

Teacher's Guide to Devotional Practices (Part 1)

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Teacher's Guide to Devotional Practices

(Part 1)

Teaching the Lesson:

Because all of the age groups will be studying the same topic and using the same booklet, if your classes are very small or if the age span is not too broad, you may find it easier to teach all the classes together. After the lesson, you may want to have children participate in activities that are designed for their age level or have them work on the same project. The size and variety of your group will be the deciding factor.

Teaching tips are provided for three age levels in this guide. If you have the facility (i.e. classrooms and teachers) and enough students, the different age levels may be taught separately.

It is suggested that you give a complete copy of this guide to the teacher of every class. Teachers may want to view what the other levels are being taught, schedule their class differently, or use the ideas for other projects or storytelling.

Some additional suggestions:

There are more activities listed here than you will probably be able to use each week. We allot 35 minutes each week for the Philosophical Class and 35 minutes for the Activity Elective but **this is a very tight schedule.** 45 minutes would not be too long, especially for the Philosophical Class. The extra activities and suggestions for Session Projects are listed for temples who will not have an Activity Elective course but want to have a longer and more activity-filled class.

If you do have separate classes for the different age levels for this session, you don't necessarily have to have the classes on the same lesson at the same time. You may want to start one class on the 2nd or 3rd lesson while the others are on the 1st. That way, the different materials you need for each lesson (such as the Tilak cassette, japa beads, arati trays, etc.) won't all be in use at the same time.

As this will be your first session in the new structure, you should go over classroom rules in the very first lesson. Their behavior will be better if they know in advance what is expected of them.

Lesson One Chanting Hare Krishna

All Classes

1. Begin by introducing the sloka the children will be learning for the session:

harer nama harer nama harer namaiva kevalam kalau nastyeva nastyeva nastyeva gatir anyatha

"In this age of quarrel and hypocrisy (Kali-yuga) the only means of deliverance is the chanting of the holy names, the chanting of the holy names, the chanting of the holy names of the Lord. There is no other way. There is no other way. There is no other way."

This should be written in advance on a large chart paper or chalkboard that can be seen by all the children. Teach it the same way we learn a Bhagavatam verse -- first having students repeat each word, then each line, as you lead. With younger children, it helps to point to each word as you chant, so they can gradually recognize the word and eventually read it on their own. Chant three or four times with them responding, then ask for volunteers to lead the chanting. As students lead, the rest of class still chants responsively. Students then repeat English translation after you.

In this verse, point out the phrases "harer nama" and "kalau nastyeva" being used three times. Show them how that corresponds to the repetition of "chanting of the holy names" and "there is no other way" in the translation.

Chanting of the sloka should be done at the beginning of each weekly lesson. It is an excellent way of getting the children settled in and their attention focused. By the end of the session, they should easily have mastered the verse having practiced this way.

Prizes can be given or progress recorded on a classroom chart for students memorizing the verse. The student simply has to chant the sloka for the teacher privately, both English and Sanskrit. They respond very well to an incentive for memorizing and will be quite eager to learn more verses. 2. Since this class is about chanting, you could lead the children on a Hari Nama around the temple property after class. If you have experienced children, they could lead the kirtan and play instruments.

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Madhava Class (6 - 8 yrs.)

1. Chant the verse for the session.

2. Explain the verse Harer Nama... The translation mentions Kali-yuga so a brief explanation should be given of the four ages. Emphasize that chanting is what helps us go back to the spiritual world in this age. What to chant? Explain the Maha mantra and its meaning.

3. Activity: Have the words from the Maha mantra sheet (Worksheet 1) cut out. Put children into groups of three. Give one set of cards to each group. Have the groups assemble the cards in order, making the Maha mantra. Each group takes turns chanting their mantra, making sure they have all the words in order. Having a race between groups will add some excitement.

4. Explain the difference between japa and kirtan. Emphasize the essentials of good japa chanting -- listening carefully to the mantra, not doing anything else at the same time, chanting clearly, etc. Each student can be given beads and you can explain how to chant a full round. Then chant japa together for about 2 or 3 minutes, letting them use the beads. You can start a round together and then stop after 10 or 15 beads. Have them count to see if everyone is on the same bead. Then continue on. It may be helpful to give a cue (a finger snap or a slap on the desk) between each mantra to remind them to move ahead one bead.

5. Have a short kirtan. The children can be given wooden sticks, tambourines, or other small instruments. (They may be too distracted to chant if they have kartalas and have to keep the beat.) Teach them to sing responsively in a kirtan.

6. Tell them about Lord Chaitanya and how He came to spread the chanting of the Holy Names.

7. The story of Sanatan Goswami and the touchstone is in their workbook. You may wish to tell the story to them since many of the children this age are not yet good readers. 8. Optional games and activities:

a. Children can sit in a circle and one person says one word each of the mantra while going around the circle. They will have to pay attention.

b. Play musical chairs with a kirtan tape. Children will sing along with the tape and when you stop the tape, they scramble for the chairs.

c. Children can take plain bead bags and decorate them with fabric paint, sequins, etc. This can be a project that they do over the next couple of weeks.

9. Taking the lesson home: Pass out copies of the Japa Chart (Worksheet 2). Have the children pledge to chant 1 round of japa every day. Have them color in one bead on the chart each day that they chant one round. The papers should be returned the following Sunday and displayed on the classroom bulletin board or wall. Prizes (cookies work great!) can be given for all who complete their chart.

Damodar Class (9 - 11 yrs.)

1. Chant the verse for the session.

2. Give a more detailed explanation of the four yugas including the lifespan of each and the process of meditation. They should see how the different processes for the different ages are not practical now. If you can get pictures of each process (meditation, fire sacrifices, temple worship, chanting) it will be helpful.

3. Why do we need spiritual life? Before you can convince them to chant, you have to be sure they realize that there is something better beyond this world. Lead the discussion and questions so they understand that we want to get out of this material world and go back to the spiritual world. Then referring to the Hare nama verse translation, again establish that we must chant in this age.

4. Explain the difference between japa and kirtan. Emphasize the essentials of good japa chanting -- listening carefully to the mantra, not doing anything else at the same time, chanting clearly, etc. Each student can be given beads and you can explain how to chant a full round. Then chant one round of japa together. Have all students start together with "Sri Krishna Chaitanya..." and chant on each bead with you setting the pace. Sometimes it may help to give a cue like a finger snap or a slap on the desk after each mantra to remind them to move on the next bead. The goal is to have everyone finish on the same bead. It will then be clear if students are skipping beads or forgetting to move on the beads.

5. Briefly explain kirtan and the importance of congregational chanting. If there is a temple kirtan after class, you could go in to the temple together as a class having them participate enthusiastically in the kirtan.

6. Relay Race: (Can be played outside or in a large room or hallway.) Divide children into teams of four or five. It is not necessary for all the teams to be equal. Make enough copies of the Maha mantra cards on card stock paper (Worksheet 1) to have one full mantra for each team. Cut the cards apart, separating each word. Mix them up and lay face down.

Have the teams line up a distance away. One team member at a time will run down to the pile of cards and find the appropriate card to make up the Maha mantra and run back to his team with that card. When he returns, the next member runs down and finds the next card needed. (The first player must find "Hare", the next player must find "Krishna", etc.) The first team to have the mantra completed and assembled in order wins. Note: This takes an *organized* team, not necessarily a speedy one.

7. Tell the story of Sanatana Goswami's Touchstone that is in their workbook. Children this age like reading out loud so you can have them take turns standing and reading parts of the story. Ask questions at the end to ensure their understanding of the story.

8. Session Project: Children can take plain bead bags and decorate them with fabric paint, sequins, etc. This can be a project that they do over the next few weeks. They can also make counter beads.

9. Taking the lesson home: Have the children pledge to chant one round a day for the next week. Remind them of the aspects of good chanting. Pass out copies of Japa Chart (Worksheet 3). Explain that they will be rating themselves on their chanting so they should do their best to pay attention, etc. Tell them the idea is to be honest with themselves so they will improve their japa, not just to bring back a chart filled in with "Excellent". Encourage them to bring back the papers next week to be displayed. You may wish to give prizes or some sort of recognition for students who complete their charts.

Madan Mohan Class (12 - 14 yrs.)

1. Chant the verse for the session.

2. Give detailed explanation of the four ages: duration of the particular yuga, lifespan of people, recommended process for self-realization, the four pillars of religion (cleanliness, austerity, truthfulness, and mercy) and how they are diminished over the cycle of the ages. You can end with a description of Kali-yuga. From the 12th Canto of Bhagavatam, you can read the predictions for this age. Conclude with the Kalki Avatar and the beginning of the new Satya yuga.

3. Stress the importance of self-realization and chanting in this age. Explain the literal meaning of "Maha Mantra", the great mantra which frees the mind. Explain the different reasons we approach God but this mantra is distinguished by its prayer to let *us* serve God, not vice versa.

4. Explain the difference between japa and kirtan. Emphasize the essentials of good japa chanting -- listening carefully to the mantra, not doing anything else at the same time, chanting clearly, etc. Each student can be given beads and you can explain how to chant a full round. Tell how chanting with beads helps us engage all our senses in the chanting. Then chant one round of japa together. Have all students start together with "Sri Krishna Chaitanya..." and chant on each bead with you setting the pace. Sometimes it may help to give a cue like a finger snap or a slap on the desk after each mantra to remind them to move on the next bead. The goal is to have everyone finish on the same bead. It will then be clear if students are skipping beads or forgetting to move on the beads.

5. Discuss different vows of chanting -- Srila Prabhupada's initial standard of 64 rounds, Haridas Thakur's vow of 192 rounds per day, Srila Bhaktisiddhanta's vow of 1 billion names of Krishna. They can mathematically figure out how long it would take to chant 64 or 192 rounds a day using 5 minutes per round as the base. Explain the initiated devotee's vow of 16 rounds per day and how Prabhupada adjusted that from 64. Let them also calculate how long it would take us to chant 64 rounds (if Prabhupada had kept us to that standard).

6. Discuss some of the 10 offenses in chanting -- stick to the more obvious ones so they will understand. Involve them in the discussion, asking why they think each one would be considered an offense.

7. Discuss kirtan. If you have a group that likes to participate it would be good to have a nice kirtan with harmonium, drums, and kartals. Other devotees could be present to make it a good quality kirtan. Otherwise, you could go in the temple after the class to participate in the temple kirtan.

8. Tell some stories of chanting. Suggestions: Haridas Thakur in the marketplace, Lord Chaitanya's private kirtan parties, Ajamila, or local devotees could tell of their realizations when they were new devotees and started chanting. They could also read the story in their workbooks of Sanatan Goswami silently, with you asking questions afterwards to check their understanding.

9. Taking the lesson home: Have the children pledge to chanting either one round of japa or ten minutes of kirtan every day for the next week. Hand out the Chanting Club Chart (Worksheet 4). Students can fill in whether they did japa or kirtan each day. They can bring the charts back in next Sunday for display or rewards for completing the chart.

<u>Lesson Two</u> Wearing Tilak

Madhava Class:

1. Chant the verse for the session.

2. Show a picture of a nondevotee (face only) and of a devotee wearing tilak on his forehead. Ask what the difference is. Discuss how the soul is different from the body. What happens to the soul when we die? Which is more important, the body or the soul? What does the soul like to do? (Serve Krishna.) Show a Changing Bodies diorama or picture so they can see that the body changes but the soul remains the same.

Discuss how we generally spend more time on our bodies than our soul. They can tell you all the different things they do to take care of our body. Explain that we wear tilak to remind ourselves that our body is really just a house for the soul. The soul is who we really are. A temple is a house for the Lord, so we mark it with a chakra or a steeple. That way people know. Similarly, we mark the body with tilak.

3. Give each group of 3 children a bit of tilak in a container to examine. Explain where it comes from and what it's made of. Show how to use the fingers to make a good tilak design on their skin. Let them practice that on the back of their hand. Then let everyone put tilak on the twelve places of their bodies as they repeat after you the mantra for each place. You'll probably want to have mirrors available and some wet washcloths for mistakes.

4. Song: To the tune of "I'm a Little Teapot"

Have this either written on the chalkboard or chart paper or copied and passed out to each student.

I'm a devotee of Krishna Yes, indeed! Here is my tilak *(pointing to forehead)* Here are my beads *(holding up hand as if chanting)* I chant Hare Krishna The whole day through And if you're smart *(pointing to head)* Then you will, too! *(pointing to audience)* 5. Color the picture on page 14, coloring the tilak yellow. Also color in the tilak symbol on page 15.

6. Taking the lesson home: For homework, have them read or have their parents read to them the story of Gopi Chandan in their workbooks.

Hand out Tilak Chart (Worksheet 5) to all students. Have children agree to put on tilak once a day during the next week and color each section of the tilak symbol. They can use clay tilak or water tilak. Bring papers back next Sunday for display or rewards.

Damodar Class:

1. Chant the verse for the session.

2. Draw symbols on the chalkboard such as a stop sign, railroad crossing, cross, one-way sign, MacDonald's arches, a policeman's badge, etc. After each, ask students what they think of when they see that symbol. Then draw a tilak sign on the board and ask the same. Explain that this is a symbol of a Vaisnava. Under Lesson 2 in their workbooks, go through A. -- D. about the reasons for applying tilak.

3. Tilak Song: First have them repeat the mantras for applying tilak after you. Let them become familiar with the pronunciation of the names. Play the Tilak Song tape (from <u>Songs of India to Sing and Color</u> by Bhavatarini Dasi, available from Bhava Productions, Sankirtan Movement, Inc. 3764 Watseka Ave. Los Angeles, CA 90034) having the children sing along. Play it at least twice.

4. Give each group of 3 children a bit of tilak in a container to examine. Explain where it comes from and what it's made of. Show how to use the fingers to make a good tilak design on their skin. Let them practice that on the back of their hand. Then let everyone put tilak on the twelve places of their bodies as they repeat after you the mantra for each place. You'll probably want to have mirrors available and some wet washcloths for mistakes.

5. Tell The Story of Gopichandan which is in their workbooks on page 20. If you want to make it more interesting than just reading aloud, write the words "Oh, no! Dust from our feet! No! No! That would be a great offense!" on the chalkboard. Tell the class that when you point to the chalkboard, they are to read those sentences all together loudly. You can tell the story from memory and every time you get to a part where Narada asks for dust from the different devotees, point to the board and have the children exclaim.

6. Taking the lesson home: Pass out Tilak Chart (Worksheet 5). Children will apply tilak during the week and bring the papers back to class next week.

Madan Mohan Class:

1. Chant the verse for the session.

2. -- 4. You can teach basically the same way as in the Damodar Class. Emphasize how wearing tilak reminds others of Krishna and shows that we are devotees, in the same way that a priest wears robes and different workers wear uniforms for identification.

5. <u>The Story of Gopichandan</u> This can be done as an impromptu play. Give children time to read over the story silently first. One child can be the narrator, one can be Narada Muni and the others can be divided into groups of brahmanas, queens of the Lord, the Pandavas, the gopis and Krishna. By using their booklets, the students can read and act out the story.

6. Taking the lesson home: Pass out Tilak Chart 2 (Worksheet 6). Children will apply tilak during the week and bring the papers back to class next week. You may want to have a competition with the Damodar Class to see who will have more kids applying tilak during the week.

Lesson Three Vaisnava Dress and Appearance

All Age Groups:

1. Chant the verse for the session.

2. In all groups the straightforward reasoning of why we wear dhotis and saris should be explained (simplicity, modesty, economy). In the older groups, you can discuss more of the subtler aspects of the consciousness wearing devotional clothing puts us in. The Back to Godhead article on pg. 35 covers this nicely.

Tulasi neck beads should also be discussed, as well as shaved heads, covering the head, a sannyasi's dress, and cleanliness.

A demonstration could be given to the girls on several ways to wrap a sari. Having several saris on hand for individual practice would be fun for them. Likewise, a demonstration for boys on dhotis. Any volunteers for head shaving?

Madhava Class: Using the outlines provided (Worksheet 7) the children can "dress" their figures in dhotis and saris using pieces of cloth, sequins, lace, etc. Have the children first put tilak on the figures using colored pencils. Neck beads can either be drawn on or glued on at the end.

Damodar and Madan Mohan Class: Provide different tulasi beads and decorative beads for the children to string their own neck beads. Younger children can string them simply and older ones can make a more complex pattern or braid the strands.

<u>Lesson Four</u> Deity Worship

Madhava Class:

1. Chant the verse for the session.

2. Discuss the services we could offer to Krishna if we were with Him every day in the spiritual world. Relate how we can do those same services by worshiping the Deity. Explain how Krishna appears in the Deity form to accept our love and service.

3. Discuss how the children can make a simple altar at home. How should they use their altar? (Offering food, singing bhajans, chanting japa in front of their altar, decorating it, etc.)

4. Have the children become familiar with the temple altar. They can learn the names of the temple Deities. Worksheet 8 shows the layout of the Houston Deities with a space under each set so the children can write Their names. You can make a similar drawing for your local altar. After the children learn the names of the local Deities, lead them in a kirtan for a few minutes of "Jaya Radha Nilamadhava (whatever your Deities names are)" having them sing responsively.

5. Tell the story of Saksi Gopal. If you have the children's book, you can read the whole story showing the pictures. Otherwise, you can read or act out the story from their Workbooks.

6. By coloring the Jagannatha Deities (Worksheet 9) students can glue them to construction paper or poster board and have their own personal "altar". Display pictures of Their three Lordships and encourage them to color the Deities the correct color.

Damodar Class:

1. Chant the verse for the session.

2. Using photographs, ask if the photos are the same as the person or just a representation. Is a statue of a horse the real horse or just a representation? Discuss how in the case of the Deity, the Deity is not just a representation of the real thing but it is actually Krishna Himself. Use Prabhupada's mailbox analogy. The Deity must be an authorized version.

3. Establish the authority of creating Deities. Tell of the eight materials a deity can be made from (metal, stone, earth, jewels, a form in the mind, wood, sand, and paint). They are carved according to scriptural descriptions and instructions, etc. They can write these down in the "Notes" section in their booklets.

4. Explain how deities are Krishna's special mercy upon us to allow us to perform service in this life. Discuss how by serving the Deity, we can make our lives more Krishna Conscious. We don't just "eat", we cook and offer to Krishna first. We use our attraction for beauty by dressing the Deity nicely and making beautiful clothes for Him.

5. There are many nice stories of Deities showing Their "realness". Stories from the six Goswamis, Tota Gopinatha, Madan Mohan, Madhavendra Puri, etc. are wonderful to narrate. They can read aloud <u>The Story of Saksi Gopal</u>.

6. Have the children become familiar with the temple altar. They can learn the names of the temple Deities. Worksheet p. 8 shows the layout of the Houston Deities with a space under each set so the children can write Their names. You can make a similar drawing for your local altar. After the children learn the names of the local Deities, lead them in a kirtan for a few minutes of "Jaya Radha Nilamadhava (whatever your Deities names are)" having them sing responsively.

7. Discuss briefly how to make a home altar. Have pictures of the sampradaya acharyas, Nrsmhadeva, and Pancha Tattva for viewing while you explain the significance of them. You could have old calendars available for the children to choose pictures for their personal altars.

Madan Mohan Class:

1. Chant the verse for the session.

2. Students this age are more critical and challenging. You will have to give firm scriptural evidence of the Deity actually being Krishna Himself. You can also spend some time on the idea of Krishna as Absolute -- how His form, name, etc. are non-different from Krishna Himself.

3. There are many nice stories of Deities showing Their "realness". Stories from the six Goswamis, Tota Gopinatha, Madan Mohan, Madhavendra Puri, etc. are wonderful to narrate. They can read aloud <u>The Story of Saksi Gopal.</u>

4. Discuss how we can practically have a relationship with Deities. "Love means service." How can they do service for the Deities at the temple. Perhaps you could even arrange a schedule where different students could bring fruits for the Deities and the class could present the offering. Discuss the value of prayer as communication with the Lord.

5. Have the children become familiar with the temple altar. They can learn the names of the temple Deities. Worksheet 8 shows the layout of the Houston Deities with a space under each set so the children can write Their names. You can make a similar drawing for your local altar. After the children learn the names of the local Deities, lead them in a kirtan for a few minutes of "Jaya Radha Nilamadhava (whatever your Deities names are)" having them sing responsively.

6. Discuss briefly how to make a home altar. Have pictures of the sampradaya acharyas, Nrsmhadeva, and Pancha Tattva for viewing while you explain the significance of them. You could have old calendars available for the children to choose pictures for their personal altars.

7. For a lesson project the students could mount pictures on construction paper for their homes. Or they could make some Deity necklaces or garlands as a way of beginning their relationship through service.

<u>Lesson Five</u> Offering Arati

Madhava Class:

1. Chant the verse for the session.

2. Arati can be simply explained as offering pleasing items to the Lord. Have a complete arati tray to show as you explain each item that is offered.

3. Teach them the song found in their booklets on page 42. This is a fun way to learn what items go on the tray and in what order.

4. Pages 44 and 45 can be colored by the children, cut out and arranged on a circular construction paper "arati tray". By singing the song they just learned, they can check their tray to be sure it is complete. You could all do a practice arati by picking up each item (they copy as you demonstrate) and offering seven times in a circle. It is instructed in their booklet to make 7 circles around the body of the Deity. This will be simpler for them.

Damodar Class:

1. Chant the verse for the session.

2. Arati can be simply explained as offering pleasing items to the Lord. Have a complete arati tray to show as you explain each item that is offered.

3. Teach them the song found in their booklets on page 42. This is a fun way to learn what items go on the tray and in what order.

4. Pass out acamana cups (paper cups and plastic spoons will do) for each student. Go through the process of performing acamana while they follow.

5. Have a few blowing conchshells on hand for the students to try. The more things they can experiment with, the more likely they will remember the class and do some of the things at home.

6. Explain the basic procedure now for the arati -- purifying each item, 7 circles, etc.

7. To review, you can hold up the different items and see if they remember what it is called.

8. Have a volunteer perform arati as the class holds kirtan. Have a chart on the chalkboard or on the table so the student can see the order of the items to be offered.

9. If the students would like, they can color the pictures on pages 44 and 45 at home and glue them on a construction paper circle (arati tray). These can then be displayed in the classroom.

Madan Mohan Class:

1. Chant the verse for the session.

2. Explain why we offer the different items on the arotik tray. Use as much detail as you can.

3. Pass out acamana cups (paper cups and plastic spoons will do) for each student. Go through the process of performing acamana while they follow.

4. Have a few blowing conchshells on hand for the students to try. The more things they can experiment with, the more likely they will remember the class and do some of the things at home.

5. Teach them the order of the articles to be offered. You can teach the same song written for the Madava Class (this may seem a bit babyish for these students) or the order can be learned in a different way. One effective way for students is to list the items, take the first letter of each item and make an easy-to-remember sentence out of it. An example:

Incense Camphor Lamp Ghee Lamp Water Hankie Flower Chamara Fan

The first letters of the items in sequence are ICGWHFCF. You could make a sentence using those same letters in words, for example, saying "I Can Go With Him For Chopping Firewood." By remembering that sentence they can remember the items in order. Let them practice with a partner for a few minutes so they can quiz each other. Note: To do this, they <u>must</u> be very familiar with what each item is called (camphor lamp, chamara, etc.)

6. If you have enough paraphernalia, get out what you need for 2 or 3 trays and have volunteers come up and take turns making up a complete tray. Or a group of 3 - 4 students can work together.

7. A person from each group can offer arotik as the class has kirtan.

<u>Lesson Six</u> Offering Obeisances

Madhava Class:

1. Chant the verse for the session.

2. Explain why we offer obeisances to the Deities. Explain when (entering temple, leaving temple, when curtains open, etc.).

3. Show the proper way to bow down while saying the appropriate mantra. Keep it simple for this age. When in doubt they can chant the maha mantra when they offer obeisances.

4. Practice with them either in the temple or in the classroom. Have them enter the room and offer obeisances properly, without rushing.

5. The children should be instructed how to offer obeisances to sannyasis or different guests that may come in to observe the class. We teach them to stand with folded hands, saying "Hare Krishna". They then offer obeisances and return to their seat. This can be practices several times with one of the students being the "sannyasi" and entering the room.

6. If they seem eager to learn another verse, teach them *vancha kalpa tarubhyas*... You can offer extra credit prizes or rewards if they learn the verse on their own. You may want to make it a part of your regular class to have everyone chant this verse before leaving. It's a nice way to end each lesson.

7. Remind them that they will have a test next week. You should spend a little time in this class reviewing what they will need to know. It doesn't hurt to tell them what will be on test; we want them to be prepared and successful. Encourage them to study the appropriate sections of their booklets during the week.

Damodar and Madan Mohan Class:

1. Chant the verse for the session.

2. Explain how different religions show their respects to the Lord. (Genuflecting, bowing down, etc.)

3. Explain in as much depth as possible the reasons and the proper attitude for offering obeisances. Students should understand the consciousness behind it and not just go through the physican motions. Also explain the appropriate times for offering obeisances in the temple room.

4. Teach the proper mantras to be said. If they don't know these basic mantras now is a good time to learn. Students can work in groups quizzing each other. You can also write the words for each mantra on separate cards, mix them up and have students assemble them in order. Groups can have a race to assemble the mantra properly.

5. You can now take the class into the temple room or just use the classroom for practice.

6. Instruct student how to offer their respects to sannyasis, spiritual masters, tulasi, etc. We also teach them how we'd like them to offer obeisances to sannyasis or other guests who may drop by the class to observe. This should be clear to them and practiced so they can greet guests in a consistent, organized and respectful way.

7. Remind them that they will have a test next week. You should spend a little time in this class reviewing what they will need to know. It doesn't hurt to tell them what will be on test; we want them to be prepared and successful. Encourage them to study the appropriate sections of their booklets during the week.

Lesson Seven

Final Quiz for all Classes

You will find tests written for the separate age groups on the following pages. If the students were reminded last week and prepared for what to study, they should have no problem.

You always have options of open book tests, take home tests, etc. and oral quizzes may be necessary if you have some non-readers in the Madhava Class. We want all students to pass; we're not trying to trick students into giving wrong answers. So just encourage them to do their best.

The quizzes should be graded and given back to the students next week.

Name	
Date _	

Devotional Practice (Part One) Final Quiz Madhava Class

1. Write the Hare Krishna Mantra.

2. Draw the tilak symbol.

3. What is "kirtan"?

4. Tell two ways that you can serve the Deities.

2._____

1._____

5. Draw a picture of two items that would be on an arotik tray.

6. Why do you think it is a good idea to have an altar with Krishna in your home?

7. Name one time that you should offer your obeisances (bow down).

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8. What was the favorite thing you learned in this class?

Name	;
Date	

Devotional Practice (Part One) Final Quiz Damodar Class

1. Write the Hare Krishna Maha Mantra.

2. Draw the tilak design.

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3. Give one reason why we wear tilak.

4. How many beads are on a japa mala? _____

5. Why do you think Krishna would want to appear in a Deity form?

6. Name three different items that belong on an arotik tray.

7. Name one time that we should bow down and offer our obeisances.

8. Draw a picture of someone in Vaisnava clothes. Don't forget to put what you would see on their face and around their neck.

Extra Credit: The deity can be made out of 8 different materials. Name as many as you can remember.

Name	
Date	 <u> </u>

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Devotional Practice (Part One) Final Quiz Madan Mohan Class

1. Write the Hare Krishna Maha Mantra.

2. Draw the tilak design.

3. Name at least four places on your body that you apply tilak.

4. What is tilak made of?

5. What is the difference between japa and kirtan?

6. Name at least one reason why a devotee wears a dhoti or sari or shaves his head.

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7. In the story of "Sakshi Gopal: A Witness for the Wedding" how did Gopal prove that He was not just a stone statue?

8. Name at least three items that belong on an arotik tray.

9. Why should we bow down before the Lord?

10. What was the most interesting thing you learned in this session?

Extra Credit: If someone asked you why you chant Hare Krishna what would you say to them to help them understand?

Hare Krishna Hare

Krishna Krishna

Krishna Hare Hare

Hare Rama Hare

Rama Rama Rama

Hare Hare

Worksheet 1



Color in one bead of the japa mala each day that you chant one round.

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Name ____ Class

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Rate yourself on your chanting. Color one bead each day that you chant one full round of japa. Judge for yourself how well you chanted and color the bead that color. Even if you feel like you didn't chant too well that day, you are successful if you chanted.

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Red	Good (I listened carefully to myself and paid attention the whole time.)
Blue	Fair (My mind wandered but I kept trying to concentrate and listen to myself.)
Yellow	Difficult (I didn't really feel like chanting today. I was distracted and doing other things at the same time. couldn't sit still and concentrate very well.)

Worksheet 3

Hare Krishna Club Chanting Chart

For the next week, you will keep a record of your chanting. Chant either one round of japa each day on japa beads or have 10 minutes of kirtan each day. You can have the kirtan by yourself, with a cassette tape or with your family or friends. Record on the chart what you did each day.

Sunday	Monday	Tuesday Wednesday		Thursday	Friday	Saturday

Name _	
Class	_

Hare Krishna Club Chanting Chart

For the next week, you will keep a record of your chanting. Chant either one round of japa each day on japa beads or have 10 minutes of kirtan each day. You can have the kirtan by yourself, with a cassette tape or with your family or friends. Record on the chart what you did each day.

Sunday	Sunday Monday Tuesday		Wednesday	Thursday	Friday	Saturday	
		•	•				

Name _	
Class	

In the space below each day, check the box marked "Clay" if you put on tilak made from clay or check "Water" if you put on water tilak.

	Sunday	Monday	Tuesday	Wed.	Thursday	Friday	Saturday
Clay							
Water							

Name_	
Class_	

Parent's Signature

In the space below each day, check the box marked "Clay" if you put on tilak made from clay or check "Water" if you put on water tilak.

	Sunday	Monday	Tuesday	Wed.	Thursday	Friday	Saturday
Clay							
Water						<u> </u>	

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. Name ______ Class _____

Parent's Signature



Worksheet 7



