

Teacher's
Guide
to
Devotional
Practices *Part 2*

(Madhava Class)

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Introduction

This session deals with some of the rituals that are observed at the temple. Children should be aware of why we practice these and what their significance is. The final lesson is about preaching -- letting others know what we have learned.

The more hands-on activities that you can provide the better. Children often watch these functions (tulasi puja, fire yajnas, etc.) but rarely get to participate in them. Let them do as much as possible when you practice them in class.

Some ideas for session projects:

- Build individual fire yajna arenas on small square of plywood or cardboard. Use popsicle sticks to make a border for the fire pit, place colored sand in designs on the floor of the pit, dowels for poles and flags around the arena, small plastic fruit and vegetables for decoration, etc.
- Have a weekly Tulasi care workshop teaching how to plant, water, maintain and care for Tulasi. Children can perhaps help in the temple Tulasi greenhouse.
- Cooking classes teaching simple (no-cook) Ekadasi preparations the children can make. They can compile their recipes into a small Ekadasi cookbook.
- Children can work together as a group after each lesson to make a display corresponding to the lesson. For example, they can make a paper arati tray (either three-dimensional or to be put on the wall) for the lesson about performing arati. Pictures can be drawn showing the sequence of events in the story about Tulasi. A chart or a three-dimensional dinner plate can be made showing Ekadasi foods, etc. After the final lesson (about preaching), students can bring other children and parents in to show the various displays and tell them about it (preaching!).

Chapter One **Jimmy Offers Arati**

1. Introduce the session's topic by telling the children they will be reading a story about Jimmy and Raj. Jimmy is coming to the temple for the first time. He's going to learn to do many things at the temple and we are going to learn with him.
2. Introduce the verse for the session. This is a verse from tulasi puja and it is in the student booklets on Page 2. If you have children that already know the verse, emphasize that they should work hard to memorize the translation.

*vrndayai tulsi-devyai
priyayai kesavasya ca
krsna-bhakti-prade devi
satyavatyai namo namah*

Translation: I offer my repeated obeisances unto Vrinda, Srimati Tulasi Devi, who is very dear to Lord Kesava. O goddess, you bestow devotional service to Lord Krishna and possess the highest truth.

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 the English translation after you.

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.

3. Read the story in Chapter One of the student booklets to the children. If you have good readers, they may read select paragraphs. Usually with this age group, they read too haltingly to be able to follow the story clearly if they do all the reading.

4. When you are finished reading, ask a few questions to clarify certain parts of the story. The students can read aloud the paragraph that contains the answer to your question. This gives them practice finding answers and allows them to read something that is already familiar to them.

While reading, it isn't necessary to read the instruction page on "Offering Arati at Home." That will be done in depth later.

5. Tell the children that they will now learn to do arati. Have on hand a few sets of arati paraphernalia. One full set will include:

- 1 stick of incense (it's not necessary to have a holder)
- 1 flower (again, it's not necessary to have a tray)
- a chamara
- 1 bell
- 1 achman cup with spoon
- 1 tray on which to place everything

Place the items randomly on a table.

6. Have the children work in groups of two or three (pair readers with non-readers). Let them use the instructions in their booklets on Page 7. Ask each group to choose a tray and to put the items listed on the tray. This will be the arati set for that group.

7. Show the students how to do achman. Do it once with them watching you. Next talk them through it. (You can have achman cups for everyone or paper cups with plastic spoons.) Let all children perform the achman while you instruct them.

8. Let students take turns in offering arati. Talk them through it and demonstrate with your own paraphernalia. When you have gone through it once, let the other child in the group offer arati while you demonstrate in the same way. If you like, you can have a tape playing a kirtan softly in the background.

9. (Optional) Have students make their own chamara whisks. It's easy to come by the incense and flowers but not everyone has a chamara at home. Students can make their own to take home and this will increase their desire to perform arati. If you care to do this, instructions are on Worksheet 1. If

not, perhaps students could receive a copy of the worksheet since some may like to make the chamaras on their own.

10. Ask who can perform arati at home at least three times this week. Have volunteers write their names on the board and tell them that they should follow through with their vow. Make sure they take their booklets home so they will have instructions. They can write themselves a reminder on the instruction page so they will remember to do three aratis.

Of course most children will have incense at home, but if you want to provide a reminder (and incentive), you can send home a few sticks of incense (tied with a pretty ribbon) with each volunteer.

11. If you have time, students can do the Check Up page in their booklets at the end of Chapter One. This activity shows a full arati tray while we have taught a simpler arati. You may want to have a full arati tray arranged so they can see the different items that are offered in these aratis. The students can also do the Check Up for homework if you are out of time.

Chapter Two

Early Morning Gurupuja

In Advance: Color the incense holders on Worksheet 2 (not the incense itself). Place the worksheet on the bulletin board or wall. You will use it to record the children's names that did three aratis during the week.

Note: You may need more than one worksheet if you have more than 8 children in the class or if you continue the activity for a couple more weeks.

1. Chant the verse for the session.

2. Review briefly the reasons we do arati. Ask which children performed the three aratis at home. Let them write their names on the bottom of the incense holders on Worksheet 2 (which you have placed on the bulletin board). Highlight or color the three sticks of incense in each child's holder, representing the three aratis they did. If they did less than 3, have them color the appropriate number of incense sticks.

Ask who can do three aratis at home this week. Have students write their names on the chalkboard and tell them that if they do, they can add their names to the list on the bulletin board next week.

3. Quickly go over the Check Up page that was for homework.

4. Continue the story of Jimmy and Raj. Read Chapter Two from the student's booklet about Jimmy's experience of gurupuja. Ask a few questions afterwards to make certain key points were understood.

5. Ask how many students have been to a morning gurupuja at the temple. You may have some; you may have none. In either case, we'll have a gurupuja in class.

For best results, have the students help you as you make the necessary preparations for gurupuja. You will need:

- a garland (two students can make a simple one but don't be attached to the result!)
- an arati tray (with the items necessary for the arati that they learned last week)
- a tray with flowers or flower petals

- a picture of Prabhupada (or a small murti)

6. Set up the picture of Prabhupada on a table or desk in front of the room. Place the flowers nearby. Explain to the students that we offer a garland to the guru before the arati begins. Let one of the students place the garland around the picture.

Explain that each child can offer a flower to Prabhupada during the arati. Then obeisances should be offered.

7. Let one of the students (who did his arati homework) perform the arati just as we learned last week.

8. While the arati is going on, the teacher or another devotee can sing the gurupuja song, or just have a Hare Krishna kirtan.

9. When the gurupuja is finished and the children are assembled back in their seats, ask what they thought. What was their favorite part of the ceremony?

10. Give the students time to complete the Check Up on Page 14 or assign it for homework. There is also a puzzle on Page 15 they may complete. Remind the ones who vowed to do three aratis to do so.

Chapter Three

Worshipping Tulasi

1. Chant the verse for the session.
2. Allow the children who did three aratis during the week to add their names to Worksheet 2 on the bulletin board. Color or highlight each stick of incense as you did last week.

If you assigned the Check Up for homework last week, go over it briefly now.

3. Read Jimmy's experience with Tulasi as told in this chapter. Ask questions afterwards to make sure they understand.
4. Ask the students how many have been to a tulasi puja before at the temple. Here we go again! We'll have puja in class.

Before you begin the puja, inform the class about the different things you will be doing (obeisances, arati, circumambulation and watering). Demonstrate the proper way to water tulasi (getting a drop in the right hand, discarding it and then watering her with the spoon). Show them how to offer obeisances afterwards.

5. Write "tulasi krishna preyasi, namo namah" on the chalkboard. Tell the children this is like the chorus for the tulasi song that you will be singing. When they hear you sing it, they should repeat. Practice it a couple of times.
6. Select one student who has done his arati homework to perform the arati. Use the same arati items that we have been using, or use incense, a ghee lamp and a flower as we do in the temple. Simply instruct them to do it in the same way, just using the ghee lamp instead of the chamara.
7. Explain that the verse they are learning each week is the verse that is chanted before and after tulasi puja. Have all the children offer obeisances and chant it responsively since they may not yet have it memorized.
8. Begin the arati and sing the tulasi puja song. Encourage the children to repeat the chorus. Have everyone circumambulate tulasi and water her, offering obeisances after that.

9. End by chanting the verse responsively as the children bow.
10. If possible, take the children on a tour of your tulasi greenhouse or room. The tulasi pujari could even give a talk to the children on how to care for tulasi. Have offered tulasi leaves available so that each child can taste tulasi.
11. You can also plant a classroom tulasi plant. Plant tulasi seeds in a small pot (take her home during the week so she is watered and cared for properly). The children will be excited to see her sprout up and grow. Each Sunday children can offer obeisances to her, chanting the verse they are learning, and water her.
12. (Optional) Children can make a construction paper tulasi plant for a project or for homework. Copy Worksheet 3 onto card stock. Tulasi skirts can be cut out of fabric and trimmed with sequins or lace glued on. The tulasi leaves can be cut out of green construction paper by the students and glued to the branches.
13. Students can be given time to do the Word Search and the Tulasi Branch pages in their booklets. They can also do it as a fun activity at home during the week.

Chapter Four **A Very Special Day**

1. Chant the verse for the session.
2. Review the past lessons briefly by asking a few questions about arati, gurupuja and tulasi.
3. Read the story in Chapter Four of the student booklet about Jimmy discovering Ekadasi.

4. After the story, talk about how important it is to follow Ekadasi. Tell the story about Lord Chaitanya requesting his mother to follow Ekadasi:

One day Sri Caitanya Mahaprabhu fell down at the feet of His mother and requested her to give Him one thing in charity. His mother replied, "My dear son, I will give You whatever You ask." Then the Lord said, "My dear mother, please do not eat grains on the Ekadasi day."

From the beginning of his childhood, Lord Chaitanya showed this system of observing a fast on Ekadasi day. It is strictly forbidden for one to accept any kind of grain on that day, even if it is maha-prasadam.

5. Reinforce that the idea for fasting it is to minimize the demands of the body and give more time to maximize chanting and service.

6. Children this age need a little practice on what is allowed on Ekadasi and what is not allowed. Discuss what different types of grains there are. Ask them to tell you some of the prepared foods that are made from these grains (cereal, crackers, cookies, tortillas, corn chips, etc.)

Discuss the different types of beans and let them tell you some of the products made with beans (tofu, dal, peas, etc.)

Now talk for a minute about the foods that are OK to eat for Ekadasi (milk, fruits, vegetables, nuts, etc.).

You can go into some detail, not too much or they will get confused. Tell them about corn syrup and that it is used in soft drinks and candy and many other items. It should not be eaten on Ekadasi, so the children should forego candy and sodas that day to be safe.

7. Let students suggest a menu for a day that would work on Ekadasi. Start with breakfast and let them give some ideas for a healthy non-grain meal. Talk about what a good school lunch could be on Ekadasi. Let them also give their suggestions for a tasty dinner.

8. Let the children classify Ekadasi and non-Ekadasi foods. Here's a fun way to do this:

Have many pictures cut from grocery store ads of many different kinds of food that we eat (don't provide pictures of meat and eggs, etc.). Get as much variety as possible (breads, crackers, ice cream, dairy products, fruits, cereal, snacks). Have enough pictures so that each child can have at least 15, preferably more.

Give each student a large piece of paper. Instruct the children to fold the paper in half and to trace a line with their pencil over the fold to divide the paper in two. Label one side "Ekadasi Foods" and the other "Food Not to Eat on Ekadasi." Let the children glue the pictures to the appropriate side. Circulate around the room as they do this to make sure they are getting it right. Let them take their finished paper home to use as a guide.

9. Make a copy of a calendar page for the next 2 or 3 months for each child. Staple them together in order and pass them out. Tell the children when the Ekadasis are for those months and have them mark the days on their calendars. Tell them that it would be great if they could fast on these days. It would be even better if they could chant an extra round, read or pray more than usual.

During the remainder of the session, remind them of upcoming Ekadasi days and ask who can remember to fast from grains and beans that day. After an Ekadasi has passed, ask students the following Sunday who fasted and what they ate that day. Did they try harder to remember Krishna, too?

10. The Check Up activity at the end of the chapter can be given for homework.

Chapter Five

Fire in the Temple Room!

1. Chant the verse for the session.
2. Go over the Check Up answers that were done for homework. Review the story about Jimmy and Raj briefly by asking what things Jimmy has learned about so far.
3. Read the story in this chapter telling of his experience with a fire sacrifice.
4. Ask how many children have ever been to a fire sacrifice at the temple. Ask if they remember what the occasion was when they saw one (marriage, initiation, installation of Deities, etc.). Well, unless you are ambitious and want to have a pujari perform one for the kids, we are NOT going to have one in class this time.
5. We can build a small replica of a fire arena, though. All the children can help in making the different parts of the arena. Worksheet 4 will give you instructions if you wish to do this. The arena can be left in the classroom for display. You may want to put it somewhere more visible next Sunday with a sign saying “Made by the Madhava Class (Hare Krishna Sunday School).”
6. If you don’t want to do the replica, use Worksheet 5 (copied onto card stock) and give the children the following directions to complete the coloring page. Do one yourself before class so they can see a finished product.
 - a) Cut large flames out of orange, red and yellow construction paper. Glue the flames on the picture where it says “flames.”
 - b) Color the stone border of the fire pit.
 - c) Cut fruits and vegetables out of construction paper or use Worksheet 6 (let children color it) and glue around border of fire pit.
 - d) Cut brown construction paper into strips that will be flag poles. Glue a flag pole in each corner where it is marked “P”. Cut colorful flags out of construction paper and glue them to the tops of the flagpoles.
7. Assign the questions on Page 34 for homework. Students should read the chapter on their own during the week before answering.

Chapter Six

Let Me Tell You About Krishna...

In Advance: Color, cut out and assemble Worksheets 7 and 8. Display on the wall.

1. Chant the verse for the session.
2. Go over the answers to the homework questions. This will serve as a review of the previous lesson.
3. Before you begin, ask the children if they know what “preaching” means. Allow them to give you their definitions; some are bound to be quite interesting. Tell them that Jimmy thought he knew what preaching meant but he was surprised to see that he wasn’t completely right. Ask them to listen and see if their definition of “preaching” changes.

Read the story from Chapter Six in the student booklet. If the students are simply listening and not reading along in their booklets, substitute some of your children’s names for the different characters introduced in this chapter. This will greatly increase their listening power! They will actually feel some pride as they all hear their name mentioned. And all the characters introduced are serving Krishna nicely.

4. After reading, ask what ways the different people preached. If you used student names write the names on the chalkboard and the way they preached next to them (for example: Mohini -- dressing the Deities). Point out that we may not think that these activities are preaching but, if done in the right mood, they are definitely preaching.

Not everyone can go out and give books or talk to strangers. But everyone *can* preach. This is important for the children to understand. We want to instill a preaching spirit in them from a young age. It must be done in a way that they will readily participate in.

5. Talk about ways that Jimmy chose to preach (from his list). Do the students think these are good ideas? See if they can come up with some more ideas with your help. Brainstorm together.
6. Allow time for the students to complete their personal lists on Page 44.

7. Ask who can do one or more things on the list in the following week. Your preachers will form a classroom preaching tree. This will enable them to see how knowledge of Krishna can spread like wildfire if everyone preached even a little bit.

To make the preaching tree: Color Worksheet 7 and 8. Cut it out and attach the two pieces at "A" to form a tree. Write your name on the trunk of the tree. Write the names of the students throughout the treetop. Put the preaching tree on the wall so that all may see.

Explain as follows: *We will form a preaching tree with our preaching activities. I taught you about Krishna in class, so I will be the trunk of the tree. Each of you is part of the branches and leaves. When you preach to someone, their name goes on a fruit in our preaching tree. Our tree can have many fruits if we all do a little preaching this week.*

Pass out copies of Worksheet 9. This will be for each child to take home to record his preaching results on. This paper should be taken home and whenever they preach, they should write the information down here. They should bring the papers back next week so the tree can be filled in.

NOTE: If you are doing a project after each lesson as mentioned in the introduction, the students can make a large tree and branches from butcher paper as this week's project.

8. Strongly encourage the children to do at least two of the suggestions they listed, more if they are so inspired. Then your classroom tree will flourish and the children will see with pride that they can help others learn about Krishna.

If possible, provide children with some of our pamphlets about chanting, vegetarianism, reincarnation, etc. that they can pass out to people during the week. This will give them something concrete to distribute. But do encourage them to do some of their other ideas, too.

9. Remind the children that there will be a short quiz next week. They should look over the different lessons in their booklets. Perhaps they could reread one lesson each day (or have it read to them) during the week for review. Go over some of the things that they will need to know for the quiz.

Lesson Seven

Quiz

1. Have copies of Worksheet 10 available and cut the apples apart. You can copy it onto red paper. Ask the students to bring out Worksheet 9 on which they recorded their preaching activities. Give them one apple for each preaching activity they did and have them transfer the information to the apple. Let the students place their apples on the tree. Some can go on the ground if your tree fills up.

2. When the preaching tree has been filled, give students copies of the quiz. Go over the instructions for the different parts so they will be sure to know what to do.

Name _____

Date _____

Devotional Practices Quiz
Madhava Class

Choose a word from the box below to complete the sentences.

guru	plant	one	taste good
bell	many	grains	smell good
remember	flowers	preaching	Arjuna
Lord Vishnu	incense	wedding	chamara fan

1. Three items I need to perform arati are _____,
_____ and _____.
2. We offer flowers because they _____.
3. In a gurupuja, we worship the _____.
4. Tulasi is Krishna's favorite _____.
5. On Ekadasi, we do not eat beans and _____.
6. On Ekadasi, we try to _____ Krishna more.
7. In a fire sacrifice, _____ appears in the fire.
8. You might see a fire sacrifice at the temple if you came to an initiation ceremony or a _____.
9. Telling others about Krishna is called _____.
10. There are _____ ways to tell someone about the Lord.

Answer the following questions.

1. Why do we need a guru?

2. Name five things you can eat on Ekadasi.

3. Tell one way that you would like to preach.

4. Of these 4 things -- tulasi puja, gurupuja, arati or a fire sacrifice -- which would you most like to attend at the temple. Why?

Worksheet 1
Chamara Instructions

Materials needed:

Yarn (a few different colors would be nice)

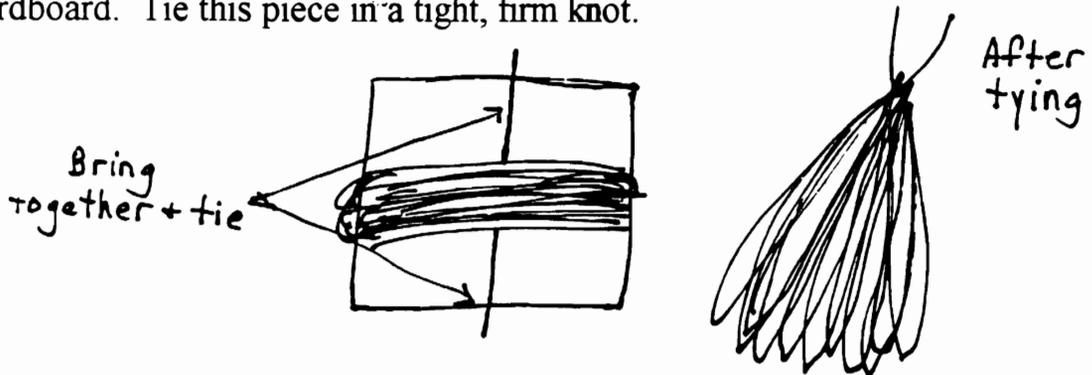
12-inch long dowels or sticks with a hole drilled through one end (one per child)

8x8 inch cardboard (one per child)

Give each child a piece of cardboard and yarn. Have them wrap the yarn (not too tightly) around the cardboard in a circular fashion. Wrap enough around so the chamara will be nice and full, not spindly.

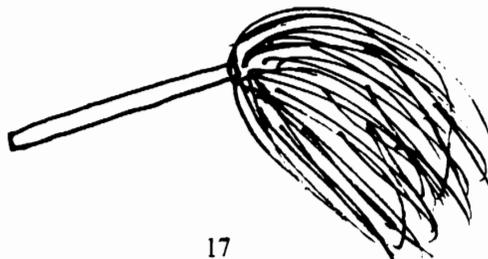


Cut a 6-inch piece of yarn and slide it beneath the yarn on one side of the cardboard. Tie this piece in a tight, firm knot.



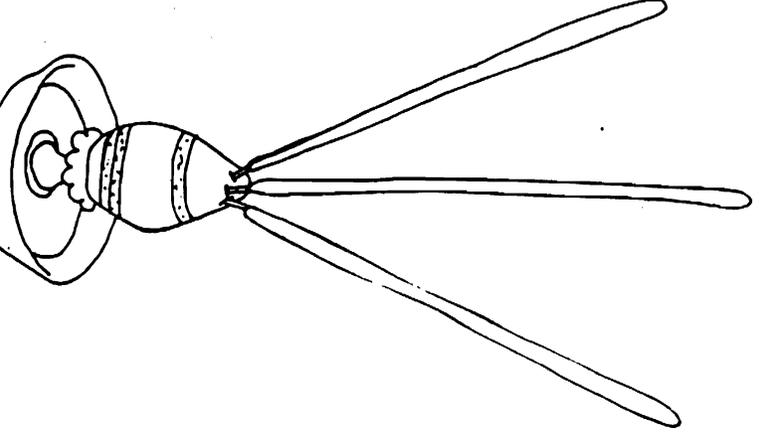
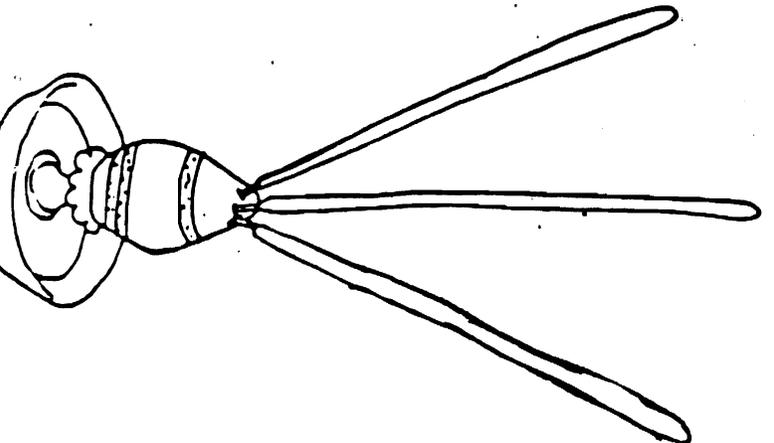
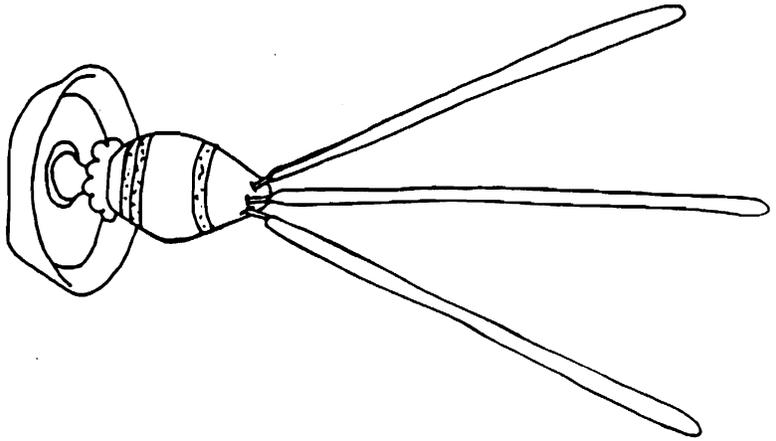
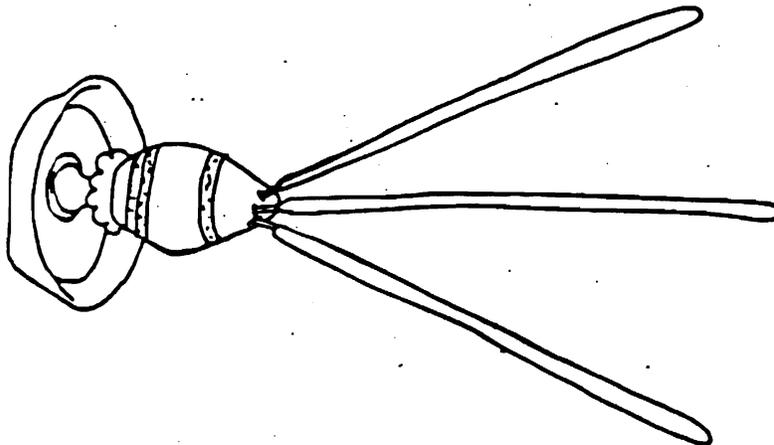
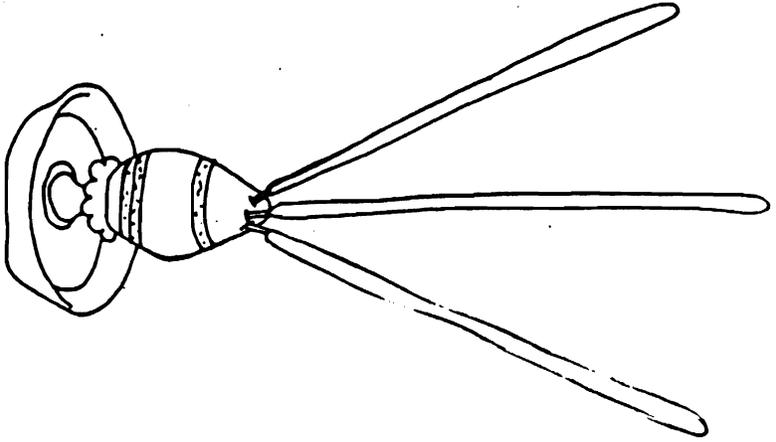
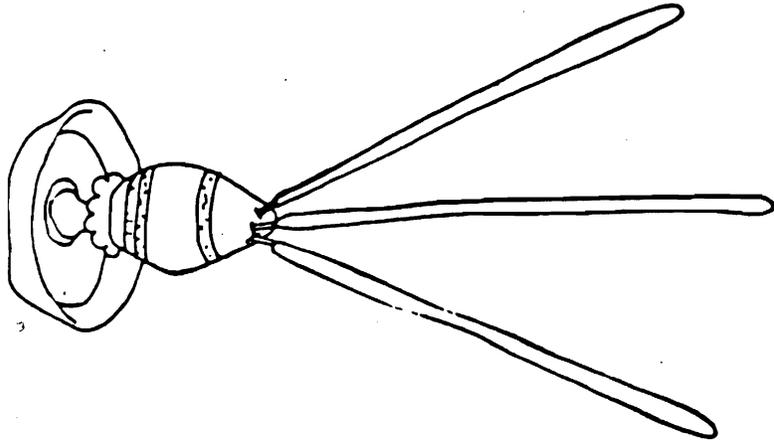
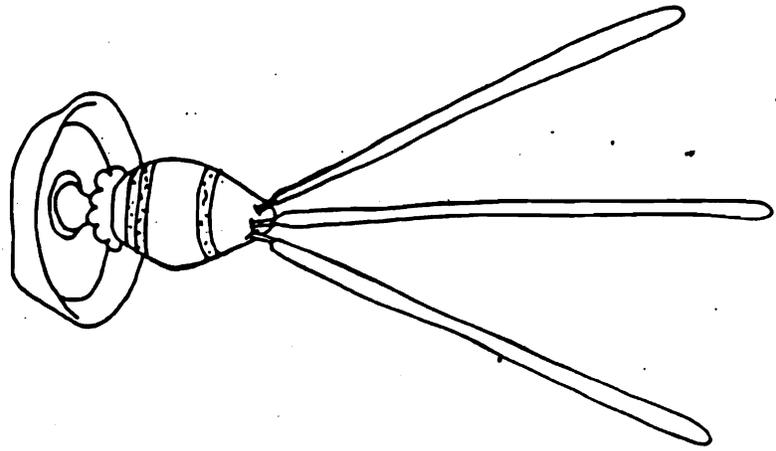
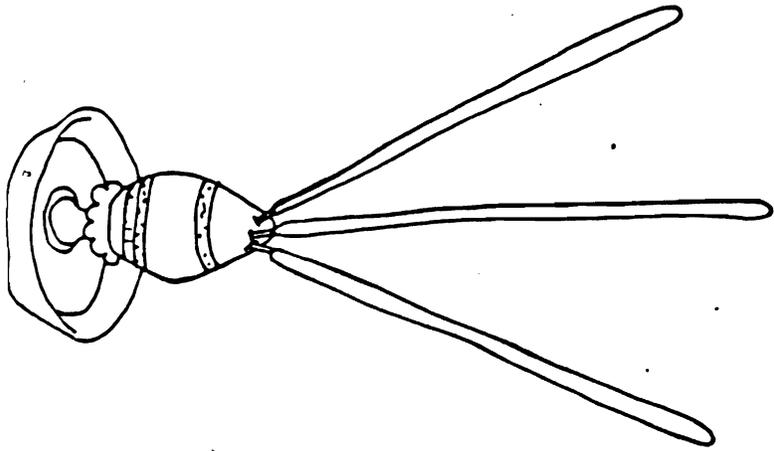
Slip the yarn off the cardboard, and holding the chamara by the tied-on yarn, cut the ends of the whisk. The yarn will not be circular now but hanging like a chamara.

Thread the ends of the tied-on piece through the hole in the dowel and tie securely. Presto! You've got a homemade chamara!

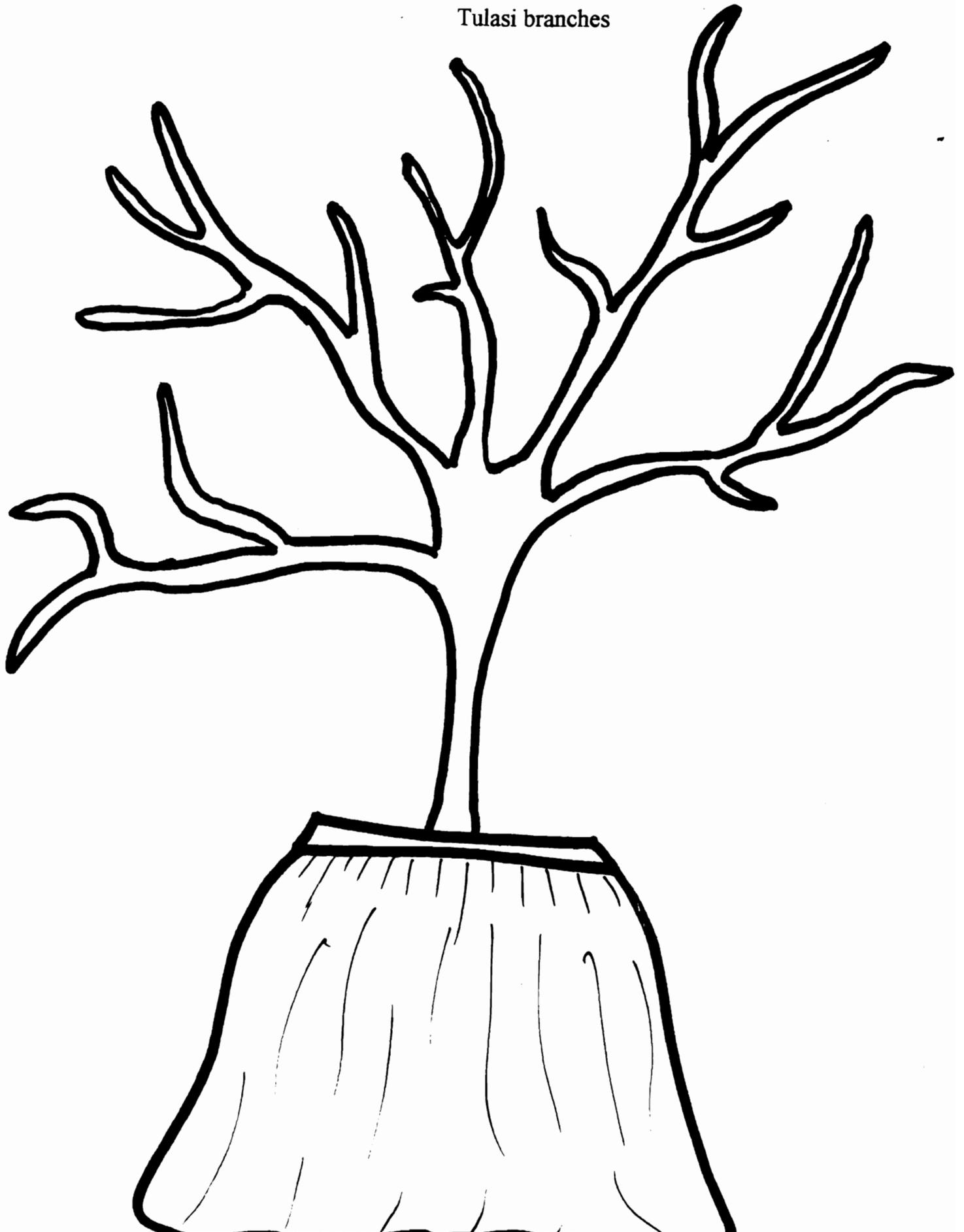


Worksheet 2

Write the student's name on the base of the incense holder. Color in a stick of incense for each arati they did during the week (up to three).



Worksheet 3
Tulasi branches



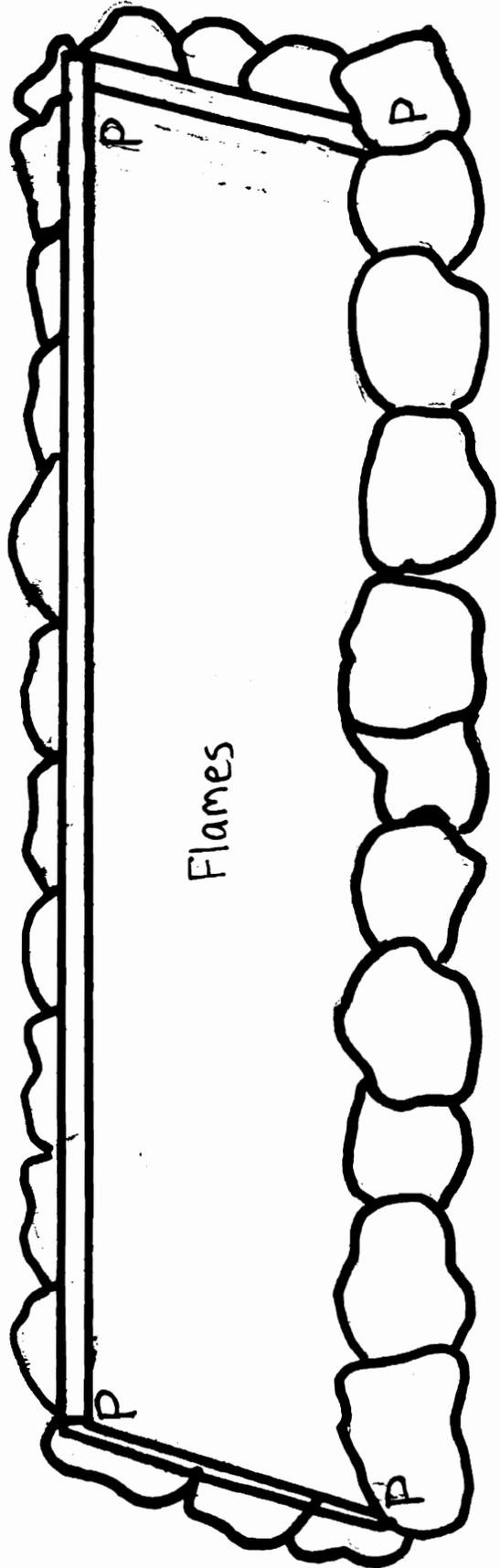
Worksheet 4

Sacrificial Fire Pit instructions

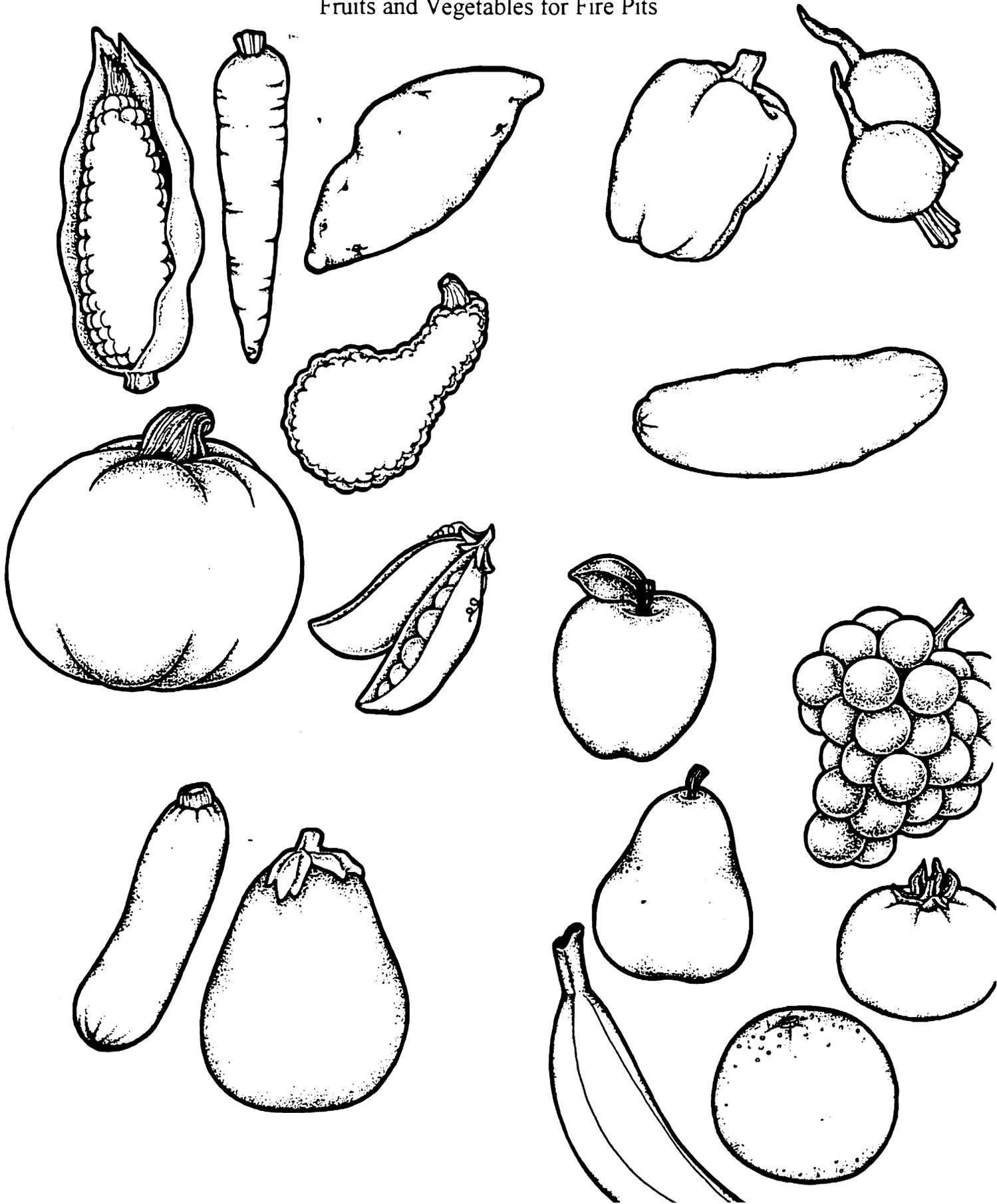
To make a fire pit project for display in the classroom

1. Use the bottom of a large cardboard box for a base. Cut sides down so that only 2 or 3 inches remain.
2. Let students either paint the inside bottom or cover it with butcher paper. Let them decorate the bottom with a design made of colored sand, rice or glitter.
3. Cut fruit shapes out of construction paper (or enlarge Worksheet 6 and have students color) and glue around the fire sacrifice rim.
You can make 3-dimensional fruits if you prefer. Wad newspaper into desired shape and tape around it with masking tape (enough to hold the shape). Paint with tempera paints.
4. Logs for the fire can be made from paper towel rolls. Cut into different lengths, color them dark brown and glue them together, as if they were in a wood pile.
5. Cut tongues of flame out of red, yellow and orange construction paper and glue to the logs.
6. To make festive flags for the arena, insert dowels into the 4 corners of the pit. Make triangular-shaped flags out of colorful cloth and glue onto the the top of the poles.
7. (Optional) The fire pit can be placed into a larger wooden box base (which would also have its sides cut down). Then the area around the pit can be decorated with Easter grass, etc.

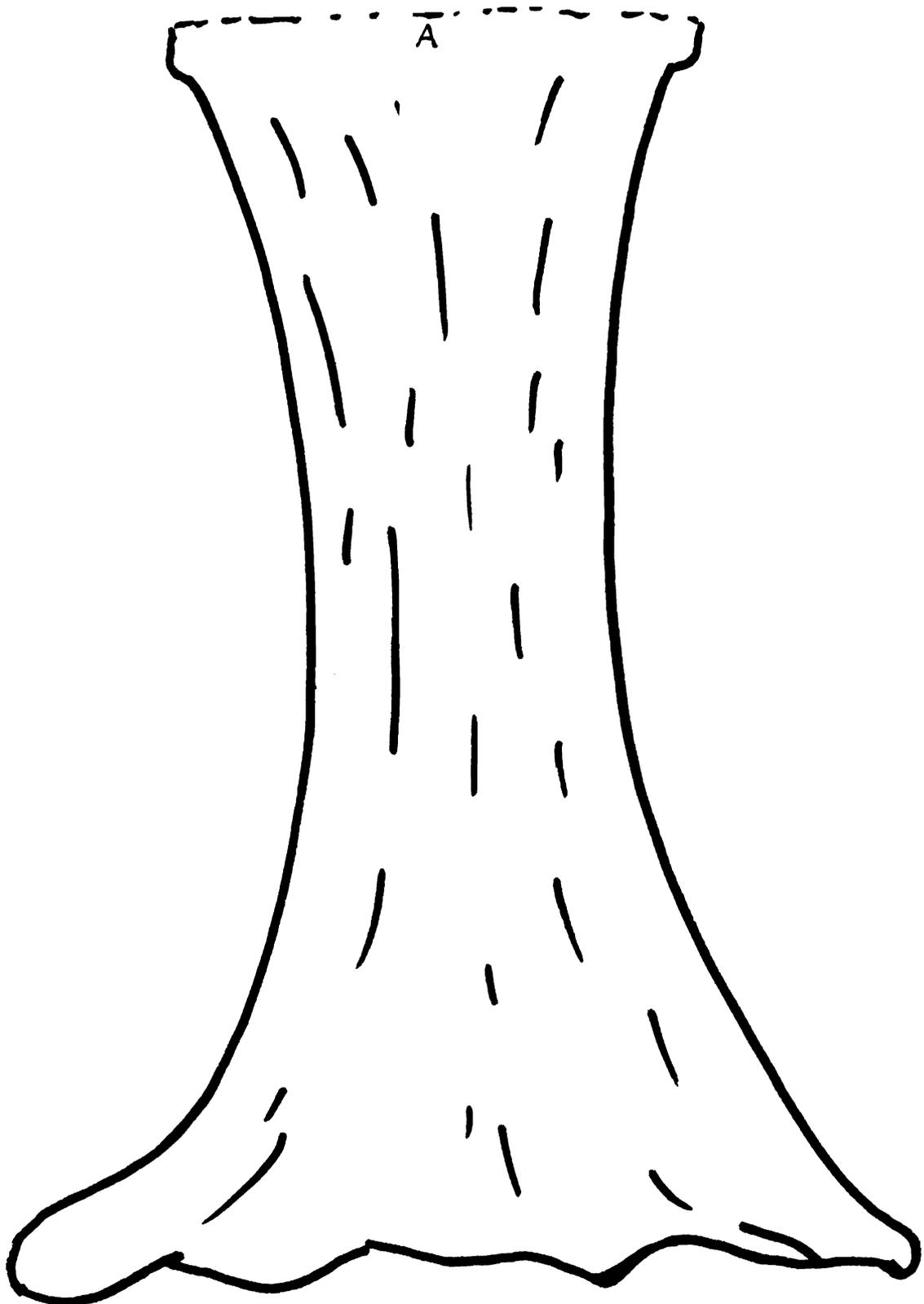
Worksheet 5



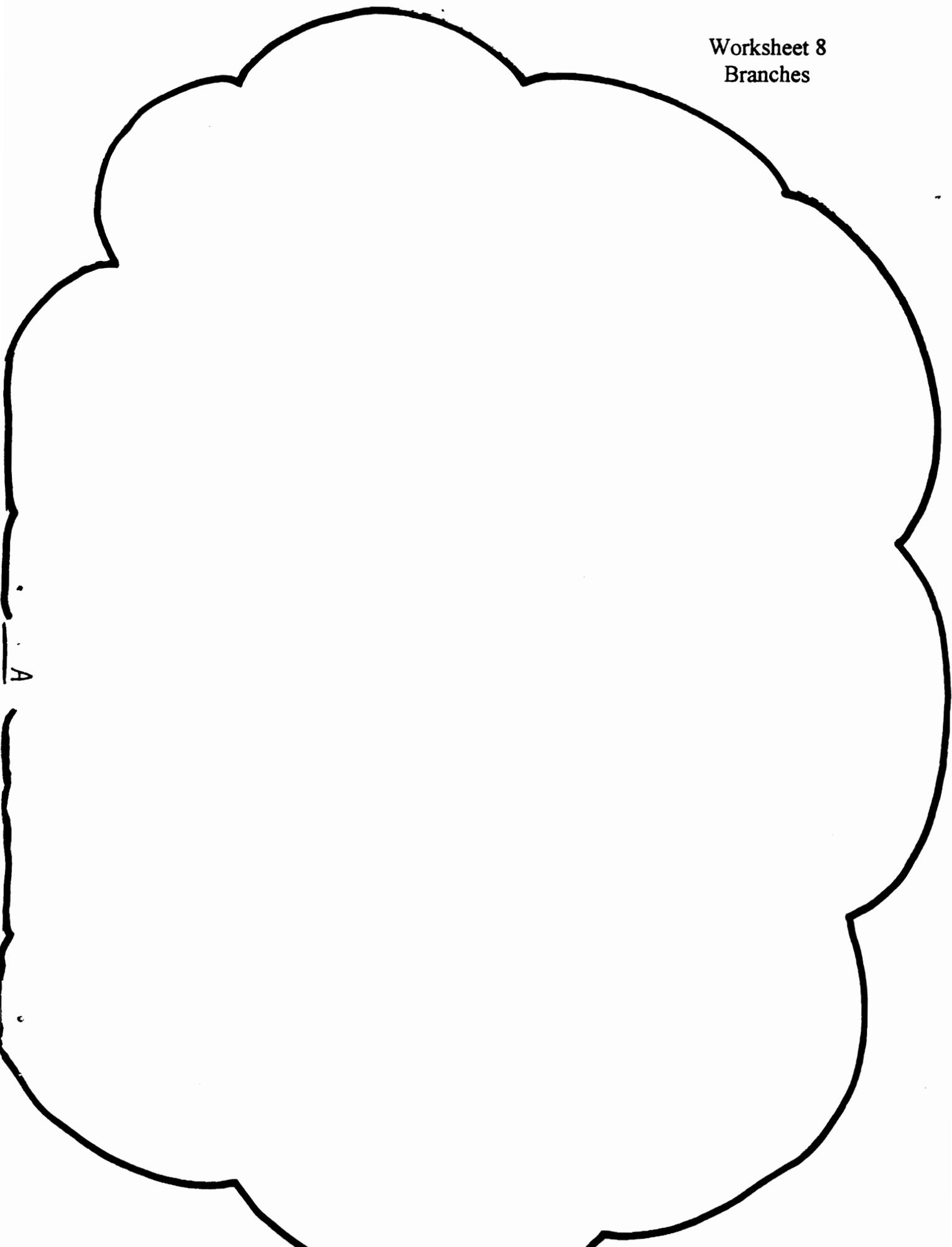
Worksheet 6
Fruits and Vegetables for Fire Pits



Worksheet 7
Trunk



Worksheet 8
Branches



A

Worksheet 10
apples

