICES, CHALICES

Make your own chalice



Materials:

- Small clay flowerpot with detached saucers
- Embellishments: markers, paint, stickers, ribbon, whatever you like
- Tea light
- Glue gun, optional

Instructions

- Decorate the pot and saucer as you like
- Turn the flowerpot upside down and place the saucer on top (see picture)
- If you wish, glue the saucer to the pot
- Place the tea light in the saucer

Then light your chalice and say some words, and don't forget to extinguish it. You might use a chalice lighting and a chalice extinguishing from the following two pages. Or on the page after that, you might write your own!

SELECTED CHALICE LIGHTINGS

A Child's Chalice Lighting of Gratitude for the Earth

By Karen G. Johnston

What if when
I light the chalice,
you hear an invitation
to welcome gratitude
for the earth?

This week, as I got ready to light the chalice,
my family talked about blessings
from this planet.

Here is my list:
[list 3-7 things]

And now, with this flame of hope
shedding light in your heart:
what is *your* list?

Welcoming the Stranger

By Tracy Bleakney

A child journeys far from home
Fearful and brave,
in need of safe harbor.
Guided by this chalice, may we seek to understand the causes of flight.
Like the comfort of a candle flickering in a window of darkness,
Let us welcome this child into our home with
warmth, nourishment, and love.
Would we not want the same for our own child,
lost and alone in a strange land?

Many of the Past Generation and Many of Today...

By Sophia Lyon Fahs

Many of the past generation and many of today have found three abiding values in prayer: the quiet meditation on life,
the reaching out toward the universal and the infinite,
and the courageous facing of one's profoundest wishes.
Let parents sense and share with their children the glory and mystery of everyday things.
Let them look with sympathy upon humanity's age-long dilemmas.
Let no questions be taboo.
The next generation can ill afford to have the deeper values deleted from the book of life.

SELECTED CHALICE EXTINGUISHINGS

As Breath to Song

By Becky Laurent, adapted

As flame is to spirit, so spirit is to breath, and breath to song. Though we extinguish this flame for now, may we tend it in our hearts until we light it again.

Daring Vision

By Maureen Killoran

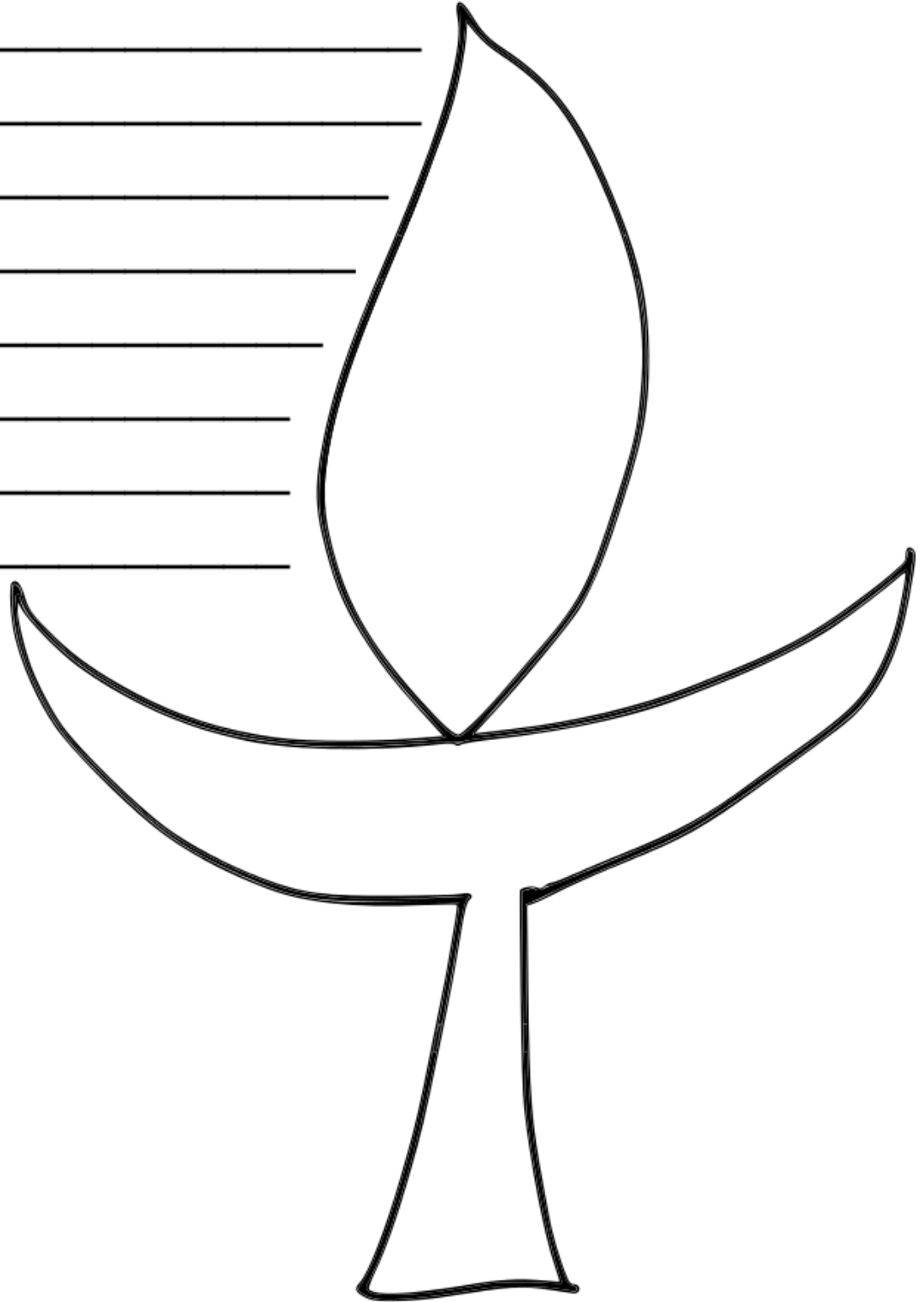
We extinguish this chalice flame,
daring to carry forward the vision of this free faith,
that freedom, reason and justice
will one day prevail in this nation and across the earth.

It Becomes More

By Amy Zucker Morgenstern

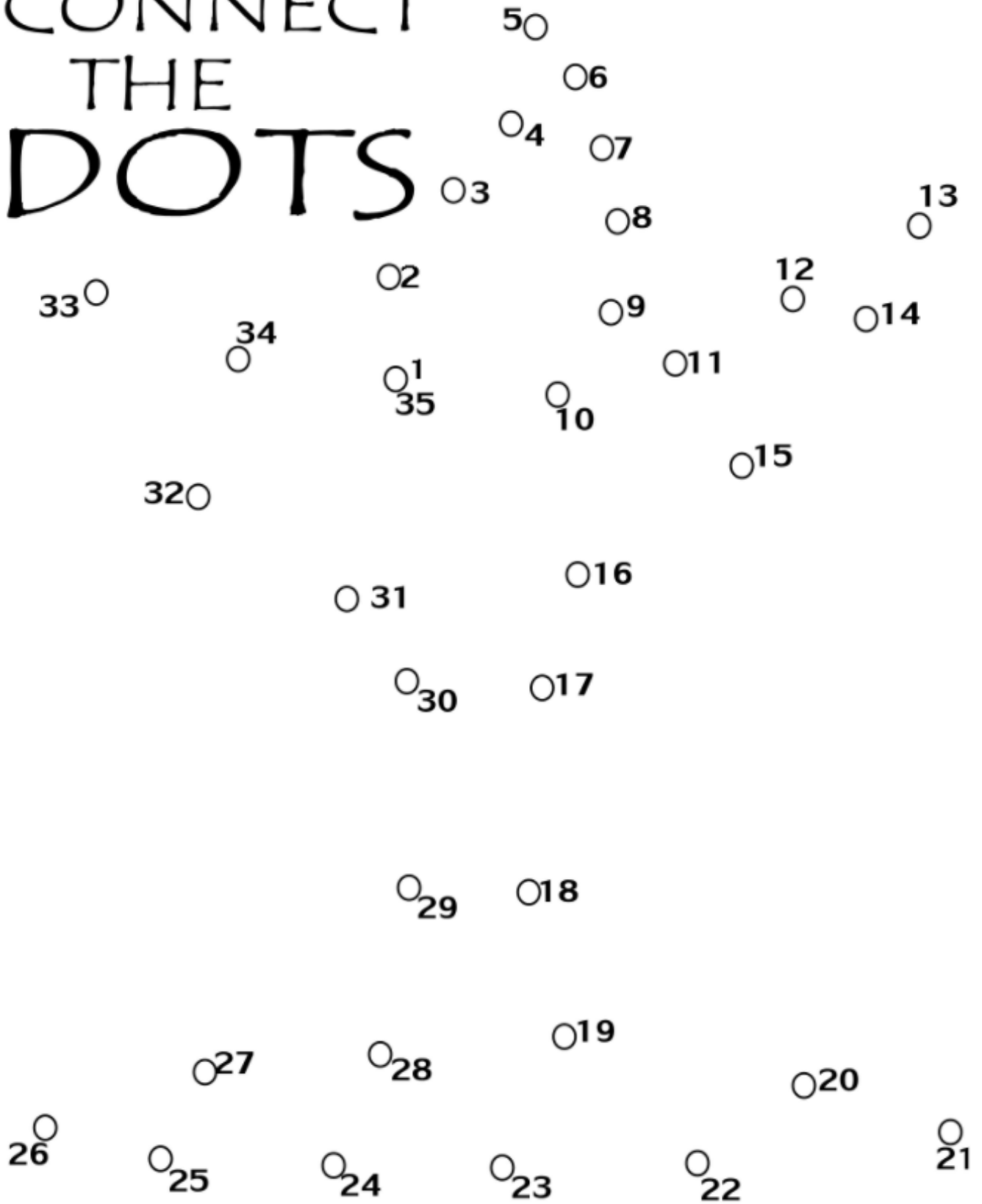
When we take fire from our chalice, it does not become less.
It becomes more.
And so we extinguish our chalice, but we take its light and warmth with us,
multiplying their power by all of our lives, and sharing it with the world.

Write your own chalice lighting!

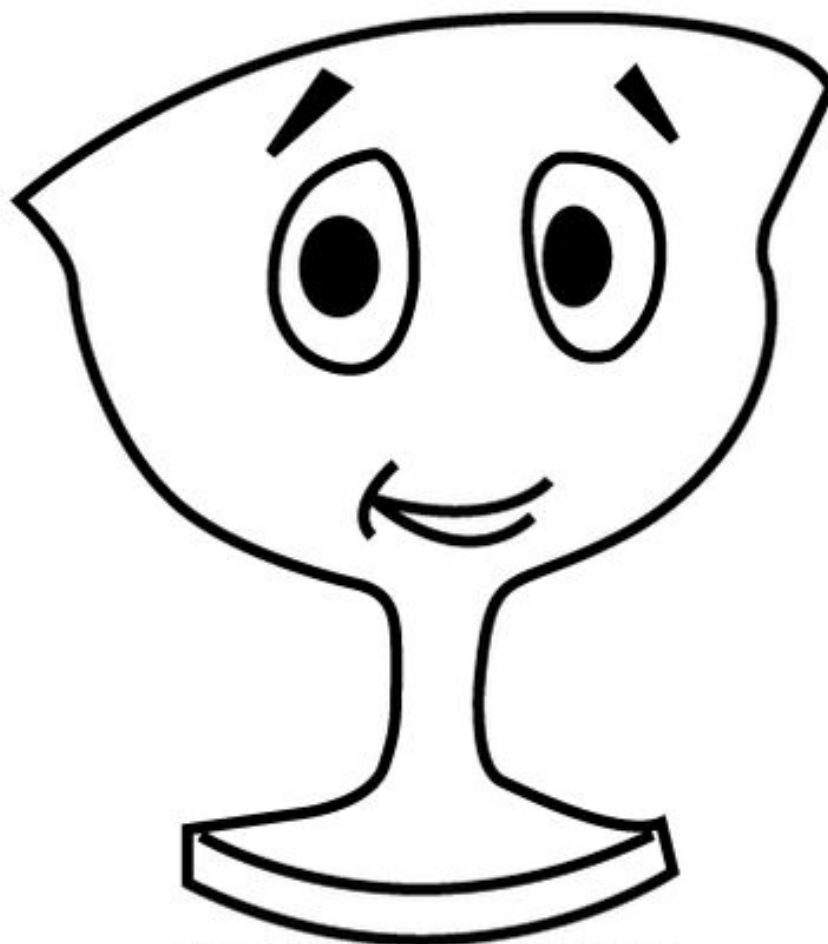


Name _____

CONNECT THE DOTS



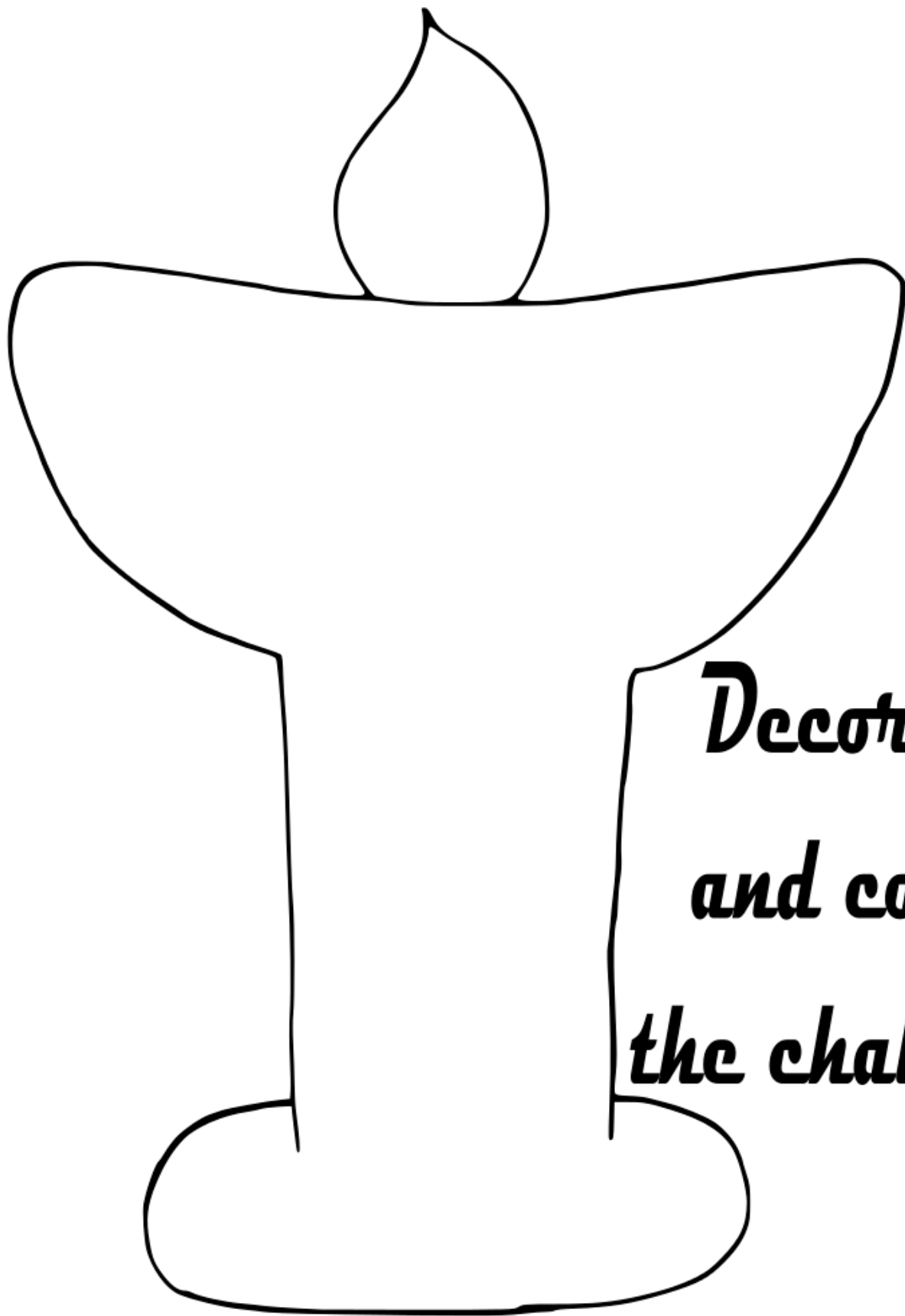
**KIDS: Color "Alice the Chalice"
and draw her a flame!**



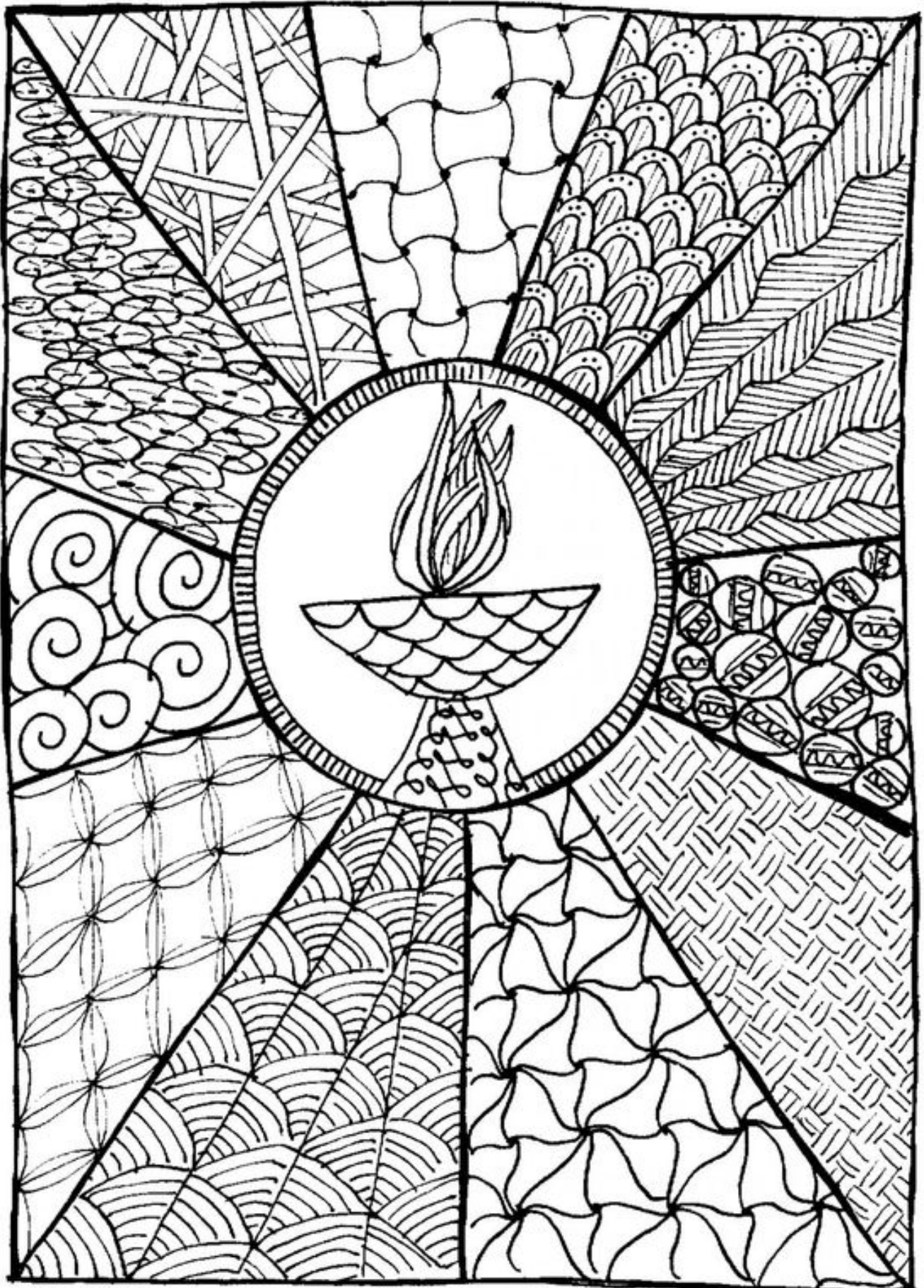
"Alice the Chalice" Copyright 2004 Peter Bowden



"Alice the Chalice" Copyright 2004 Peter Bowden. Permission granted to copy for use as activity pages in Unitarian Universalist church services and religious education programs. For more resources like this one visit www.UUPLANET.com.



*Decorate
and color
the chalice*



ell 2015



APPENDIX III. 2020-2021 SUNDAY SCHOOL & YOUTH GROUP SCHEDULE

1ST SUNDAYS @ 10:30 A.M.

PreK-1st Grade—Story & Song

<https://zoom.us/j/92777181330>

2nd Grade and up—Special Guest

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

2ND SUNDAYS @ 10:30 A.M.

PreK-1st Grade—Story & Song

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

with Suzanne LeBeau & Susie Wilcox

2nd-4th Grade—Tools of Faith & Minecraft

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

with Marguerite Mills & Christopher Cotton

5th-8th Grade—ChUrchCraft & Minecraft

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

with Chas Sisk & Jason Plummer

3RD SUNDAYS @ 10:30 A.M.

All Ages—Family Games

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

with Christopher Cotton, Colin Guerrette, & Jason Plummer

4TH SUNDAYS @ 10:30 A.M.

PreK-1st Grade—Story & Song

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

with Suzanne LeBeau & Susie Wilcox

2nd-4th Grade—Tools of Faith & Minecraft

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

with Marguerite Mills & Christopher Cotton

5th-8th Grade—ChUrchCraft & Minecraft

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

with Chas Sisk & Jason Plummer

5TH SUNDAYS @ 10:30 A.M.

All Ages—Story & Song

Nov 29, 2020:

<https://us02web.zoom.us/j/81465722239>

Jan 31, 2021:

<https://us02web.zoom.us/j/86352116223>

with Marguerite Mills & Harmon Nine

SUNDAYS @ 11:30 A.M.

Youth Group (9th-12th grades)

<https://zoom.us/j/94148119890?pwd=L1FYQXh0emp2TzJNUTZsWWxxZkt2Zz09>

with Shannon Hayes, Elizabeth Leiserson, Holly Mueller
