

# *Vaisnava Behavior*

*Teacher's Guide for the Madhava Class  
(Ages 6-8)*

**Hare Krishna Sunday School**  
International Society for Krishna Consciousness  
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## **Introduction**

In this session the students will examine different qualities and behaviors that promote healthy, Krishna conscious relationships. They will also learn basic temple and classroom etiquette. This session is designed for the beginning session in the fall when you have new children registering or children moving up into different age groups. It is a good way to set the mood of cooperation and friendship for the upcoming school year.

There are no student workbooks for this session and most of the lessons are hands-on. Since there are homework worksheets nearly every week, you may want to provide pocket folders for the students to keep their homework in. Their name and the class title, "Vaisnava Behavior," can be printed on a stick-on label and placed on the front of the folder. Instruct them to bring their folders each week with their completed homework papers.

Credit can be given for homework completed. At the end of the session, you can also give the students the evaluation provided. It's not really classified as a "test" and if the students have been present in class, they will know everything needed for the evaluation. There are no workbooks to study; they need only memorize the verse.

## Lesson One

### Getting to Know Each Other

1. Introduce the session by giving the students a sampling of some of the topics they will be studying this year. Children this age are apt to be very nervous and frightened on the first day of class. Put them at ease by telling them of the fun things your class will be doing. Ask questions about their age, school, abilities (“Who can read already?”) and interests to help break the ice and allow them to relax.

2. Getting to know each other. (This activity is designed for schools that may have several new children or children who may not know each other well. If you are working with a small group who is already good friends, adjust the activity to suit your group. Perhaps instead of learning names, they can learn how to spell everyone’s first and last names.)

Children will work in groups of 4 or 5. Determine how many groups your class will have. Appoint that many leaders. Ask each leader to go and find 2 or 3 people they don’t know for their group. Place the remaining children in groups accordingly. This is an opportunity to allow children to work with others they may not know. Put children with others whom they don’t normally associate with.

Pass out elephant nametags for each child (Worksheet 1 copied on colored card stock). Instruct each child to color, decorate and write the name on a nametag for someone else in the group. Every child must make one and no one is allowed to make one for himself. Tell them that they should know all of the names of the people in their group. Allow time for them to cut out nametags and decorate them.

When everyone is finished, collect all the nametags. Have all the children sit down, forming one large circle. Place the nametags face down in the middle of the circle. Allow the children to take turns choosing one nametag, reading off the name and giving it to the correct person. Not everyone will know everybody’s name so the other children will have to help. As the children receive the nametags have them put them on. (Use safety pins or double-sided tape.)

3. Play a “Concentration” game to help them remember names. First have the class get the rhythm needed for the game. In unison, they will slap their hands on their thighs, then clap their hands and then snap their fingers on one

hand, then snap their fingers on the other hand. It will go, “Slap, clap, snap, snap; Slap, clap, snap, snap; Slap, clap, snap, snap...” Have them practice this until it is smooth and be sure the pace is not too fast for them.

Then they will say, “Ha-re-Krish-na” (one syllable per slap or snap). The teacher will now lead and demonstrate how we will call out our name and the name of one of the other students. After three snapping and clapping “Hare Krishna’s,” the teacher will slap-clap and then when you snap, say your name and another person’s. Do it twice reversing the order of the names the second time. For example, suppose my name is Priya. I would say, Slap, Clap, “Priya, Gopal,” Snap, clap, “Gopal, Priya.” Since I called Gopal’s name, Gopal has to be the next person to respond. He may say, Snap, clap, “Gopal, Susie,” Snap, clap, “Susie, Gopal.” Then Susie must go next.

All the children are slapping, clapping and snapping together as the children call out names so the rhythm is constant. The children don’t have to respond instantaneously but can think for two or three rounds as long as the class keeps the rhythm going. Try to make sure all the children get a chance to play.

4. When finished, stay seated in a circle for a class discussion. Discuss why we are attending Sunday School.

- \* Why do we come to Sunday School? (To learn about Krishna.)
- \* How will the friends you make here be different than friends at your regular school? (They already know about Krishna; some are vegetarian; we believe in the same things...)
- \* What are some things you have in common with others who are here?

Through the discussion establish the point that we will come together to learn how to serve Krishna. We can have friendships with Krishna in the center and we can help each other serve the Lord. These spiritual friendships are special because we are bring each other closer to Krishna.

5. Because we want everyone to be treated properly we will now establish classroom rules for Sunday School. Involve your students with the rule-making and they will be more likely to respect the rules. Perhaps they can suggest what they think would be important rules then vote on the 5 most important. Here are a few you may come up with:

1. We respect all living entities. (This applies to people, animals and bugs that may be discovered in the classroom.)
2. We keep our hands to ourselves.
3. We don’t laugh at others or make fun.

4. When one person is speaking, we all listen and keep quiet.
5. It is OK to make mistakes.

Add other rules if your situation requires it, but don't make so many rules that the children feel like they are in boot camp. The idea is that the rules are to help our classroom be organized so everyone can have a good time and learn a lot.

6. The important rules can be written on Worksheet 2 and displayed permanently in the classroom. If the guidelines are established early, the children know what is expected of them and you will likely have a well-behaved class.

You may also wish (for preventative measures) to go over the consequences for disobeying the rules. For example, I may need to tell someone twice to quiet down. If I have to repeat myself a third time, that student must sit outside the classroom for five minutes. Every teacher will have his own method of discipline that he feels comfortable with.

7. Discuss why and how we can work together to serve Krishna. What are some of the ways we can serve Krishna? Can we do that alone? Do we need to work together?

To demonstrate this point of getting strength from our friendships and working together do the following:

Have on hand four dowels of the same length (4 empty paper towel rolls will work, too) and a board or a big book. Try to balance the board on one dowel. Impossible! Now try to balance it on two dowels. (Don't try too hard; it's better if you fail.) Now ask four children to hold the four dowels steady while you balance the board on top. With their help and the four dowels working together it was able to be done.

Similarly, by working together and helping each other we can be stronger in our determination to be Krishna's devotee. We will learn ways that we can help each other get closer to Krishna in this session.

8. Collect the nametags so the students can wear them next week.

## Lesson Two

### We All Have Godly Qualities

**Advance preparation:** Make the hat from Worksheet 5 for use in No. 7 below.

Copy, cut and color Worksheets 6, 7 and 8.

**Remember!** Pass out nametags if students don't know each other.

1. In this lesson, we will start the practice of chanting a verse at the beginning of class each week. This is done in all sessions for all age groups. Since we are examining spiritual friendships and our relationship with Krishna in this session, the verse to be learned is Bhagavad Gita 9.29.

*samo 'ham sarva-bhutesu  
na me dvesyo 'sti na priyah  
ye bhajanti tu mam bhaktya  
mayi te tesu capy aham*

**Translation:** I envy no one, nor am I partial to anyone. I am equal to all. But whoever renders service unto Me in devotion is a friend, is in Me, and I am also a friend to him.

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 a couple of times.

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.

Since the students do not have booklets for this session, you may wish to pass out copies of Worksheet 3. They can keep it in their folders and practice during the week.

2. Refresh them briefly on last week's point of the necessity of us working together. Why should we work together? (We are stronger together and can help each other.) What should we work together towards? (Helping each other get closer to Krishna.)

3. Stimulate discussion about everyone's unique qualities by asking some questions: "Is everyone here the same as everyone else? What are some ways we are different from each other? Is it good that we're different? What would it be like if we were all exactly the same? Have you ever heard the saying, 'Variety is the spice of life?' What do you think that means?"

4. Brainstorm with the entire class about different talents and abilities that people may have. Write these on the chalkboard so the children can refer to them if needed. Remember, they can be *qualities* too, like "a good listener," "very friendly," or "likes to help out."

5. Tell the class that we are now going to discover some of the good qualities and talents that can be found in our classroom. Have the children work with a partner. Pair readers with non-readers.

Pass out copies Worksheet 4 (People Outlines). The girls can get a girl outline and the boys a boy outline. Have the children cut them out and write their partner's name on the shape. They should also cut around the small shape of Krishna and glue it in place on the outline's heart. (This visually reinforces the idea of Krishna being in everyone's heart.)

Working with his partner, each student will discover three talents, abilities or good qualities of that partner, writing them on the front of the outline. Writers can help the non-writers or the non-writers can draw a simple picture showing the talents.

When everyone is finished, join together in a big circle. Each child can name his partner and tell of one or two of the talents he has.

6. Now that we have seen how we all have good qualities, let's give Krishna the credit due for that. Discuss how all our talents and abilities are given to us by the Lord. Anything that we are good at is an ability that Krishna has allowed us to have. They are talents that are borrowed from Krishna for some time. He can take them back whenever He wishes. Compare the talents we have to borrowed feathers decorating our hat.

7. To demonstrate that point list some of the different talents discussed on the separate feather shapes (Worksheet 5). After they are listed, pass out the feathers to different children. Have a paper hat made for yourself in advance (Worksheet 6). A paper headband is an easy alternative, too.

Have the students hand you their feathers one-by-one telling the talent it states while you stick it in the rim of your hat. When you have all your feathers, remark on what a talented person you are. You can do this, you can do that...

Then ask the students to tell of ways that each talent in your hat could be lost. For example, if an artist had an accident crippling his hand, his talent would be gone. Someone could become very sick and weak and their athletic ability would be over. Pull each feather out as you discuss the loss of that talent.

Students should get the picture that we don't own or control our abilities -- they are awarded to us by the Lord. Make the point that because Krishna gives us our talents, we should show our gratitude and use them for Krishna. Whatever we have should be used in Krishna's service.

8. Students return with their partners to their People Outlines. From the list of three talents on the front, they choose one that they feel could be used in Krishna's service. On the back of the outline, they will write that particular talent and tell how it can be used to serve Krishna. When they are finished, have them sit in a circle and tell how their partner can serve Krishna.

9. So far we have only been discussing the good qualities that we all have. Ask the students:

- \* Do we have only good qualities?
- \* Do you think any of us have bad qualities, too?
- \* Do we ever make mistakes?
- \* Raise your hand if you are completely perfect.
- \* Raise both hands if you have ever done something wrong.

Once everyone has dared to admit that they have a bad side, tell them that we will do another activity that should teach us something about our imperfections.

10. Divide the children into two groups. One group hold a bunch of pretty silk flowers. The second group holds pictures of garbage, trash and other dirty things (Worksheet 7). Using the bee picture from Worksheet 8, buzz

around the room checking out the flowers and the garbage. The bee finally alights on the flowers, saying, “Mmmmm, I’m looking for the good things. These flowers smell good and will make good honey!”

Then take up the fly picture from Worksheet 9, flit around disinterested in the flowers and go right for the garbage, saying, “Yum! Rotten, stinking trash! My favorite! Moldy apples, rotten potatoes, spoiled milk...” Show how happy the fly is with the awful garbage.

11. Have the children be seated and ask them, “What was the bee looking for? (The good things.) What was the fly looking for? (The bad things.) What can we learn from the bee and the fly when we are seeing others? (Look for the good in others, ignore the bad. We all have good and bad, but it’s better to focus on the good qualities.) Reinforce the point: Look for the good in others. Appreciate that our talents and abilities come from Krishna.

12. Let the children post the People Outlines around the room so everyone can appreciate the others’ talents.

13. Pass out copies of Worksheet 10, “Krishna Gave My Family Talent.” Explain the homework. The children can draw a picture of their family and specify a talent or good quality that each member of their family has. Have them bring back the worksheet next week for discussion and display.

You may also encourage them to try very hard this week to practice what we learned and look for people’s good qualities. Encourage them to ignore the bad qualities of a classmate or friend and try to see the good qualities.

## Lesson Three

### Respecting Others

1. Chant the verse for the session.
2. Have the students bring out last week's homework. Allow anyone who would like to share their papers telling the talents of their families. Collect the papers and display them on the wall or on a bulletin board.
3. Review briefly the point demonstrated last week using the bee and fly analogy. Ask again what that taught us. Ask if anyone had the experience of ignoring unpleasant qualities in someone this week. How did they feel as they tried to concentrate on the good side?
4. Begin the discussion about today's topic by asking the children the following questions. Who is seated in everyone's heart? Does that mean only people have Krishna in their hearts? Do animals have Krishna in their hearts? Do plants? Make sure they fully understand that *all* living entities are spirit souls and Krishna is in the heart of each equally.

Since everyone is a creation of the Lord and since the Lord is within everyone, we should respect all living entities. Explain that when we offer obeisances we are offering our respects to Krishna who is seated in the heart of the other. In that respect, everyone is worthy of our obeisances. Today we shall talk about proper respect to be shown to saintly people, elders and friends.

5. We will begin by learning how to honor sannyasis, gurus and other respected Vaisnavas. Since most temples have visiting sannyasis, etc. it is important that the children learn the proper way to greet them. They should be taught that when they first see a sannyasi they should bow down to offer obeisances.

Let the class practice bowing down properly. That means no super-speedy obeisances or a simple duck of the head in the middle of a full run.

6. It's a good idea to have a standard way of greeting guests that might arrive in the classroom. You can decide what is appropriate for your class. One way is when a guest enters the classroom, the children all stand with folded

hands and say, "Hare Krishna." They then offer obeisances, returning to their sitting position.

The children will enjoy practicing this. One child, elected to be the guest, can leave the room. When he enters, the children do as rehearsed, greeting him nicely. Practice until they are smooth in this. It is good etiquette and makes a very good impression on visitors.

7. Discuss the proper behavior towards an elder person. It should be stressed that a devotee is always respectful. He won't laugh at someone or make fun of someone in a mean way.

In bygone days, elders were respected for their wisdom. Others sought them out for guidance and advice. There is a certain amount of wisdom that does come from age. Experience is a good teacher. Older persons -- parents, grandparents, teachers, any adult -- should also be properly respected. In India it is customary for the children to go before the elders and touch their feet as a gesture of humility and respect.

Try to stimulate some discussion as to what would be proper ways for children to treat older people. You could come up with some suggestions as: offering service to them (help them if needed), not arguing with them, doing as you are told, etc. They should always be humble and not offer even verbal fights. People should never be laughed at because they are old. After all, that will be all of us someday.

The children may also be instructed on referring to adults as "Prabhu" or "Mother/Mataji". This will be unfamiliar to the congregational children so allow practice for this if necessary. You may want to role-play with yourself being the adult and a volunteer responding properly and respectfully to your requests.

8. Discuss the way to show proper respect and behavior in dealing with friends. Ask them if they will be expected to treat their friends in the same way as a sannyasi or a grandfather. It will be different because they will be relating with their equals, not superiors.

Some basic principles can be followed with friendships. All children should be treated respectfully -- *even* the unpopular children. Teach them the Golden Rule: "Treat others as you yourself would like to be treated." Sharing, listening, doing what our friend wants to do and not always what we want to do are other good traits. We should be polite and wish others well instead of being cruel or jealous.

It's a good idea to discuss what to do in situations where the children are with someone they really don't like. It would be nice to think that we will all get along wonderfully with the whole world but it just doesn't happen. They should be able to discuss openly about dealing with others they don't care for. Even though friendship may not be there, respect can be. Not liking someone doesn't give us the right to be unkind. Especially in this situation we should apply the Golden Rule. Encourage their frank discussion on some tactics they believe would be helpful in this situation.

9. Encourage the children to practice being respectful to their parents and teachers. Pass out copies of Worksheet 11 and explain it to the children. Discuss ways of showing respect to elders and ask the children for examples. The worksheet will allow them to rate themselves and will be signed by the parents or teacher. They should bring the worksheet back next week so it can be displayed in the classroom.

## Lesson Four

### Krishna is Our Best Friend

1. Chant the verse for the session.

2. Review the past lessons briefly. Ask for children's experiences in last week's assignment concerning respect. Appreciate and display any completed homework papers that were returned this week.

3. Tell the children you want them to think of what makes a good friend. You will call out some words and if they think that word describes a good friend they are to stand up. If they hear a phrase that doesn't describe a good friend, they are to sit down.

Say the following words or phrases allowing time for all the children to sit or stand:

Friendly	Forgives mistakes	Loves Krishna
Selfish	Argues	Laughs at you
Teases people	Tells your secrets	Cheers you up
Helps you if you need it	Makes fun of people	Tells the truth
Shares	Listens to you	Says bad words

After this activity lead the children in a discussion about friendship. Who is your friend? Why is he or she your friend? What sort of things do you want to have in a friend? How do you show that you are a good friend? Have you ever been upset by a friend? What happened?

5. Do a bit of simple role-playing with the children to elicit their feelings of a true friend's actions. The questions on Worksheet 12 can be cut apart and passed around to different children. After they have a question, give them a few minutes to think about it. Then ask them to read their question and say what a good friend might reply. Others may add what they think would be a good friend's response. If you have a class full of shy ones, you can read each example, asking for volunteers to give a response.

Guide them to notice that a real friend wants the best for you. He isn't selfishly thinking what he would like but considers the welfare of his friend the most important matter.

6. Reinforce the point of a friend being a well-wisher. Go over two or three of the questions again, responding in a way that a jealous or selfish person might. Point out the difference between the well-wisher and the self-centered.

7. Now ask the children what is the *best thing* that could happen to them. (If they say “going back to Godhead,” they’re right but you need some materialistic answers. Ask what most people *think* would be wonderful.) With each answer examine the possible bad effects of the supposedly “best” thing. For example, if one of the answers is “To become a millionaire,” go over the negative possibilities like getting robbed, paying a lot of taxes, always worrying about your money, etc. Whatever example they give, list the negatives.

Guide them to come to the conclusion that going back to be with Krishna is the best that could happen to us. We are very happy there loving Krishna, there is no disease, death, school, pollution, criminals, unpleasant jobs, etc.

8. With that established as the “best thing,” explain how that makes Krishna our best friend. Once He knows that is what we want, He will help us in every way to return to the spiritual world. He wishes the best for us.

He has been with us in our hearts lifetime after lifetime. No matter what sort of a birth we took He was a good enough friend to stay with us. He is sitting in our hearts watching our activities and simply waiting for us to turn His way.

9. Teach the students a song which compares Krishna in the heart as one of the two birds in the tree of our body. Color Worksheet 13 for a visual aid and display it as you speak.

Explain the analogy to the children. Krishna is seated as the Supersoul in our hearts. We are like one of the birds who goes about busily doing many activities while the other bird, Krishna, simply watches.

Pass out copies of the song on Worksheet 14. You’ll have to make up your own tune. Sing it two or three times so the children can become familiar with it. After singing, collect the papers for use next week.

The song:

Two little birds  
Sitting in a tree  
One is Krishna  
One is me.

I am always  
In distress  
Trying to find  
Happiness.

He is waiting  
Day by day  
For me to stop  
And turn His way.

10. Ask how many children would like to have Krishna as their friend. How can we take advantage of Krishna as our friend and get His association?

One thing that friendship requires is TIME. Explain how we must give our friends attention. We spend time talking and listening to them, playing with them, doing things for them, making or buying gifts for them, etc. Our willingness to use that time for them shows our love.

We can also show our love for Krishna by spending time associating with Him. How can we do that here? We can't see Him in person or play with Him? Ask them for ways to show our desire to be the Lord's friend. We can chant His name, sing songs to Him, pray (which is like talking to God), serve His close friend (the guru), make gifts for Him and many other things.

11. Pass out copies of Worksheet 15 and 16. Have the students suggest ways they can show their love and give their time to Krishna. The ideas should be practical and things they would be likely to do. List all suggestions on the board.

Have the children choose their 4 favorites and write one in each section of the Friendship Wheel on Worksheet 15. They are to choose one of the activities listed on their wheel to perform each day. It will be recorded on Worksheet 16. If they like, they can choose randomly by closing their eyes

and pointing or dropping an object onto the paper and doing whatever the object landed on.

This is to encourage the students to make time in their day to nurture their relationship with Krishna. The completed papers should be brought back next Sunday for discussion.

## Lesson Five **Temple Etiquette**

1. Chant the verse for the session.
2. Have the children take out their homework from last week for review. Let them share what activities they did and how they liked it. You may wish to display their papers or take them and write some encouraging comments and return the papers next week.
3. We made the point last week of Krishna being our best friend. Ask the children if they must follow rules when they go to visit at their friend's house. Do they follow the friend's rules or their own rules? They must follow the rules of that household. Ask them to give you examples from their experience of common house rules.

In the same way, the temple is Krishna's house and when we visit Him we must follow His rules. He likes things to be clean and orderly and He likes His guests to be respectful and to behave properly.

4. See how many rules of the temple the children know. You may list the suggestions as they come or concentrate on the major ones. Basically, they can be divided into Rules for Cleanliness and Rules for Proper Respect.

Rules for Cleanliness can be:

- ◆ No shoes allowed in temple.
- ◆ Wash after eating before entering temple.
- ◆ No eating in temple room.

Rules For Proper Respect can be:

- ◆ Knock or ring bell before entering.
- ◆ Offer obeisances as you enter and leave. (Demonstrate and allow the children to practice the correct way of offering obeisances.)
- ◆ No playing or talking unnecessarily in the temple room.
- ◆ Stand properly before the Deities (no hands in pockets or folded across chest, face the Deities, etc.)
- ◆ Sit properly before the Deities (cross-legged, don't spread the legs or point the feet towards the altar).

5. Role-play with the students to help them identify improper temple behavior. Have three or four children take turns leaving the room. Before

they reenter, whisper to them an incorrect behavior to perform. Someone can walk in without offering obeisances and stand with his hands folded across his chest, another can come in with shoes on and eating something, two can come in and start chasing each other around. Let the other students identify what they are doing wrong.

6. If it's not too disruptive to the Sunday lecture, take your class quietly into the temple room. Let them all knock softly, offer obeisances and otherwise exhibit perfect temple etiquette. Make sure they offer obeisances as they leave.

7. Back in the classroom, hand out pieces of clean white paper. Have crayons or colored pencils available. Instruct the children that they are to illustrate one of the rules they learned today. The drawings can be displayed on the wall or they can take them home.

8. Sing the "Two Little Birds" song once or twice.

## Lesson Six

### Worshipping Krishna with Others

1. Chant the verse for the session.
2. Review briefly the past lessons. Ask for some temple rules. The pictures they drew from last week will remind them.
3. Last week the children learned the rules of Krishna's house. Ask them why we go to Krishna's temple. We go to worship the Lord. What is worship? Worship is showing Krishna we love Him.

We can worship God anywhere. Why should we bother to go to the temple? Can't we just stay home and worship Krishna? We go to the temple so we can worship Krishna with other people.

4. Before class, cut enough crepe paper streamers (6- or 7-inch lengths) for all the children. Have the children work in pairs. Tell the children to twist their streamers once around a finger and tell their partners one thing that's special about themselves. Have partners take turns wrapping the streamers around their fingers and telling a special thing about themselves. Have them continue until they completely wrap the streamer around their fingers. Encourage them to mention inner qualities rather than external qualities.

You may have to demonstrate and, while students are working together, circulate around the room helping pairs that may be stuck or shy.

Now have the students unwrap the streamers. Each time they unwrap one, they tell their partner a special thing about Krishna, such as "Krishna loves everyone" or "Krishna made the oceans," etc.

When they are finished, join together and ask:

- \* Was it easier to think of ways that you are special or ways that Krishna is special?
- \* What was it like to say good things about yourself?
- \* What was it like to say good things about Krishna?
- \* How do you think Krishna feels when we say good things about Him?

Tell the children that streamers like the ones they were using are used in celebrations. Worshipping Krishna together is like a big celebration showing Krishna why He is special. It shows Him we love Him. Refer to the

translation of the verse we are learning (BG 9.29). Krishna says that one who gives service and worship to Him is a friend.

Now *we* will have a celebration praising Krishna.

5. Cut the crepe paper streamers into small pieces like confetti. Cut extra so each child can get a good handful. Tell the children you are going to read a song that praises Krishna. They should listen closely and every time they hear the words “Krishna” and “Balarama” they should throw a little of their confetti into the air. We’ll celebrate Krishna’s name this way.

Read the following translation to portions of *Sri Vraja-dhama-mahimamrta* emphasizing Krishna and Balaram’s names:

“All glories to Radha and Krishna and the divine forest of Vrindavan. All glories to the three presiding Deities of Vrindavan -- Sri Govinda, Gopinatha, and Madana-mohana.

“All glories to Kesi-ghata where Krishna killed the Kesi demon. All glories to the Vamsi-vata tree, where Krishna attracted all the gopis to come by playing His flute. Glories to all of the twelve forests of Vraja. At these places the son of Nanda, Sri Krishna, performed all of His pastimes.

“All glories to Rama-ghat, where Lord Balarama performed His rasa dance. All glories to Lord Balarama, the son of Rohini. All glories to the residents of Vrindavan.”

6. Explain that Krishna has so many glories that He can be praised forever. Ananta Sesa wished to have millions of mouths to praise the Lord but He knew that even that would not be enough. King Prithu was offered a benediction for pleasing Lord Vishnu but he only wanted the benediction of having a million ears so that he could hear the glories of the Lord. So it is proper that we should come together to say wonderful things about Krishna.

7. Ask what people usually do in celebrations. (Sing, dance, clap hands, listen to music, play instruments...) Point out to the children that we do these same things in our celebration for Krishna. He is pleased when we sing and dance because we show Him that we are happy worshipping Him.

8. If the children are not regular chanters and dancers, show them some of the ways we dance in the temple. You can demonstrate some of the steps and put a kirtan tape on if the children want to try. *All* the children should be participating somehow -- singing, clapping, dancing, playing an instrument. Don’t force the dancing on them if they are too shy.

Afterwards ask them how they liked dancing and chanting. You may get mixed answers but conclude with it being nice to participate in worshipping Krishna. We are always worried about how we look, if someone will laugh at us, etc. but it's nice to forget all those things in the temple and enjoy worshipping Krishna together.

9. If your temple schedule permits, finish class in time to go to the temple kirtan. Encourage the students to participate fully in the kirtan and chant Krishna's name loudly!

10. Remind the children that next week you will have a little review over all the things they learned. They should practice the Bhagavad Gita verse and have it memorized by then. That should be the only thing that they need to study.

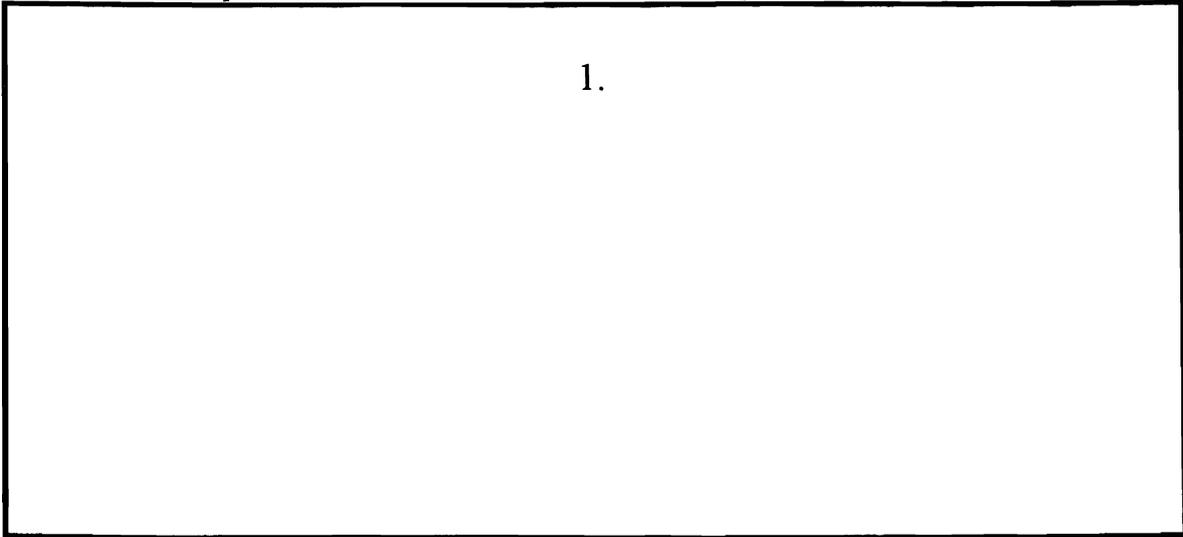
Name \_\_\_\_\_

Date \_\_\_\_\_

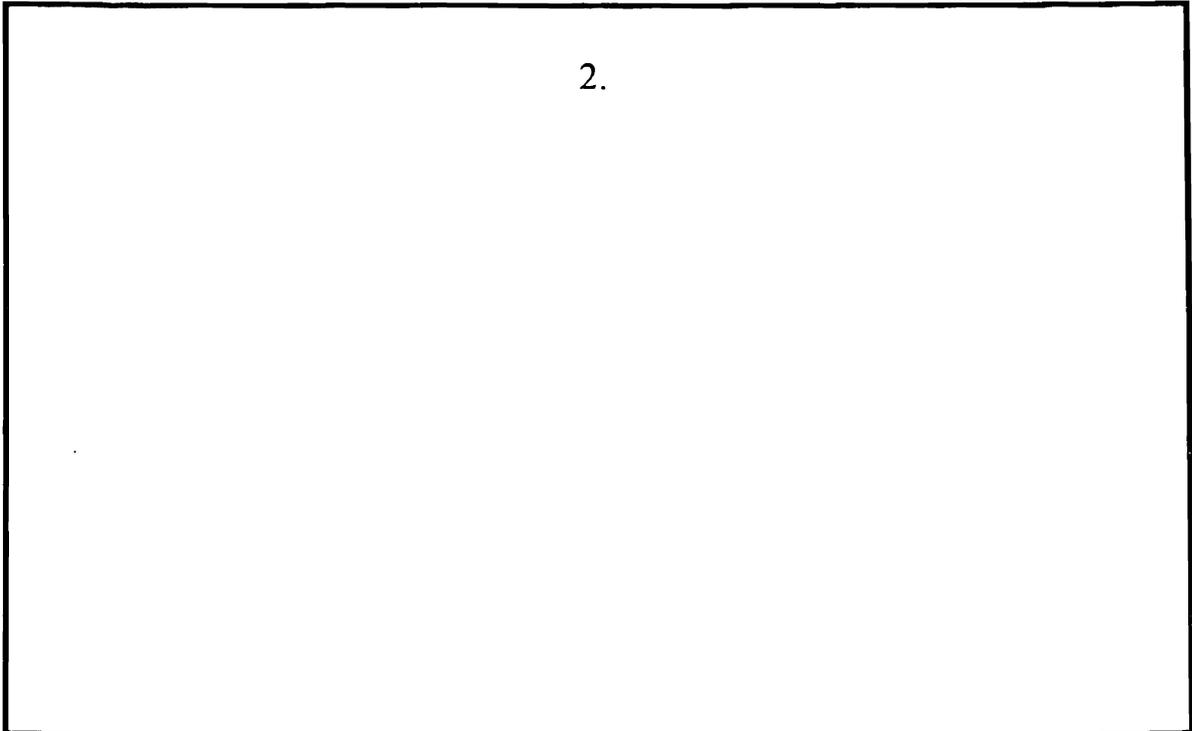
**Vaisnava Behavior**  
Madhava Class Evaluation

1. Draw two pictures below of two different temple rules.

1.



2.



2. Recite the verse we learned in class to your teacher. Your teacher will check one of the boxes below.

Knows it                       Knows with help                       Doesn't know

3. Write three words that describe a good friend.

\_\_\_\_\_

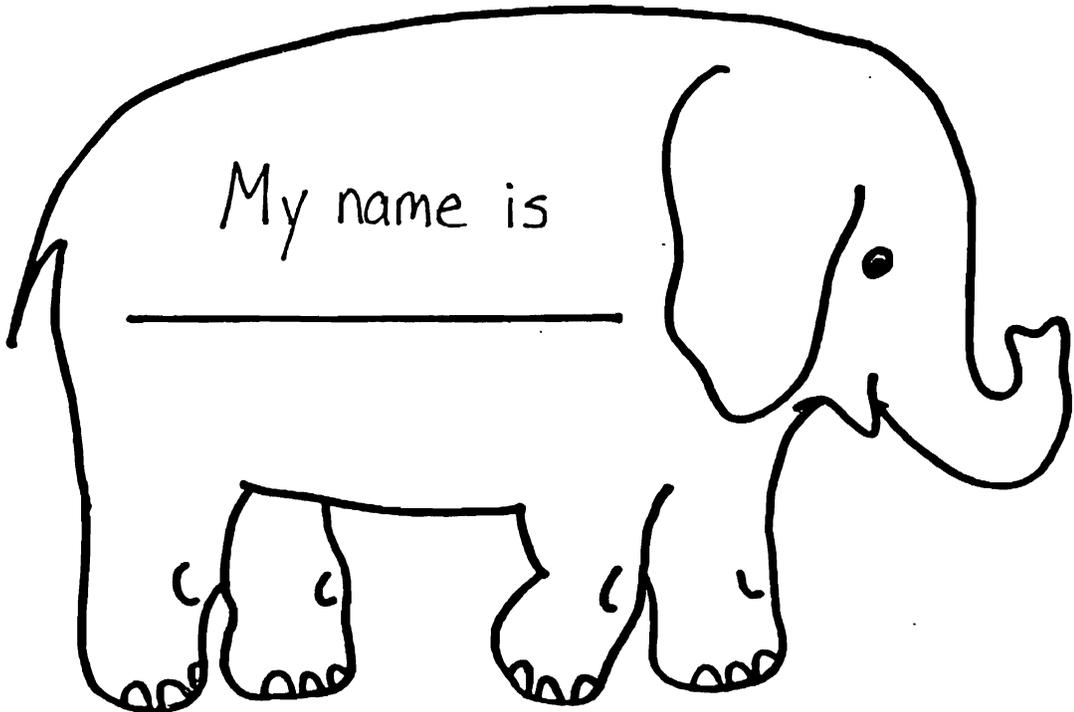
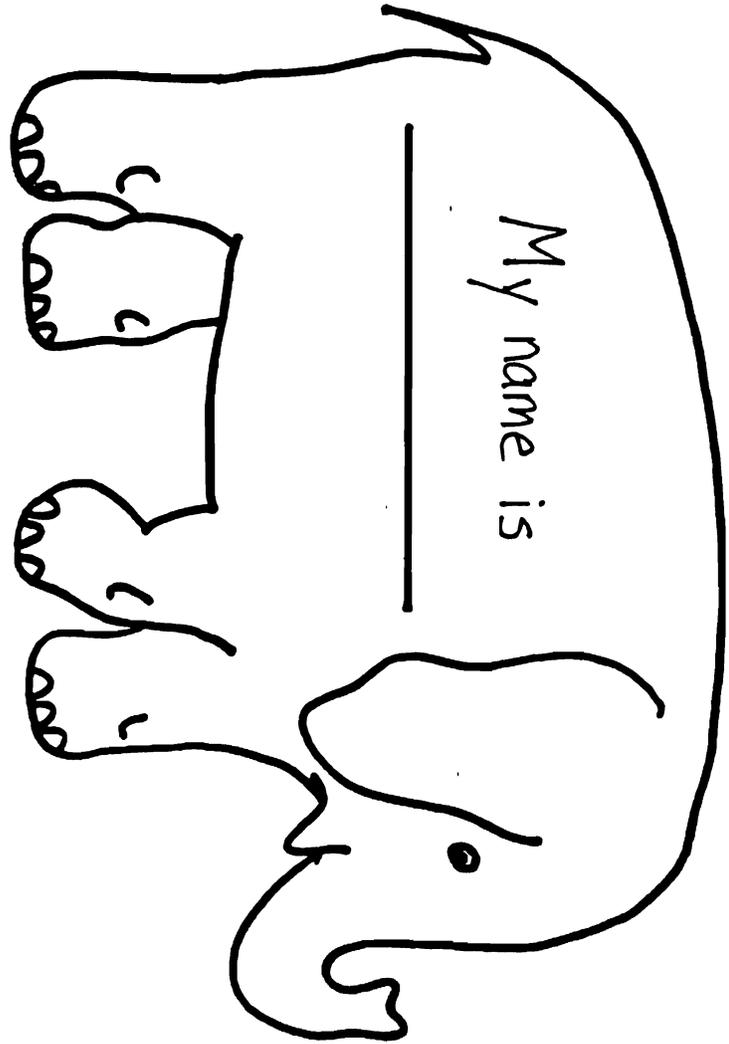
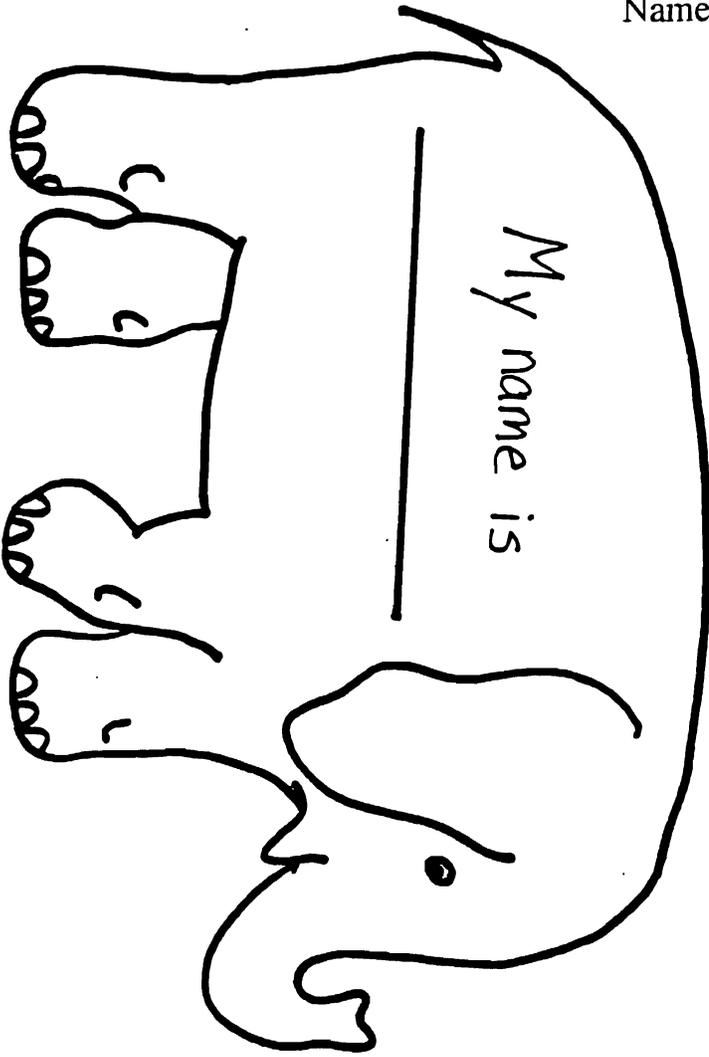
Choose a word from the box to complete the sentences below.

<b>argue</b>	<b>play</b>	<b>good things</b>	<b>Krishna</b>
<b>respect</b>	<b>worship</b>	<b>bad things</b>	<b>Brahma</b>

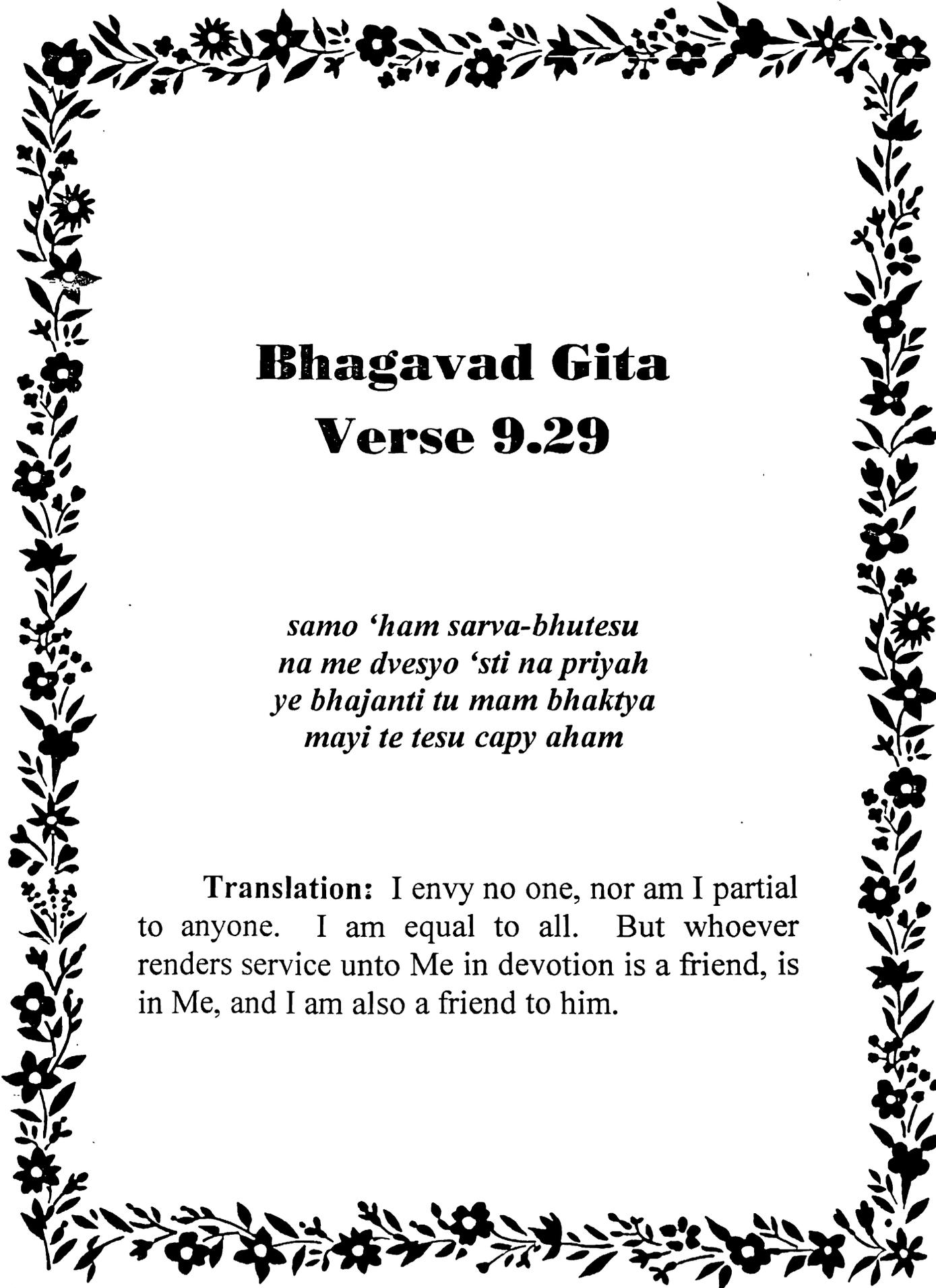
1. \_\_\_\_\_ is our best friend.
2. We should \_\_\_\_\_ all living things.
3. We should always try to see the \_\_\_\_\_ in other people.
4. \_\_\_\_\_ means showing Krishna we love Him.
5. We shouldn't \_\_\_\_\_ with our parents and teachers.

6. Draw a picture on the back of this page showing the way you like to worship Krishna.

Worksheet 1  
Nametags







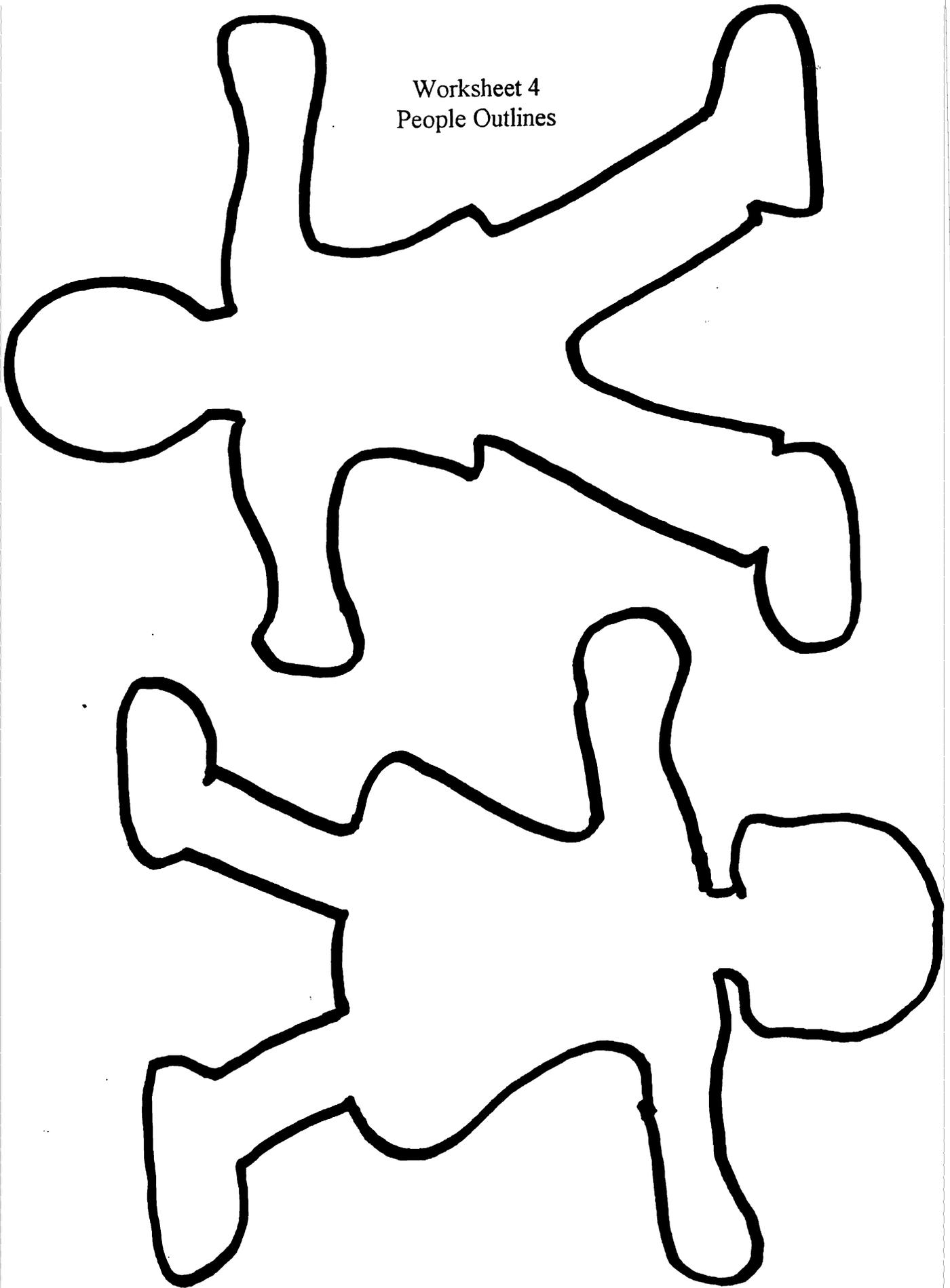
# **Bhagavad Gita**

## **Verse 9.29**

*samo 'ham sarva-bhutesu  
na me dvesyo 'sti na priyah  
ye bhajanti tu mam bhaktya  
mayi te tesu capy aham*

**Translation:** I envy no one, nor am I partial to anyone. I am equal to all. But whoever renders service unto Me in devotion is a friend, is in Me, and I am also a friend to him.

Worksheet 4  
People Outlines



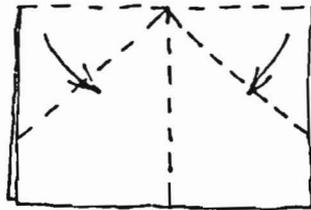
## Worksheet 5

Instructions are below for making a "Yankee Doodle" newspaper hat. A simple headband made from a strip of construction paper stapled in the back would also work. All you really need is something to stick the feathers in.

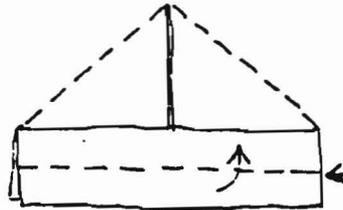
This hat is so common that some of its possibilities may be overlooked. For the basic hat you will need a single page from the newspaper. Follow the diagram below.



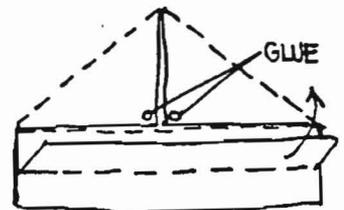
1. FOLD IN HALF



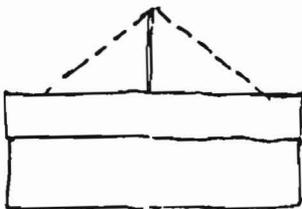
2. FOLD IN HALF AGAIN, OPEN, and FOLD CORNERS TO MIDDLE



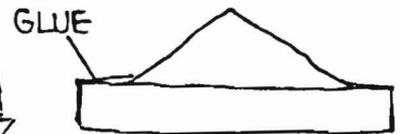
3. FOLD TOP LAYER ALONG DOTTED LINE



4. FOLD UP AGAIN

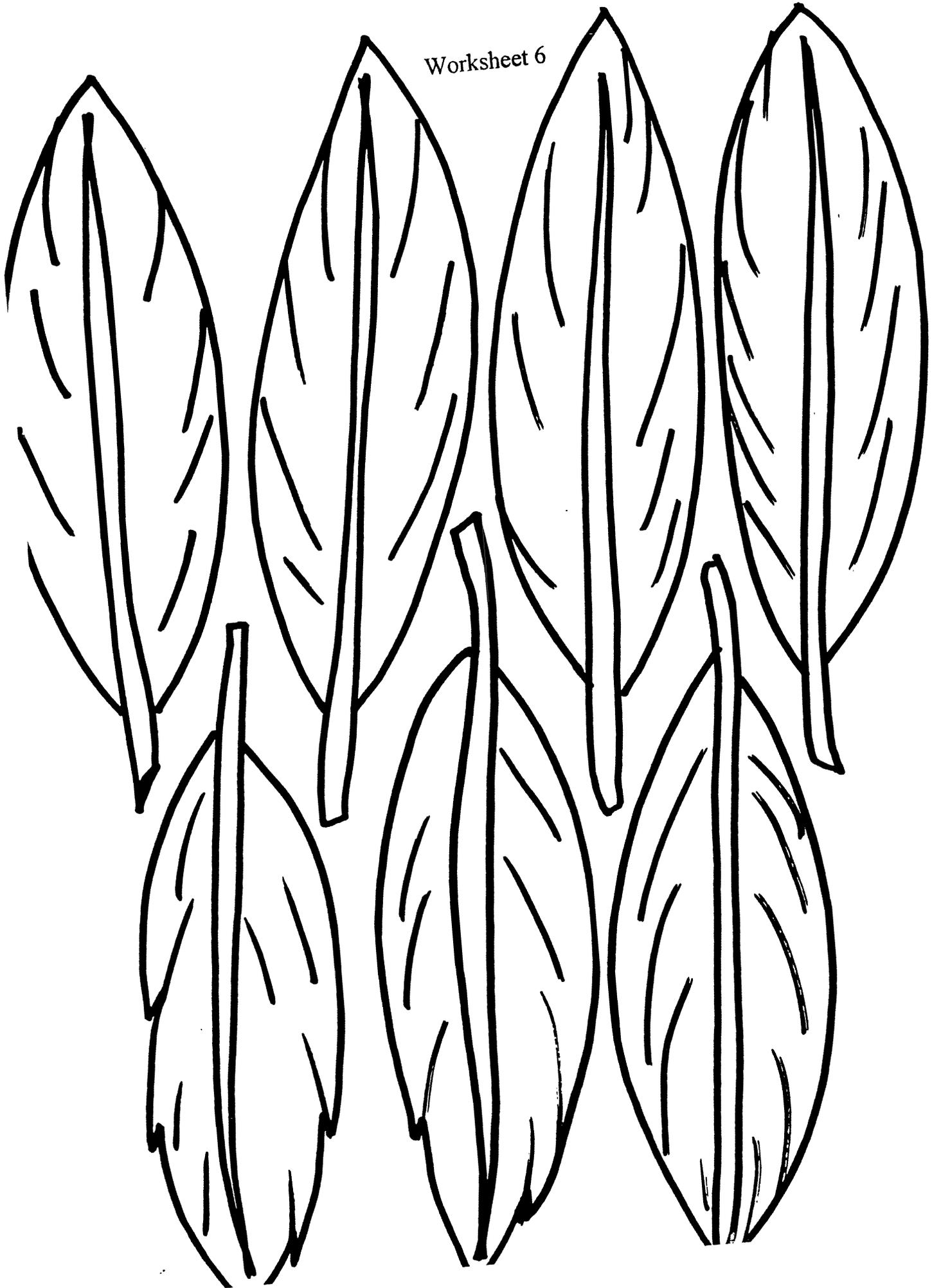


5. TURN OVER and FOLD BACK LAYER UP TWICE AS YOU DID AT THE FRONT

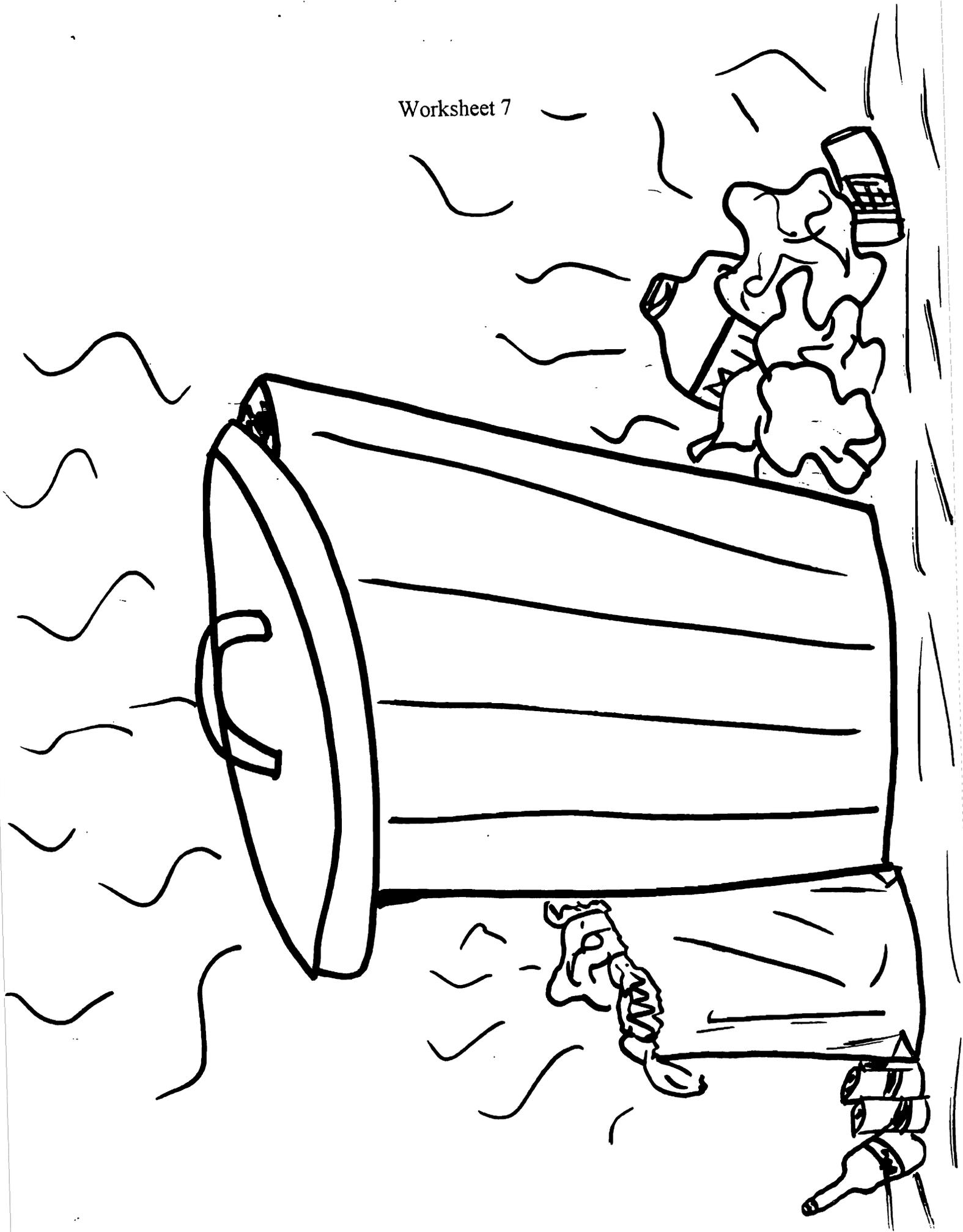


TO MAKE HAT MORE SECURE, ADD YARN TIES

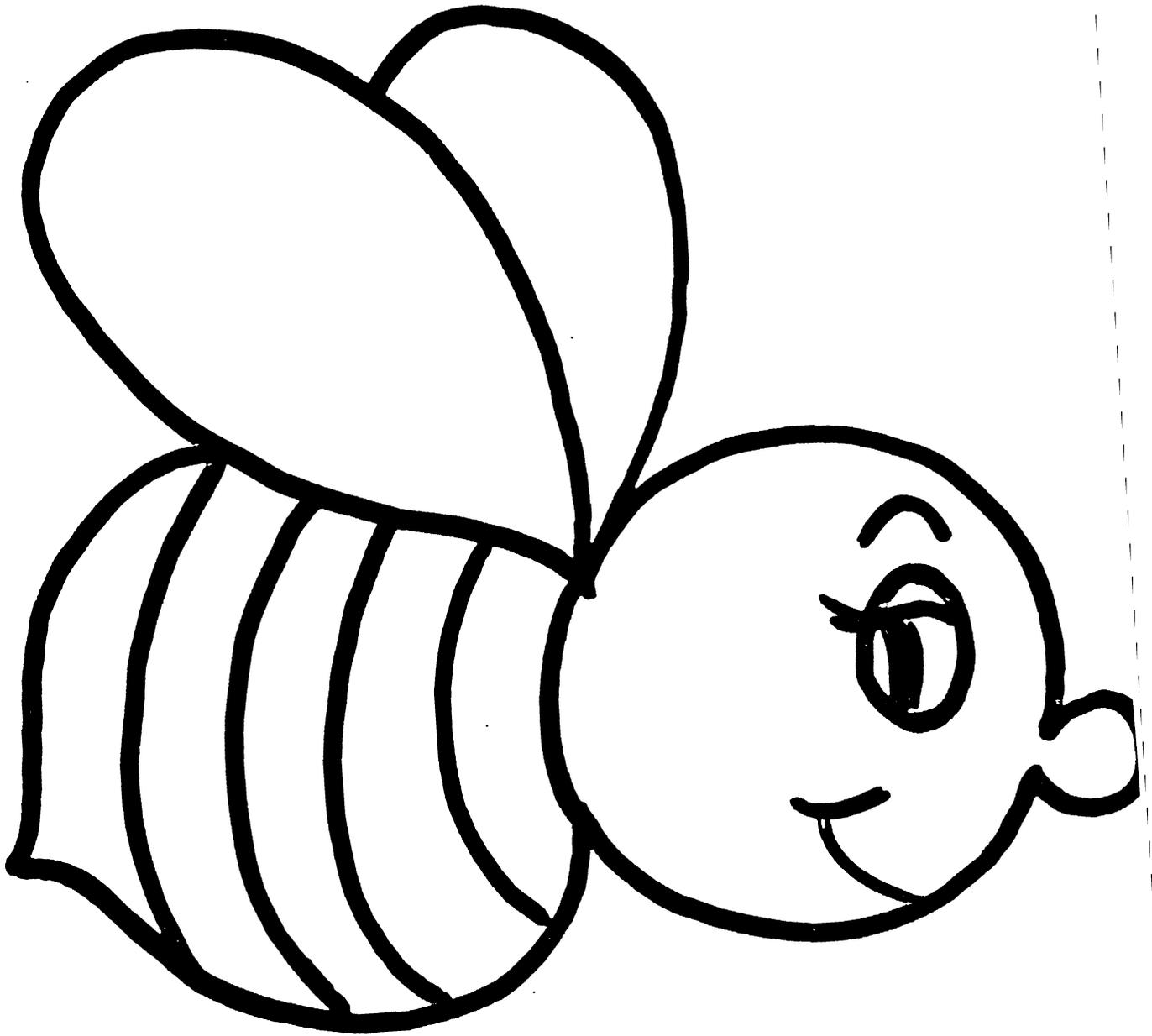
Worksheet 6



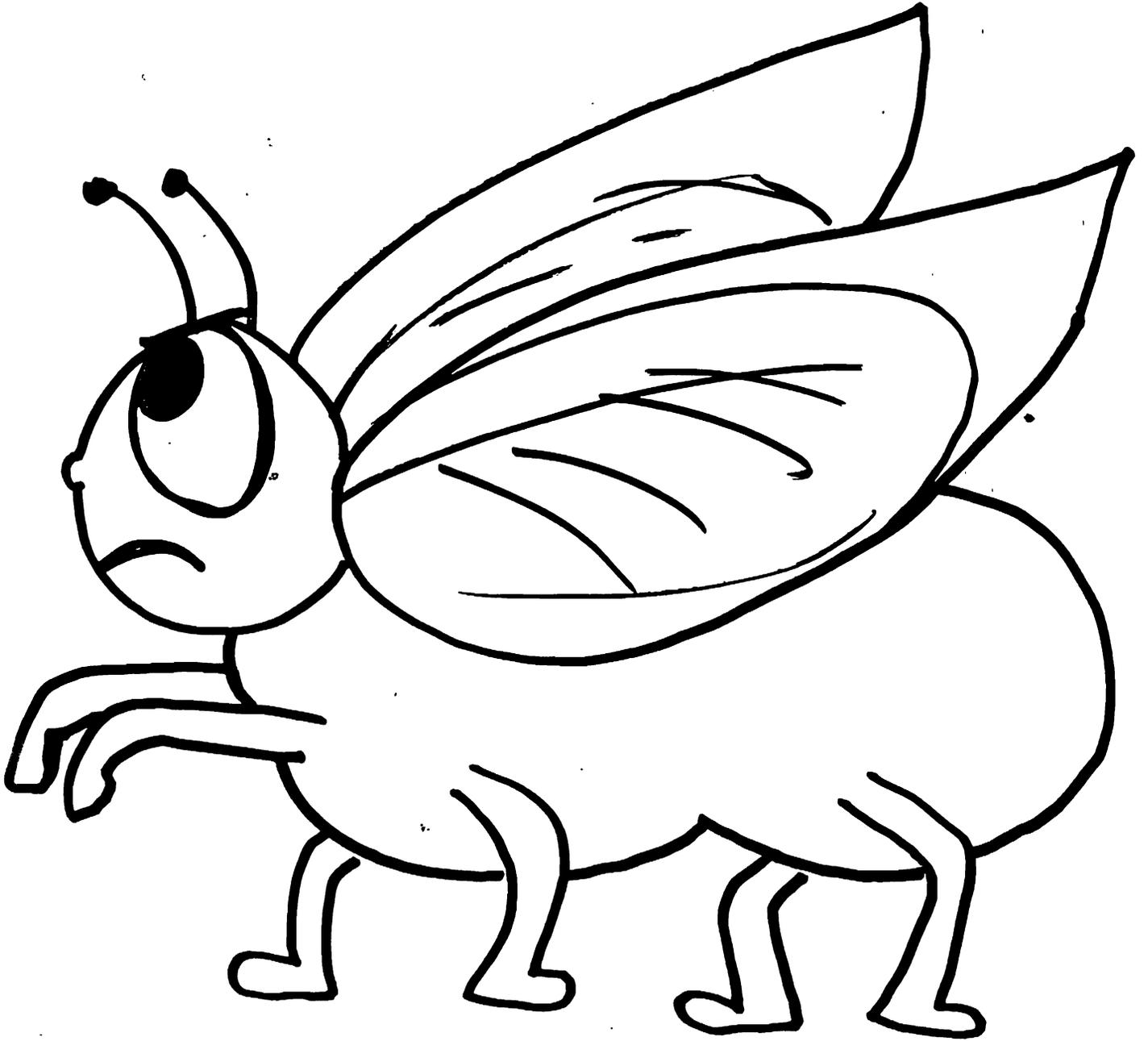
Worksheet 7



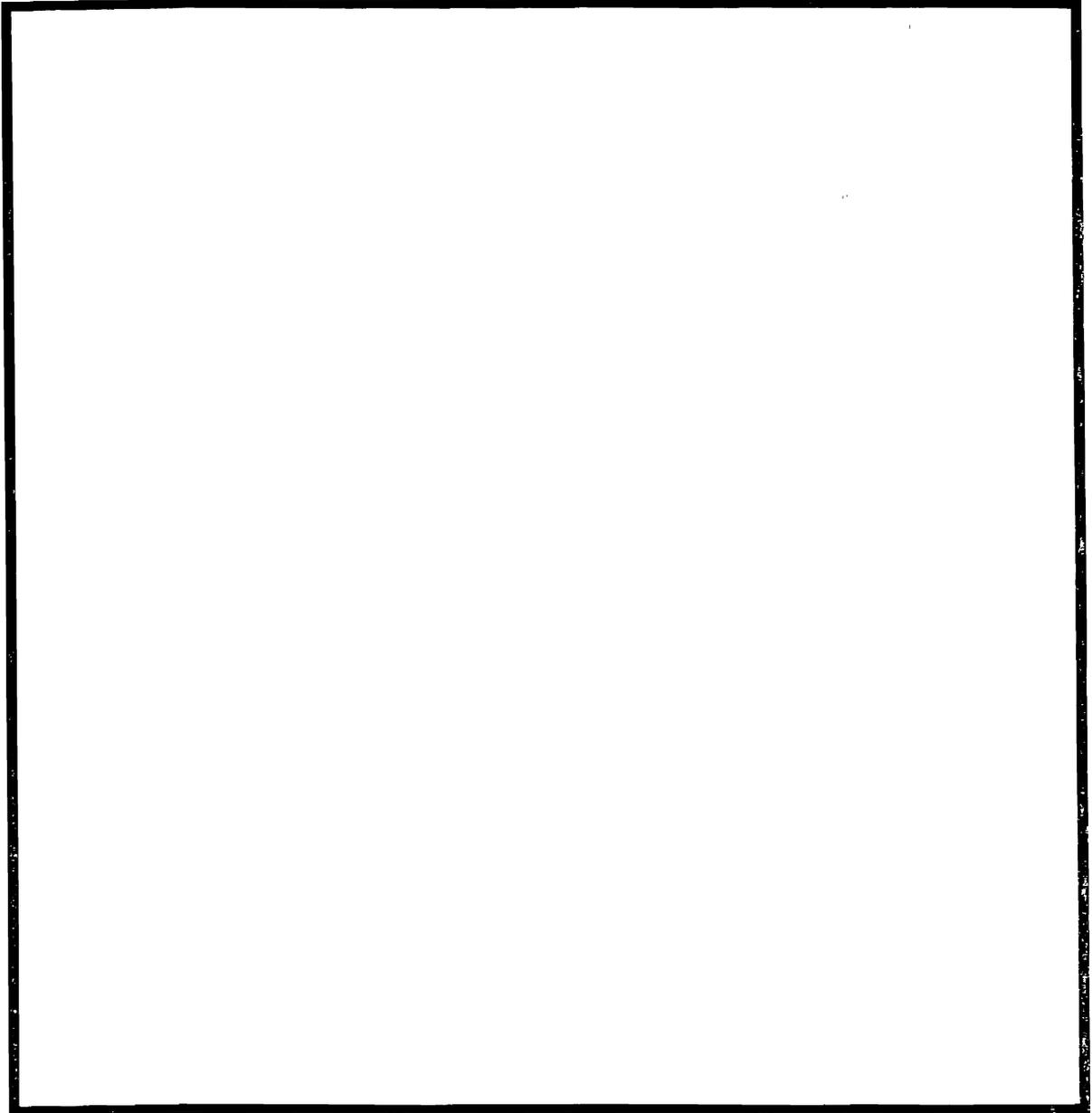
Worksheet 8  
bee



Worksheet 9  
Fly



## ***Krishna Gave My Family Talent***



In the box above draw a picture of your family. Krishna gave each member of your family special talents and qualities. Show in your drawing what each person is good at.

## Worksheet 11

Let's see how respectfully we can treat our parents and teachers. You know how well you behaved each day so you can grade yourself. Color in a petal each day with the color that shows how well you showed your respect. Have your parents or teacher sign at the bottom at the end of the week. Did they notice a difference?

### Red -- Excellent

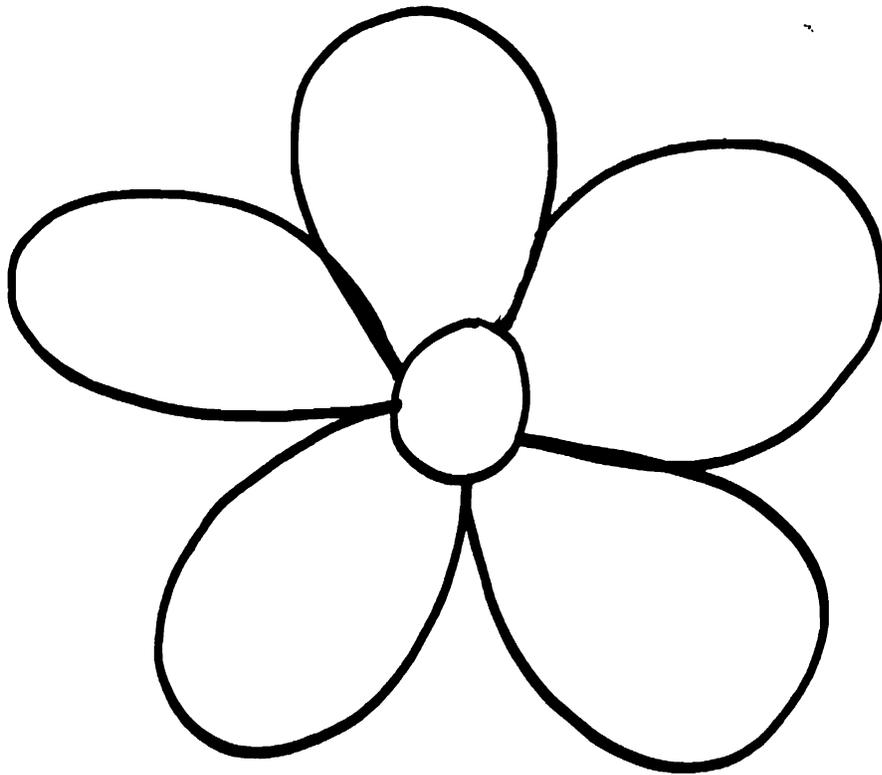
- I did everything that was asked of me without complaining.
- I offered to do some extra work.
- I didn't argue with my parents or teachers.
- I listened nicely to what they were saying.

### Orange -- Fair

- Not bad, but I could have been better.

### Yellow -- Poor

- I wasn't very respectful today but I'll try harder tomorrow.



Parent or Teacher's Signature: \_\_\_\_\_

## Worksheet 12

1. You have a stomach ache and a sore throat. You were so sick that you missed a good party. What might your friend say to you?
2. You had a fight with another friend and you are both still angry at each other. What might your friend say to you?
3. There was a very hard Science Test at school and you are pretty sure you failed the test. What might your friend say to you?
4. One of the kids at school laughs at you because you believe in God and go to a temple. What might your friend say to you?
5. You are being punished at home and cannot go anywhere for one week. What might your friend say to you?
6. Someone stole your bicycle. What might your friend say to you?
7. Your best friend is having a birthday party but you can't go because your grandparents are visiting from another city. What might that best friend say to you?
8. You scored the highest in your school on the yearly achievement tests. What might your friend say to you?
9. Your father got transferred and you have to move to another state in 3 months. What might your friend say to you?
10. You find out that you have a chance to spend the summer in India with some relatives. You have wanted to do this for a long time and you know it will be fun. What might your friend say to you?

Worksheet 13



Lord Krishna and the living entity are seated within the same body just as two friendly birds are seated on the same tree.

*Bhagavad-gita 2.22*

Worksheet 14

**“Two Little Birds” Song**

Two little birds  
Sitting in a tree  
One is Krishna  
One is me.

I am always  
In distress  
Trying to find  
Happiness.

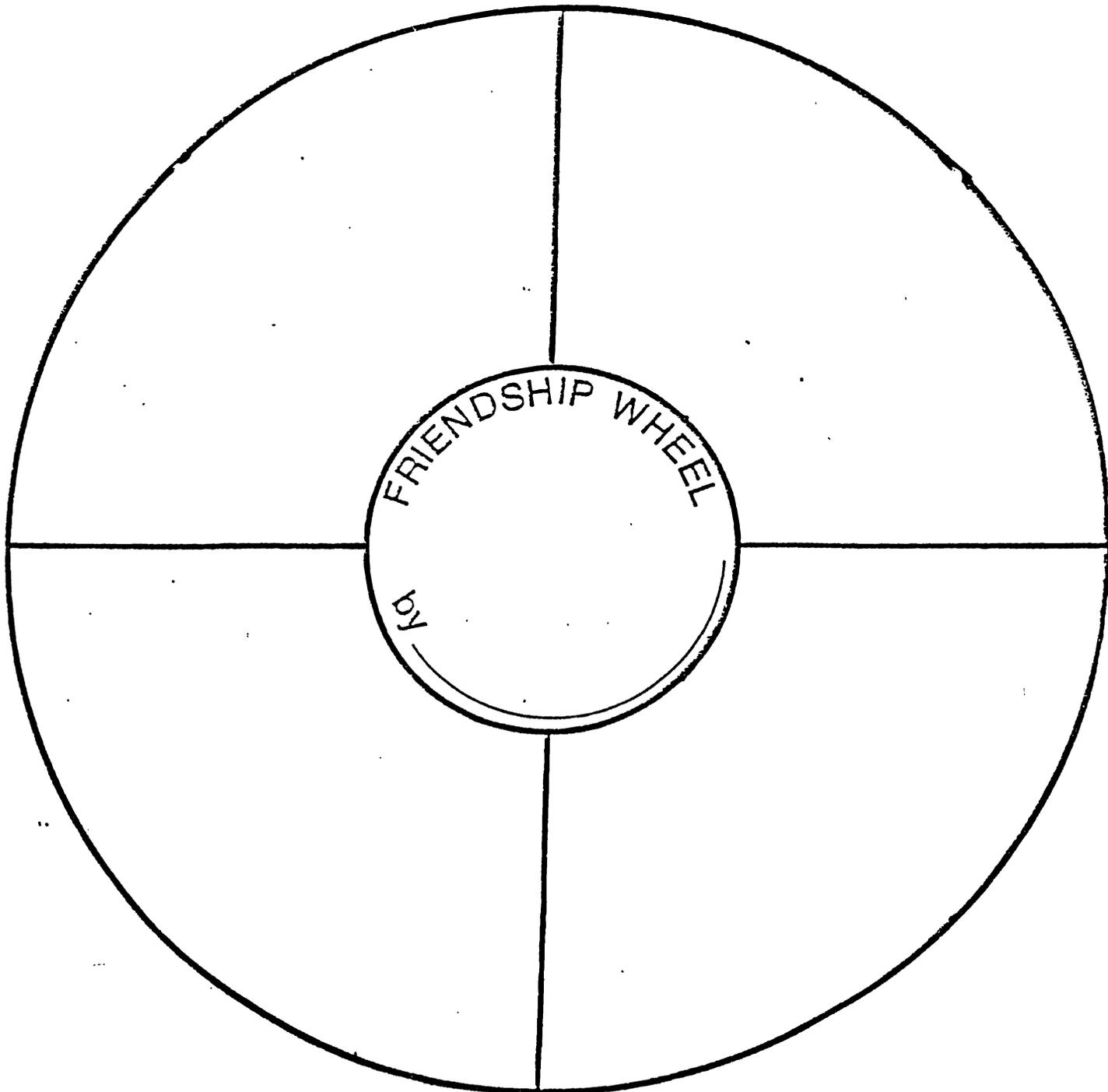
He is waiting  
Day by day  
For me to stop  
And turn His way.



Worksheet 15

**Friendship Wheel**

Think of four different ways that you can be a good friend to Krishna. Write each friendly deed in a different section.



## Worksheet 16

In each daily space below, write the activity you chose to do from your Friendship Wheel.

Monday

---

Tuesday

---

Wednesday

---

Thursday

---

Friday

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