

# *Animals in the Vedas*

## *Teacher's Guide*



Hare Krishna Sunday School  
International Society for Krishna Consciousness  
Founder-*acarya* A.C. Bhaktivedanta Swami Prabhupada

## Contents

<u>Lesson</u>	<u>Page</u>
Introduction	1
Lesson 1	4
Lesson 2	12
Lesson 3	20
Lesson 4	26
Lesson 5	34
Lesson 6	40
Session Quiz	47





## Introduction

The Vedas are filled with many pastimes involving the Lord with personalities in the form of animals. Some were demoniac and some were saintly. Some were cursed in a previous life to take birth as an animal before returning back to Godhead (Gajendra and the crocodile, for example). Whether the personalities were demoniac or Godly, Srila Prabhupada translated these pastimes for us to relish and learn from. That is the goal of this session, Animals in the Vedas.

Because of the age group in the Madhava class, the enclosed stories were not told in extensive detail. For example, the history behind Indrayumna's birth as Gajendra, the elephant is not discussed. According to the level of understanding of the children in your class, you may want to add more advanced details that can be directly taken from Srila Prabhupada's books. In this guide, I have tried to include the source of many of the stories for this purpose.

To go along with each lesson, I have included in the teacher's guide a story to be read from the Panca Tantra. (Except for Lesson 3 which is substituted with a skit pertaining to that lesson.) Each Panca Tantra story is an enjoyable animal fable teaching a particular moral. (A Western version would be Aesop's Fables.) A fable can be read each week and the moral can be discussed in class. This addition to the session relates to the session project which will be explained later.

Some students may already be familiar with the Panca Tantra. For those who are not, or who do not know its origin, the following explanation can be read:

**Long ago in ancient India, there was a king named Amarshakti who had three sons. The princes were dull and slow and were not interested in studying. The king worried for their future. He wanted them to learn and be wise. After consulting his minister, King Amarshakti sent for Visnusharma Pandit who lived in a distant land.**

**"Visnusharma Pandit is learned and wise and will be able to teach you sons," the minister assured him.**

**When Visnusharma Pandit arrived at the palace, the king told him about his sons and asked for his help.**

**"Eighty as I am," the Pandit said, "I do not hanker after wealth or**

**honor. But, I assure you that I shall do all I can to make your princes wise within six months.”**

**Visnusharma Pandit then wrote five classics (Mitrabhed, Mitralabh, Kakolukiy, Labdhapranash and Apariksit-karaka) for the princes. Each book contained animal stories of practical wisdom that even the princes could understand. Their personalities were changed and they became very wise young men.**

Because the goal of this session is to present enjoyable animal stories the children can learn from, a section at the end of each lesson entitled, “Something to think about and discuss” is included. There, you will find a few thought-provoking questions to be discussed in class and/or the children can be encouraged to discuss these topics at home with their parents. Hopefully, this session will encourage the students to be a bit introspective and analytical on an age-appropriate level.

The session project should encourage this kind of thought and discussion. Beginning with the first lesson, have the students construct a book which will be filled in with their own fables by the end of the session. Give each student a minimum of 15 pieces of blank, white paper. Either construction paper or typing paper will do. Have them fold the papers in half and tie a piece of ribbon or yarn on the left side to keep them together. This should form their book. They can write, “My Animal Fables” on the cover and then decorate the cover with crayons, markers, and animal stickers. Be sure they write their names on the cover as the “author.” Explain that each week for homework, they will be writing an animal fable of their own with a moral to teach others. For those who can write complete sentences and paragraphs, they can do so. They can then draw pictures to go along with what they have written or they can cut animal pictures from magazines and glue them on the appropriate pages. For those who cannot write as well, they can “tell” their fables in drawings and write captions the way the words sound. The spelling does not have to be perfect. The idea is to get them to be thoughtful and creative. By the end of this session, the children will have hopefully had fun and learned more than they realized!

Just a suggestion: At the beginning of this session, send home a brief letter explaining this session and the homework (Writing and/or drawing animal fables with lessons to be learned.) Invite the parents to assist with this

project during the week and to discuss the questions listed on the “Check for Understanding” page under the title “Something to Think About and Discuss.” The more the parents (and grandparents) can reinforce these lessons, the better!



## Lesson One

### **Garuda and the Sparrow**

1. Introduce the session and explain how Srila Prabhupada has given us many wonderful stories about animals in the Vedas to learn from. Ask the students if they understand what a fable is and the meaning of a moral. (A lesson learned from the story being told.) Many may be familiar with Panca Tantra or Aesop's Fables which is usually read in school or is available in school libraries.
2. Read aloud the Introduction from their workbook as they follow along.
3. Explain the session project and how they will each become the "author" of a book of animal fables.
4. Introduce the session verse. The Sanskrit and English translation should be written in advance on a poster board and displayed on the wall of the classroom. Point to each Sanskrit word as you recite it and have the students repeat each word. Then progress to each line of the verse, having them repeat after you. Finally, read the translation and have them repeat it. Be sure they understand what each word means. Then give a short purport of what the entire verse means and how it relates to this session.
5. Read aloud Lesson One, "Garuda and the Sparrow."
6. Review the five questions on the "Check for Understanding" page and have the children take turns filling in the blanks.
7. Discuss the first two questions under "Something to Think About and Discuss." Srila Prabhupada tells the story of Garuda and the sparrow in the *Bhagavad-gita As It Is*, Chapter 6, Text 24. He states, "As for determination, one should follow the example of the sparrow who lost her eggs in the waves of the ocean." He then tells the story and concludes with, "Similarly, the practice of *yoga*, especially *bhakti-yoga* in Krsna consciousness, may appear to be a very difficult job. But if anyone follows the principles with great determination, the Lord will surely help, for God helps those who help themselves." This last sentence is discussed under "Something to Think

About and Discuss.” This is the great lesson to be learned from this story and presents countless opportunities for some thought-provoking discussions in class. Encourage the children to discuss this point at home, asking their parents what this statement means to them.

8. A word game is presented on the next page in the student’s workbook. This can be done in class as a group, individually, or in teams to see which team finds the most words.

9. If your classroom already has a flannel board for storytelling, xerox the following “shadow” figures to use while reading the fable “The Snake and the Crows” from the Panca Tantra. If you do not already have a flannel board, a simple one can be constructed. Flannel pieces can be purchased inexpensively at a craft or fabric store and mounted to cardboard or poster board for the background. Cut each “shadow” figure and glue a small piece of velcro (the soft part) to the back of the figure in order to stick to the flannel board. If you want, you can laminate each “shadow” figure before applying velcro. The pieces will last longer this way. While reading the fable, apply each figure when indicated to illustrate the story. This simple way of “showing” the story increases the children’s attention span.

10. Briefly discuss how this fable relates to the statement, “God helps those who help themselves.” Even though the evil snake killed all of their babies, the two crows were determined to not give up and fly away. They sought advice and were successful in their plan. Did the Lord help them as well?

11. The children should construct their books this week so they can begin writing their first fable. (If needed, review the instructions written in the introduction of this teacher’s guide.) Have them write the title and decorate the cover. For homework, have them write and draw pictures of their first fable to be brought in next week. This story should consist of any animal characters they choose and should teach a moral about determination and how “God helps those who help themselves.” Encourage them to seek assistance from their parents as a “family project.”

## Panca Tantra Story for Lesson One

### The Snake and the Crows

There once stood a big banyan tree on the edge of a forest. **(Place tree on left side of flannel board)** A crow built his nest on one of its branches. **(Place crow in tree)** He lived there with his wife, Mrs. Crow. **(Place second crow in tree)**

One day, a long, black snake crawled to the banyan tree. **(Place snake at bottom of tree)** He saw a hole in the ground just below the tree. He decided to make it his home.

The crows were afraid of the snake. They did not want him to live so close to them because snakes were known to eat baby crows.

“Alas! We cannot make the snake move his home somewhere else,” Mrs. Crow said. “But, we should be very careful.”

In a few days, Mrs. Crow laid some eggs. **(Place eggs in tree)** In time, tiny baby crows hatched from the eggs. **(Remove the eggs and place baby birds in the tree)** Mr. and Mrs. Crow were very happy. They loved their children and took great care of them.

One morning, Mr. and Mrs. Crow were away looking for food for their children. **(Remove Mr. and Mrs. Crow)** The black snake quietly crawled up the tree. **(Place the snake near the baby birds)**

“So much tasty food here for me to eat,” the snake said, smiling.

He quickly swallowed the baby birds. **(Remove the baby birds and place the snake in his home by the base of the tree)**

When Mr. and Mrs. Crow returned, they were shocked. **(Place the two crows back in the tree)**

“My poor babies are gone,” Mrs. Crow cried.

Mr. Crow asked all of the animals who lived nearby if they saw what happened to their children. **(Place the turtle and rabbit and fox on the right side of the flannel board. Place Mr. Crow next to them)**

“We are sorry,” the animals said. “We did not see what happened to your children.”

Mr. and Mrs. Crow were very sad. **(Place Mr. Crow back in the tree next to Mrs. Crow)** They cried for a long time. Finally, they reached a decision.



“If the Lord allows us more children, we will never leave them alone again,” they agreed.

Many months went by. Mrs. Crow laid some new eggs. **(Place eggs in the tree)** Little babies hatched from the eggs. **(Remove eggs and place baby birds in tree)** This time Mr. and Mrs. Crow were very careful not to leave their children alone. Only one of them would go in search of food. **(Have one bird fly away and place in “sky”)** The other always stayed behind to guard the children.

One day, while Mr. Crow was away searching for food, Mrs. Crow saw the snake slither up the tree. **(Place snake on trunk of tree)** Mrs. Crow started cawing loudly, but the snake would not stop. He went to the nest and killed the baby birds. Then he ate them up. **(Place the snake on the top of the tree and remove the baby birds)**

Poor Mrs. Crow was very sad.

“You cruel, evil snake,” she shouted.

The snake simply crawled back to his home at the bottom of the tree. **(Place the snake at the bottom of the tree)**

Mr. Crow returned home late that night. **(Place Mr. Crow in the tree)** He was very upset and angry when he heard what had happened.

“Let’s go away from here,” Mrs. Crow said. “We will build a new nest on another tree.”

“Nonsense,” said Mr. Crow. “We have lived in this tree for many years. How can we leave our home? We must not allow this evil snake to drive us away. We must find a way to outsmart him. If we pray very hard, the Lord will help us find a way.”

“You are right,” Mrs. Crow said. “But, what should we do?”

Mr. Crow became very thoughtful and prayed for help. Finally, he said, “Let us go to Mr. Fox. He is known for being very clever and will help us.”

The two crows flew to their friend, Mr. Fox. **(Place the fox on the right side of the board next to the rabbit and turtle. “Fly” Mr. and Mrs. Crow to the fox)**

“Dear friend, we need your help,” Mr. Crow said.

He then told the fox all that had happened. The fox thought for sometime.

“Dear Mr. and Mrs. Crow,” the fox said. “You have lived in your nest for many years. You should not go away. Do not worry, I have a good plan to

kill that snake. Two princes live in a palace nearby. Every morning they go to bathe in the river. While they are bathing, their servants look after their clothes and jewels on the river bank. Both of you go there tomorrow. Wait until the servants are not looking. Then Mrs. Crow must pick up a gold necklace and fly away. Mr. Crow must follow her, cawing loudly. He should make a lot of noise. The servants must see Mrs. Crow flying away with the necklace. They will chase both of you at once for they are loyal servants of the princes. Dear Mrs. Crow, when you reach the banyan tree, drop the necklace in the snake's hole where he lives. Then wait and watch."

The two crows agreed with the fox's plan. They thanked him and flew away. **(Place the two crows back in the tree)**

The next morning Mr. and Mrs. Crow flew to the river bank. **(Remove the turtle, rabbit and fox from the board and place the two crows there)** Just as the fox had said, the two princes arrived. They left their clothes and jewelry with their servants and went to bathe in the river. **(Place the necklace near Mrs. Crow)**

"Look at that beautiful necklace," Mrs. Crow shouted. Swooping down, she quickly picked up the necklace in her beak. Flapping her black wings, she flew away. Mr. Crow followed her, cawing loudly.

"Stop," the servants shouted. "Give us that necklace at once."

Mrs. Crow did not stop. The servants ran after the two crows. Soon Mrs. Crow reached the banyan tree. She dropped the necklace in the snake's hole. **(“Fly” the two crows to the tree and place the necklace in the snake's hole)**

The servants saw Mrs. Crow drop the necklace. They tried to take the necklace out of the hole with a long stick. The snake was sleeping inside the hole. He awoke and got very angry. He crawled out of the hole. **(Move the snake up a few inches)** At once, the servants surrounded him. They hit him and killed him with their long stick. Then they took the necklace and went back to the river. **(Remove the snake from the board)**

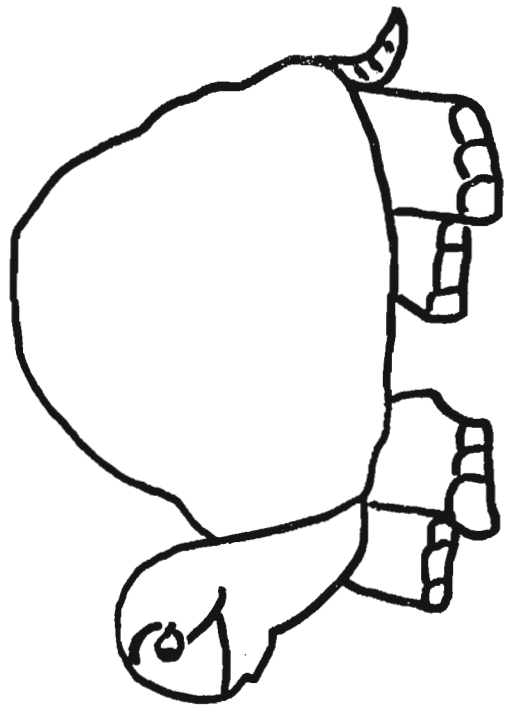
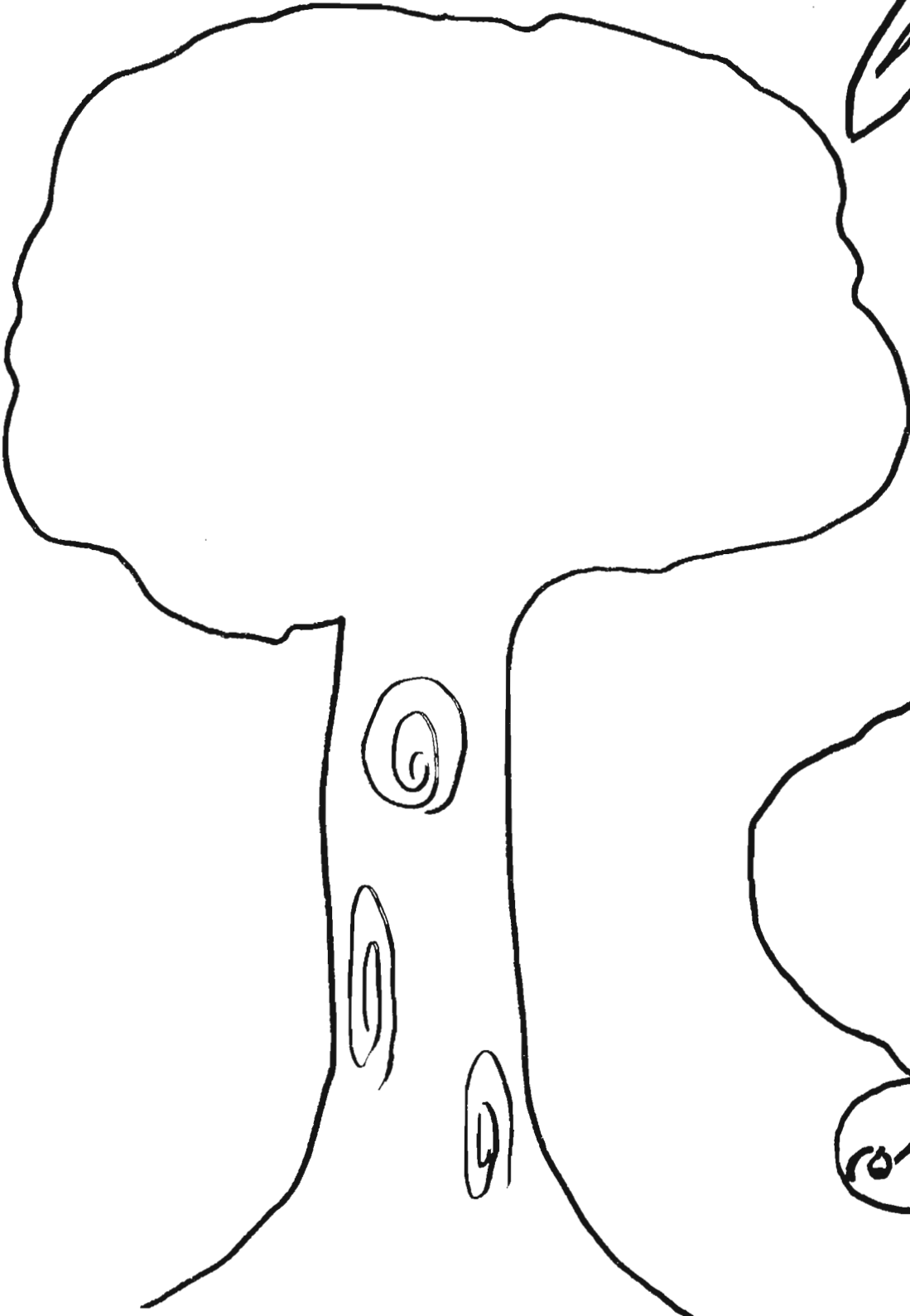
Mr. and Mrs. Crow were very happy.

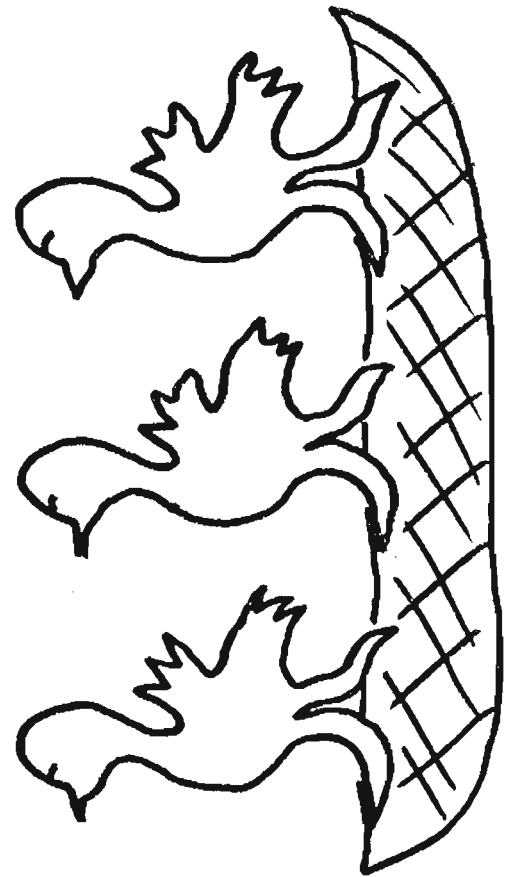
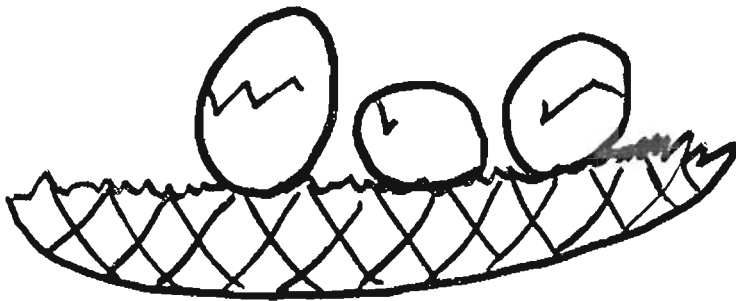
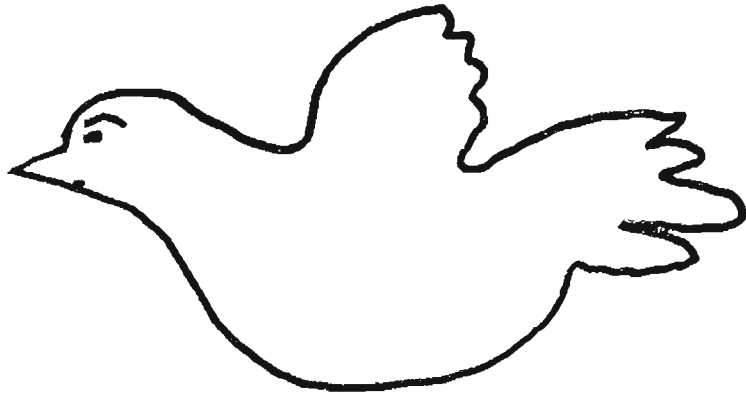
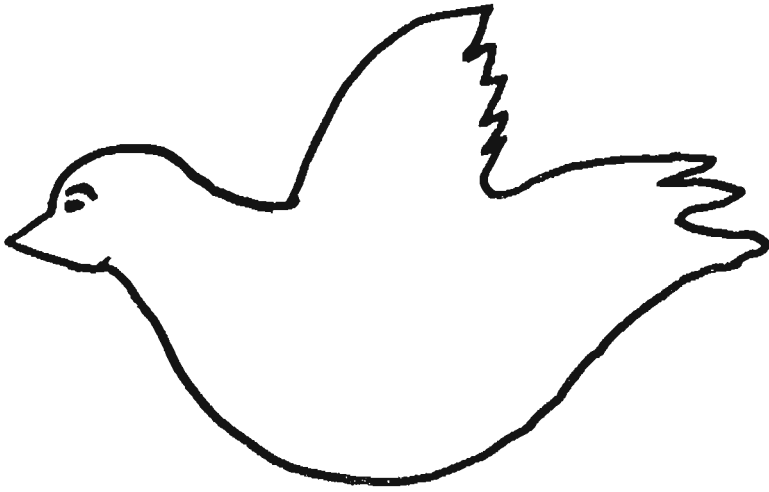
"We do not have to worry about the wicked snake anymore," said Mr. Crow.

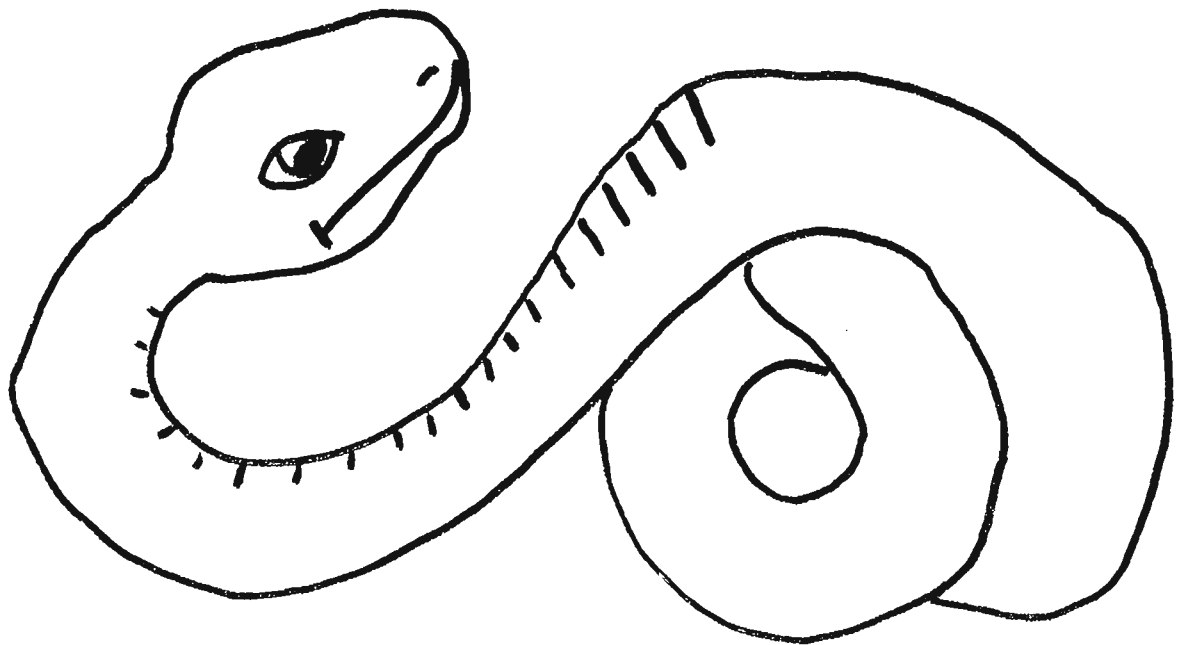
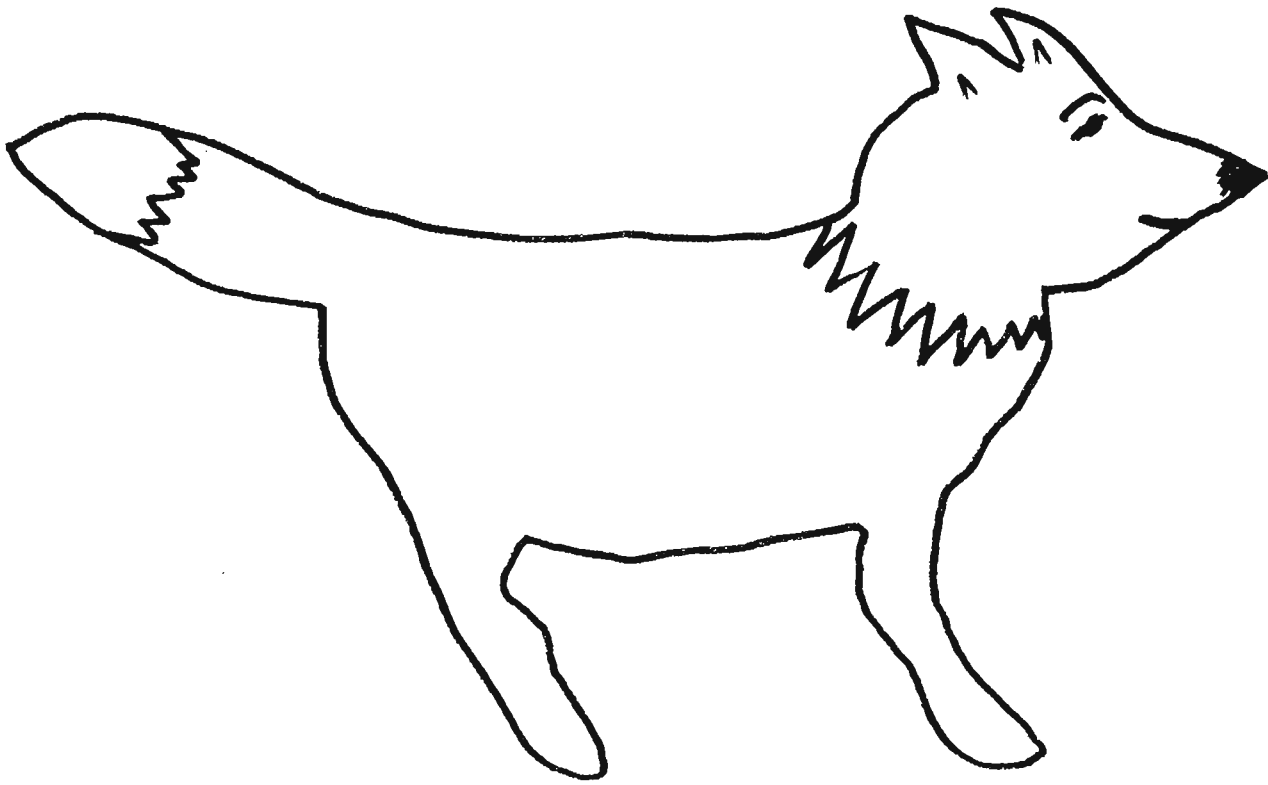
They were soon blessed with more children. They all lived peacefully in their nest for many years.



*Flannel Board Cut-Outs for  
"The Snake and the Crows"*







## Lesson Two

# A Change of Heart

1. Chant the session verse.
  
2. Review last week's lesson about Garuda and the Sparrow. Write the word, "Determination" on the board and ask the students what this word means. Briefly review how we should be very determined to serve Lord Krishna. Reinforce the meaning of the statement, "God helps those who help themselves."
  
3. Hopefully, all of the children did the homework and wrote and/or illustrated an animal fable teaching determination. Take some time to have them share their fables with the class. Encourage them to stand, one at a time, in front of the class, read or tell their fable and show their pictures. Provide stickers or another incentive to reward those who completed the homework. Sharing their stories in this way will reinforce what was learned last week.
  
4. Read aloud this week's lesson, "A Change of Heart."
  
5. Complete the "Check for Understanding" page and discuss the questions at the bottom of the page. The main point they should get out of this story is that by associating with a devotee like Narada Muni and hearing about Krishna consciousness, even the most evil-hearted snake became a pure devotee. He never wanted to hurt anyone again. That is the potency of Krishna consciousness! (Remind them that the first quality of a devotee is to be kind to everyone!) Encourage them to discuss these questions with their parents at home.
  
6. The next page in their workbooks can be colored with crayons or markers. The Hare Krishna Maha-mantra should be written in the box at the bottom of the page. You may want to write the mantra on the board for the younger ones who cannot spell it properly.
  
7. Play the game "I Love Krishna" as described below. Introduce the game by explaining that the snake loved the Lord after he became purified by Narada

Muni. This game describes the wonderful qualities of Krishna and some of the reasons why we love Him.

### **I Love Krishna**

**All of the players sit in a circle and take turns thinking of a word that describes Krishna. The word must begin with the next letter in the alphabet. The first player who cannot think of any adjective that starts with his letter of the alphabet is out. The letter “X” can be left out because there are so few words beginning with that letter. The game can be continued when “Z” is reached by starting again with “A”.**

**Examples:**

**I love Krishna with an A because He is so artistic.**

**I love Krishna with a B because He is so beautiful.**

**I love Krishna with a C because He is so compassionate.**

**I love Krishna with a D because He is so daring.**

**I love Krishna with an E because He is so elegant.**

**I love Krishna with an F because He is so friendly.**

**I love Krishna with a G because He is so generous.**

**I love Krishna with an H because He is so humorous.**

**...and so on through the entire alphabet.**

8. Have a copy of the snake worksheet included in this chapter of the Teacher’s Guide for each student. Have them color and cut out the snake following the simple directions. Using a hole-punch or simply poking it with a pencil, put a hole through the circle at the top of the snake’s head and have the children put yarn, string or ribbon through it. If they cut it correctly, the snake should hang like a mobile.

9. Read aloud the story that follows from the Panca Tantra. Explain that the animals in this story changed from evil to good when their lives were saved by the Brahmana. This story also includes a snake. To involve them in the story, the children can hold up their snake mobiles whenever the snake speaks.

10. After you have read the story, remind the children that they are to write

an animal fable in their books for homework. The fable should tell or show the lesson learned this week. One character in their story must have a “change of heart.”



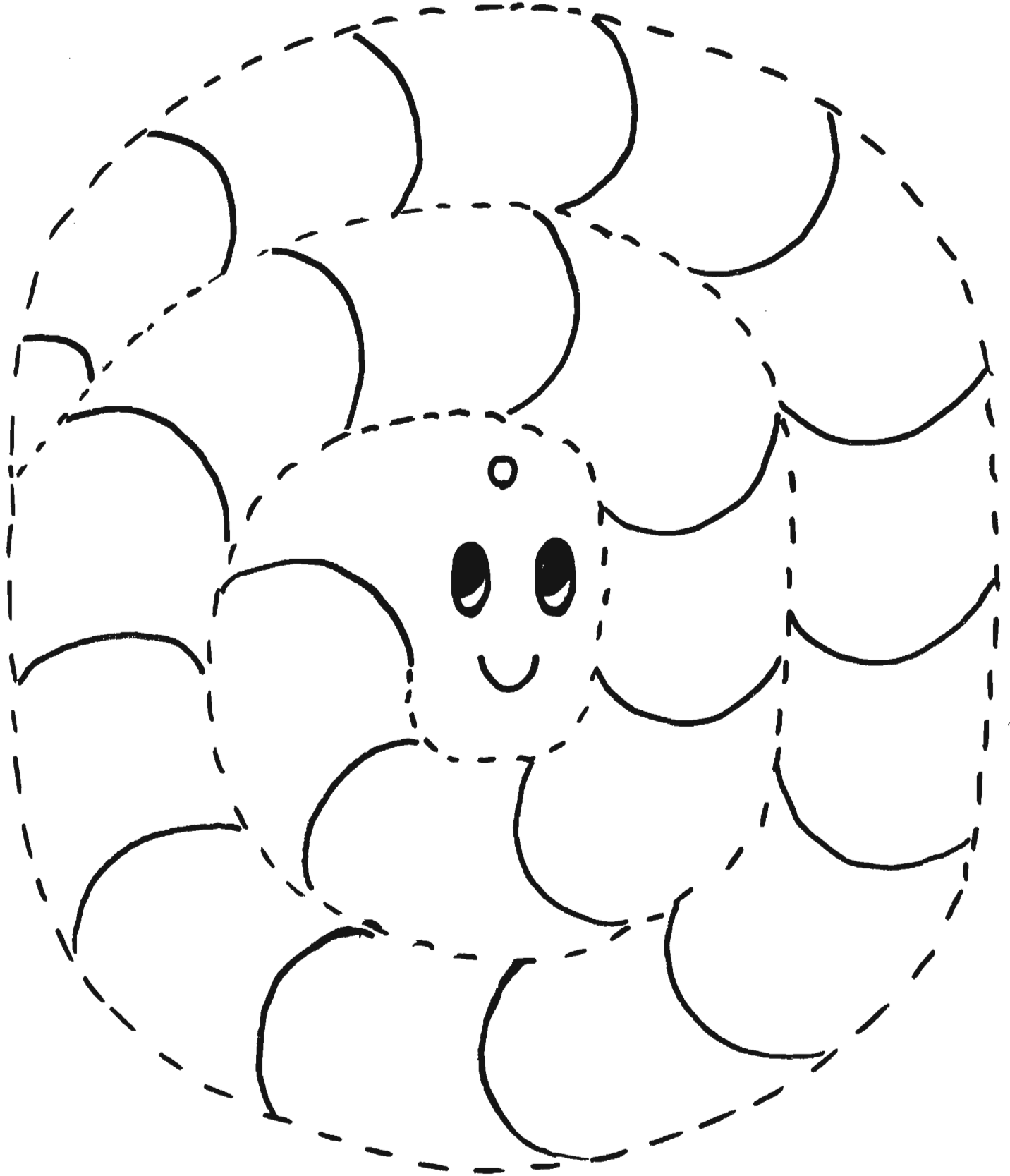


### Snake Mobile

1. Color 

2. Cut  - - - - -

3. Punch hole and hang with yarn, string or ribbon



## Panca Tantra Story for Lesson Two

### The Ungrateful Goldsmith

Many years ago, a poor Brahmana lived in a small village in India. He was looking for a job, but could not find suitable work. He decided he might be able to find work if he traveled outside of his village.

He roamed here and there until he reached a thick jungle. He was very hungry and thirsty.

“If only I could get some water,” he thought, as he looked around.

Suddenly he saw a well. He went near it and looked inside. The Brahmana was shocked at what he saw. A tiger, a monkey, a snake and a man lay inside the well.

Seeing the Brahmana, the tiger shouted, “Oh, kind sir! Please take me out of this well. My wife and children are waiting for me at home. They must be very worried.”

“Take a tiger out?” the Brahmana asked. “Do you think I am crazy? If I pull you out, you will kill me and eat me!”

“Dear Brahmana, do not be afraid,” the tiger said. “I promise I will not harm you. Take pity on me, Sir. Please save me.”

The Brahmana was a good and kind man. He stood on the edge of the well and pulled the tiger out of the well.

The tiger thanked the Brahmana and said, “May the Lord bless you!”

Then he pointed to a mountain far away.

“I live in a cave over there,” the tiger said. “Come to me if you ever need my help.”

At that moment the monkey called out.

“Good sir!” the monkey shouted. “I cannot jump out of the well. Please pull me out as well.”

“You monkeys are known to steal even the shoes from a man,” the Brahmana said. “If I save you, then you will surely steal the only pair of shoes I have.”

“I promise not to take anything from you,” the monkey said. “Please help me.”

So, the Brahmana being a very saintly and kind man pulled the monkey out of the well. Jumping up and down with joy, the monkey said, “Thank you very much, Kind Sir. I live in a mango tree near the hill. If you ever need

food, just let me know. I will get some tasty fruit for you to eat.”

Then the snake also called out. **(Have the students hold up their snakes.)**

“Oh, Saintly Brahmana,” the snake shouted. “Please save my life, too.”

“Save your life?” the Brahmana asked. “Do you think I am a fool? For if I save you, you will bite me at once and kill me.”

**(Have the students hold up their snakes.)**

“No, No,” the snake replied. “I will never bite the man who saves my life. I promise you.”

The kind Brahmana believed the snake and pulled him out.

**(Have the students hold up their snakes)**

“Good sir,” the snake said. “Thank you so very much for saving my life. Just call me if you are ever in trouble. I may be small, but I will come to you at once and help you.”

Before leaving, the animals warned the Brahmana about the man in the well.

“Do not help that man inside the well,” they said. “He cannot be trusted. You will be in trouble if you save him.”

After the three animals left, the man inside the well shouted to the Brahmana.

“Oh, Brahmana,” he yelled. “You have helped the others. Now take me out, as well.”

Filled with pity, the Brahmana pulled the man out of the well.

“Thank you so much!” the man said. “I am a poor goldsmith. I live in the town nearby. If there is anything I can do for you, just let me know.”

Then the goldsmith went away. The Brahmana continued with his journey. He roamed around for many days, but could not find any work. He felt very sad. Suddenly, he remembered the promises made by the tiger, the monkey, the snake and the goldsmith. He decided to take their help.

First, he went to the monkey.

“Welcome, dear Brahmana,” the monkey said. “What can I do for you?”

“I am very hungry,” the Brahmana replied. “I have not eaten for many days. Please can you give me some food?”

“Yes, of course,” the monkey said.

The monkey immediately brought the Brahmana fresh fruit from the

mango tree. He also collected grapes, apples and bananas and gave them to the Brahmana, too. After offering the fruit to the Lord, the Brahmana quickly ate the delicious snack. He thanked the monkey and left.

Next, the Brahmana went to the tiger. The tiger rushed out of his cave to greet the Brahmana. He gave him some gold ornaments.

“I took these ornaments from a prince,” the tiger said. “You can sell them at a good price. Please accept them as a gift.”

The Brahmana was very happy with the gift.

“Dear tiger, you kept your promise to help me someday,” the Brahmana said. “Thank you very much.”

Then he walked away carrying the gold ornaments with him. The Brahmana was very thoughtful.

“I will sell the gold ornaments so I can build a home for my family,” the Brahmana thought. “But, who will I sell them to?”

Suddenly, he remembered the goldsmith’s promise to someday help him. He went to the goldsmith’s home.

“What can I do for you?” the goldsmith asked, smiling.

“Can you sell these ornaments for me?” the Brahmana asked.

The goldsmith saw the ornaments and was surprised.

“I will do my best,” he told the Brahmana. “But, first let me show it to another goldsmith. Please wait here. I will be back soon.”

The tricky goldsmith took the gold ornaments to the king.

“I had these ornaments made for your son, the prince,” the goldsmith said. “The poor prince was killed and his ornaments taken away. A Brahmana brought them to me. He is still waiting at my home. Surely, he is the one who killed your son and stole these jewels.”

Filled with anger, the king called his guards.

“Arrest this wicked Brahmana at once,” the king shouted. “He killed my son and stole his ornaments. He shall be punished.”

The Brahmana was then arrested and locked up in jail. He was very unhappy.

“Why have you brought me here?” he asked the guards. “I have done nothing wrong.”

The guards told him about his crime. The poor Brahmana was shocked. Suddenly, he remembered the snake’s promise.

“Oh, snake!” he shouted. “Please, help me!”

The snake crawled into the jail. **(Have the children hold up their snakes)**

“How can I help you, dear friend?” the snake asked.

The Brahmana told him the whole story. “If you do not save me, I shall be hanged tomorrow,” he said.

**(Have the children hold up the snake)**

“I have a plan,” the clever snake said. “Tonight I will bite the queen. She will then faint. No one will be able to save her, but you.”

“How will I save her?” the Brahmana asked.

**(Have the children hold up the snake)**

“Only when you touch her forehead will she wake up,” the snake explained. Then he crawled away.

That night the snake bit the queen. She fell into a deep sleep. The news of the snake bite spread all over the kingdom. Doctors from far and wide tried to cure her. All of their medicines failed.

“I can save the queen,” the Brahmana told the guards. “Please take me to her.”

The Brahmana was taken to the queen’s room. She lay there in a deep sleep. The Brahmana placed his hand on her forehead. The poison left her body and she immediately woke up! The king was very happy and grateful to the Brahmana. The Brahmana then told the king how he was tricked by the goldsmith. The king became very angry.

“That wicked and ungrateful goldsmith shall be punished,” the king said.

He ordered the guards to arrest the goldsmith. He then thanked the Brahmana and gave him a large bag of gold coins and a new house for his family.

“Please, live in peace,” the king told the Brahmana.

And he did.

## Lesson Three

### **Nimai's Puppy**



1. Chant the session verse.
2. Briefly review last week's lesson, "The Change of Heart." Ask for volunteers to read aloud the animal fables they wrote for homework. Reward those who completed the homework assignment with stickers or another incentive to continue doing their homework.
3. Explain that this lesson, "Nimai's Puppy," is about receiving the causeless mercy of the Lord. (This story was told by H.H. Jayapataka Swami in India.) Be sure they understand what the word "causeless" means and how it relates to Krishna's mercy. Encourage the students to listen carefully to the story because they will be performing a skit at the end of the class. (Note: Since time is limited, there will be no Panca Tantra story for this lesson. The skit can be performed in its place.) Read aloud Lesson 3, "Nimai's Puppy" as they follow along in their workbooks.
4. As a group, complete the four questions on the "Check for Understanding" page. Begin a discussion about the questions written under "Something to Think About and Discuss." Encourage them to share these questions with their parents at home during the week.
5. Have a "race" to see who can unscramble the four words at the top of the next page. Ask for volunteers to read the poem about Nimai's puppy. Perhaps the more advanced readers could take turns reading two lines each of the poem.
6. Have enough copies of the "Dog" worksheet so each student gets one. Have them color in the dog, cut it out and glue to a brown paper bag to form a puppet.

#### **Instructions:**

1. **Paste the chin of the puppet's face on the side of the bag under the bottom flap.**
2. **Paste the top of the puppet's face on the bottom of the bag.**
3. **Slide your hand inside the bag. Bend four fingers to fit in the folded**

flap. By moving your fingers slightly, the puppet's mouth moves and "speaks."

This puppet will be used in the following game:

**Krishnaloka Game: (This is a variation of musical chairs)**

Explain to the students that this game involves us trying to go back to Godhead just as the puppy did while chanting Hare Krishna. Place two less mats on the floor as you have students. For example, if you have 10 students in your class, place 8 mats on the floor in a circle. If you have 15 students in your class, place 13 mats on the floor in a circle, etc. The circle represents Krishnaloka which is shaped like a lotus flower. The mats represent petals of the lotus, and the players are devotees trying to enter Krishnaloka.


The player who is chosen to be the leader stands in the middle of the circle with his puppet on his hand. Making the puppy's mouth open and close, the leader should chant Hare Krishna while the other students march around the circle of mats without touching them. Without warning, the leader stops the kirtan and all the players scramble for a mat. The devotee who does not get one takes his/her puppet into the circle and replaces the leader who was chanting and the game continues.

7. Before starting the skit, remind the children to write/illustrate an animal fable for homework. This week's fable should teach about receiving the causeless mercy of Lord Krishna. Encourage them to ask their parents/grandparents for help with this assignment.

8. Ask for volunteers to perform the skit, "Nimai's Puppy," on the following page.

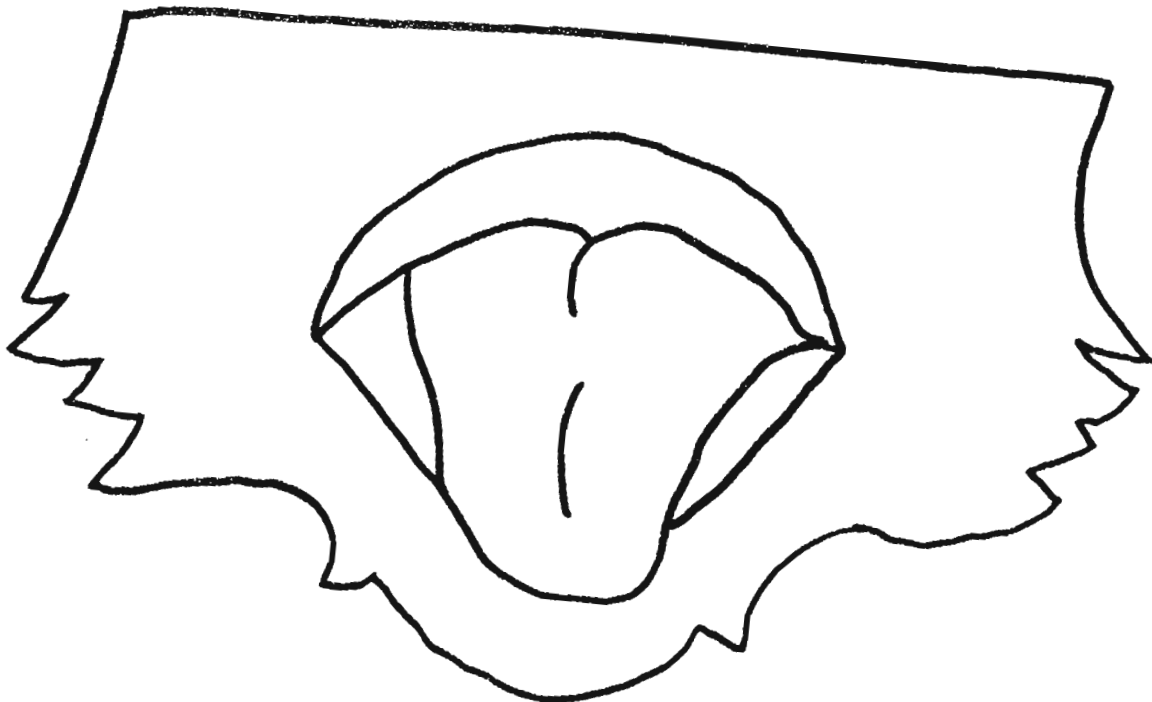
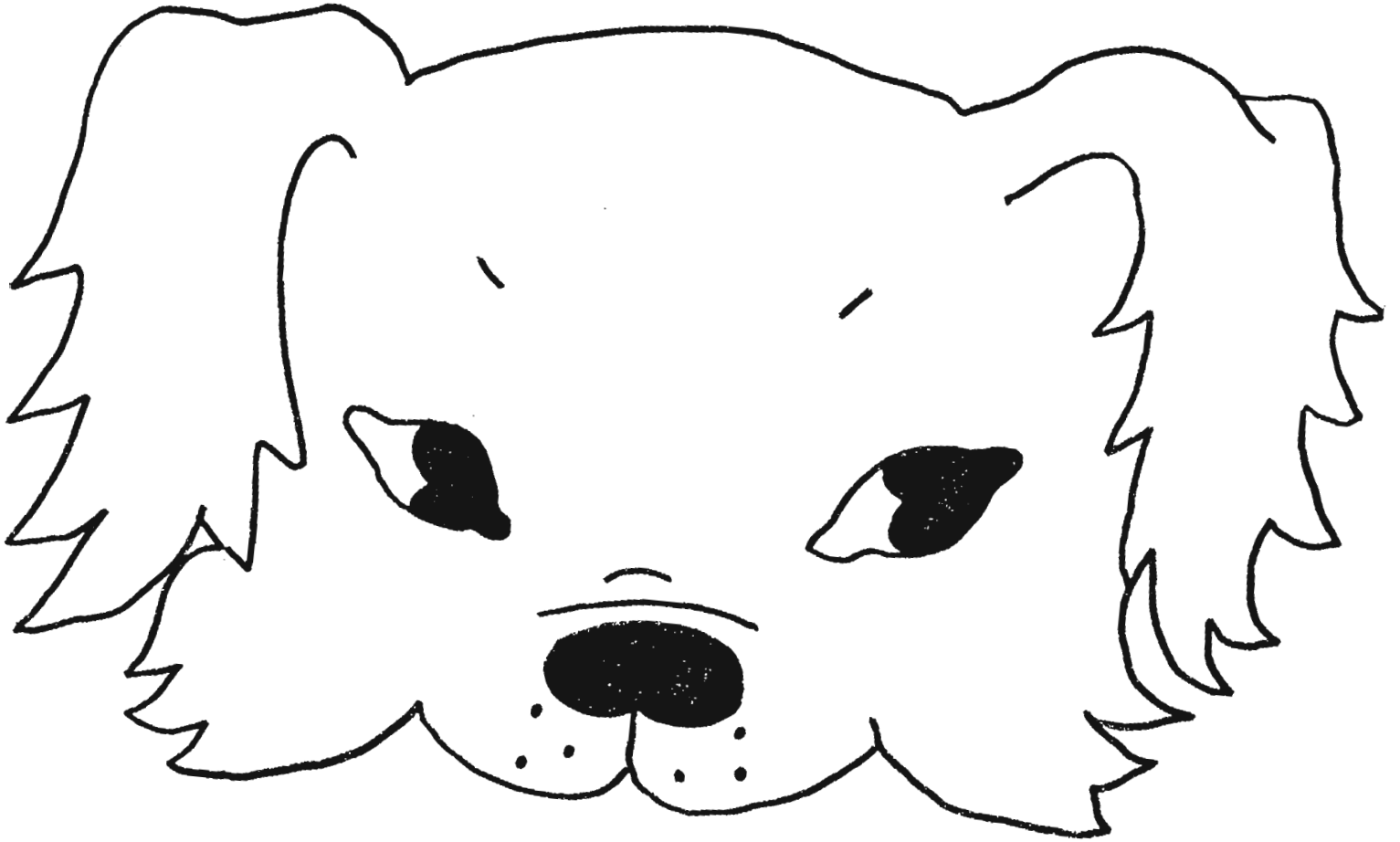


Paper-bag Puppet for "Nimai's Puppy"

1. Color 

2. Cut 

3. Paste





## *Nimai's Puppy Skit*

### Cast of Characters:

**Nimai**

**Nimai's friends (2 or 3 or as many children want to volunteer)**

**Mother Sachi**

**Puppy**

**Vaisnavas in village**

### Scene 1

**(Nimai is playing in the forest with his friends. They spot the puppy)**

**Nimai:** Look, what a sweet little puppy! He is going to be my pet.

**Friend:** I am tired and hungry. I want to go home now to take prasadam.

**Another Friend:** Me too. Let's go home now, Nimai.

**Nimai:** I want to play some more with my puppy.

**(Friends leave the forest and Nimai continues to jump and play with his puppy.)**

**Nimai:** I will tie this twine around you and take you home. My mother will surely be surprised!

### Scene 2

**(Nimai walks the dog to his house and ties him to the front porch. Mother Sachi walks out of the house and does not see the puppy.)**

**Mother Sachi:** I am glad you are home, Nimai. I am going down to the Ganges to take a bath. Stay here and I will be right back.

**(Nimai unties the puppy and brings him into the house. They roll and play on the floor. Mother Sachi returns in a few minutes.)**

**Mother Sachi:** Eeeeeech! A dirty dog! What is he doing here? Can't You see that he is covered with dust? You are a Brahmana boy and You are not

supposed to play with dogs!

**Nimai:** But, he is My new pet! What is wrong with that, My dear Mother?

**Mother Sachi:** This is unheard of. Dogs are unclean. They eat dead animals and all kinds of things that we would not even touch. You must get rid of him immediately!

**Nimai:** Well, if he wants to leave, he may leave. Do you want to leave, puppy? **(The puppy looks from one to the other as if he is shaking his head, “No.”)**

**Nimai:** You see, Mother. He is shaking his head, “No.” He does not wish to leave. He wants to stay with Me.

**Mother Sachi:** Well, then, he will stay. But, You will have to tie him up outside the house. We cannot have a dirty dog living in the house. **(Nimai ties the puppy to the front porch.)**

**Nimai:** I am going to the river to take a bath, Mata.

**Mother Sachi:** That is a good idea, Nimai. **(Nimai walks to the river. His friends are playing in the water. While he is away, Mother Sachi unties the puppy who happily runs away to be with his family. Then Nimai returns from the river and discovers that his puppy is gone.)**

**Nimai:** Someone has stolen my puppy! **(Begins to cry.)**

**Mother Sachi:** Do not cry, my little Nimai. Please do not cry. He wanted to be with his mother and brothers and sisters. We will look for him tomorrow, so please do not cry anymore. You do not have your usual moon-like face.

### Scene 3

(The puppy is on the other side of the village, chanting Hare Krishna and dancing on his hind legs. The villagers are gathered around.)

**Puppy:** ♪ Hare Krishna, Hare Krishna, Krishna Krishna, Hare Hare  
Hare Rama, Hare Rama, Rama Rama, Hare Hare. ♪

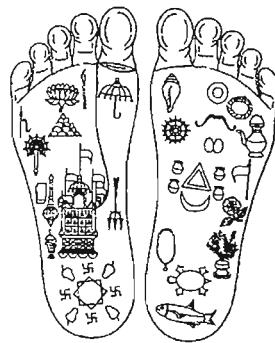
**Vaisnava:** What happened to this dog? He is dancing and singing and rolling on the ground!

**Puppy:** Radha-Krishna, Radha-Krishna, Gauranga, Gauranga! Gauranga, Gauranga, Gaura... (The puppy falls down on the ground and spirit soul leaves the dog's body. The Vaisnavas look up at the sky and see a flowered airplane come to carry the soul back to Godhead.)

**Vaisnava:** This puppy surely received the causeless mercy of the Lord.

**All of the Vaisnavas:** All glories to Lord Hari! Hari! Hari!

The End



## Lesson Four

### **Jatayu, the Most Loyal Friend**

1. Recite the session verse.
  
2. Review last week's lesson, "Nimai's Puppy," and ask for volunteers to present the fables they wrote as homework. Briefly review the meaning of receiving the "causeless mercy" of the Lord. Also, briefly review the potency of chanting the Hare Krishna maha-mantra. Reward those who completed the homework assignment with praise and a sticker or another incentive to continue with the session project. By now, each student should have half of their book completed!
  
3. Introduce this week's lesson about the loyal Jatayu. Ask questions to see what "loyalty" means to them. Ask them what it means to be a "loyal friend." (Some of their answers may surprise you!) Explain how Jatayu was such a loyal friend and devoted servant of Lord Ramacandra that he was willing to give up his life for the Lord. Because of his love for Lord Rama, Jatayu was very dear to the Lord. **In the *Srimad-Bhagavatam*, Canto 9, Chapter 10, Text 13, Srila Prabhupada writes in the purport, "When Ramacandra was searching for Sita, He found Jatayu almost dead and was informed that Sita has been carried off by Ravana. When Jatayu died, Lord Ramacandra did the duty of a son by performing the funeral ceremony, and then He made friends with the monkeys to deliver Sitadevi."** That was how strong the Lord's love was for Jatayu. (How the Lord is our dearest friend will be discussed in the "Something to Think About and Discuss" section of this lesson.)
  
4. Begin reading aloud "Jatayu, the Most Loyal Friend" or have the more experienced readers in the class take turns reading. Most of them are probably very familiar with this story from Ramayana videos, etc.



5. Have the children circle the statements on the “Check for Understanding” page that are true. (They should circle numbers 1, 2, 5 and 6.) Begin a discussion about the questions asked at the bottom of the page. (Question 1 should have already been discussed at the beginning of the class.) Some points to discuss concerning the question, “How is Krishna our dearest and loyal friend?” might be:

\*Even though we chose to leave Him and come to the material world seeking material enjoyment, out of His love for us, the Lord so kindly comes with us as Paramatma, Supersoul, and never leaves us. He is always waiting patiently for us to turn to Him. (If they have already learned it, remind them of the song, “Two Little Birds Sitting in a Tree.”)

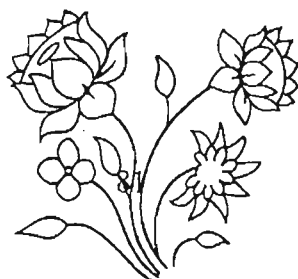
\*The Lord appears in this material world again and again to annihilate the demoniac and deliver the pious. He is always anxious for us to return to Him. As Lord Caitanya, He made it very easy for us to go back to Godhead in this age of Kali by chanting the Hare Krishna mantra.

\*Out of His love and compassion for us, the Lord sends His representatives, such as Srila Prabhupada, to deliver us from our diseased condition so we can go back to the spiritual world forever.

\*In the *Bhagavad-gita As It Is*, Chapter 1, Texts 21-22, Srila Prabhupada writes in the purport, “**The relationship between the Lord and His servitor is very sweet and transcendental. The servitor is always ready to render a service to the Lord, and, similarly, the Lord is always seeking an opportunity to render some service to the devotee.**” (In the *Science of Self-Realization*, Srila Prabhupada refers to this as “spiritual competition.”)

**As with previous lessons, encourage the children to discuss these points, as well as others, with their parents at home.**

6. On the next page is a fun rhyming game using the words “LOYAL” and “FRIEND.” This can be completed individually, or in groups. To increase the challenge, have a contest by timing them to see who can think of the most rhyming words in the shortest amount of time.



7. The following game entitled, “The Kidnaping of Sita,” can be played. If you are able to bring your students outside, this is a great outdoor game, although it can be played inside if you have a large enough classroom.

**One player is chosen to be Sita and one player to be Ravana. The other players represent Jatayu, the devotee eagle, who tries to save Sita from Ravana. They join hands and form a circle. Ravana chases Sita around the circle. The children playing Jatayu help Sita escape by raising their arms to let her in and out of the circle. They try to keep Ravana out by lowering their arms, representing the flapping of Jatayu’s wings in his fight with Ravana. While doing so, all the children in the circle chant loudly: “Raghupati Raghava Raja Rama, Patitapavana Sita Rama/ Sita Rama, Jaya Sita Rama, Sita Rama, Jaya Sita Rama.” When Sita gets caught, the child playing Ravana becomes Sita, and a new child is chosen to be Ravana. The first Sita joins the circle, and the game continues.**

8. Read the following fable from the Panca Tantra. This story involves a brave, young rabbit who would soon outsmart his enemy, the Lion.

9. After the fable is read, give each student a copy of the rabbit worksheet and a copy of the lion worksheet. To complete the rabbit, the students can color the rabbit, cut along the dotted lines, curl the ears using a pencil as shown, and paste a cotton ball for the tail. To complete the lion, have the students color the lion, cut along the dotted lines, and fold along the solid lines so the lion stands up. Tape a piece of yarn on the back for a tail.

10. Using the rabbits and lions they made, allow time for the students to take turns acting out the conversation between the rabbit and the lion, “showing” how the clever rabbit outsmarted the lion.

11. Remind them to write/illustrate an animal fable in their books for homework. The fable should teach the true meaning of a loyal friend.



## Panca Tantra Story for Lesson Four

### The Lion and the Rabbit

Deep in a forest there lived a big and strong lion. He loved hunting and used his strength to kill many innocent animals who also lived in the forest.

All of the forest creatures were terrified of the lion. They were afraid that one day not a single animal would be left in the forest except for the lion. They had to think of a plan to stop this cruel beast. One day, all of the animals had a meeting.

“What shall we do?” the deer asked.

“We should go to the lion and talk to him about this,” the wild pig replied.

So the frightened animals slowly marched towards the lion’s den. The lion was surprised to see them.

“Why have you all come here to see me?” the lion roared.

“Oh, king of the jungle!” the monkey said, trembling. “Everyday you hunt more and more animals. In fact, you hunt more animals than you need. Sometimes you do not even eat them. Do you realize the danger in this?”

“What danger?” the lion asked.

“If you continue to do this,” the monkey said, “you will soon be the only one left in the jungle. If we all die, who will you rule over? What will you eat? We do not want our king to be without food.”

“Of course not,” the selfish lion said. “I cannot be without food.”

Then the wise old owl came forward.

“Sir, we have a plan so you will never have to worry about getting food,” the owl said. “Everyday, we shall send you an animal to eat. You will never have to hunt. We can all live in peace.”

The lion agreed with the plan, but warned the poor animals that if they failed to keep their word, he would kill all of them. They felt they had no choice. They agreed and went away.

From that day, an animal was chosen and sent to the lion. After a few days, it was the rabbit’s turn to be sent to the hungry lion. The rabbit was small, but very clever.

“I am not a fool. I will never allow the lion to eat me,” he thought. “I must think of a way to save my life. If I pray really hard to the Lord, then I can think of a way to help the other animals too. They will never again have

to be sent to that evil beast. I may be small, but I will get rid of this lion once and for all.”

The young rabbit walked slowly to the lion’s den. It was late afternoon when he finally reached the home of the lion. By now the lion was very hungry. When he saw the tiny rabbit, he became very angry.

“Which fool has dared to send you here?” the lion roared. “Not only are you small in size, but are late as well. You are not enough for my meal. After I have killed you, I will kill every animal in this forest!”

The little rabbit bowed and said, “Oh, great king, I have something to tell you. Do not be angry with the other animals. They knew I would be too small for you. So they sent five rabbits for your meal.”

“Then where are the other four?” the lion asked.

“On our way, we met a big, big lion,” the rabbit explained. “He killed and ate up the other four rabbits. Luckily, I ran away.”

The lion became even more angry.

Growling fiercely, he asked, “Another lion? In my forest? Who is he? Where did you see him?”

The rabbit shook with fear.

“Oh, King, that lion is very big. He lives in a cave, deep inside the ground. He wanted to kill me too, but I told him, ‘Sir, you have eaten the rabbits which our king was supposed to eat. When he finds out, he will be very angry and kill you.’ Then that big, big lion asked me who our king was and I told him our king was the biggest lion in the jungle.”

“You fool!” the lion roared. “There is only one king in this jungle. And I am that king. Bring this lion here at once and I will show him who is the real king!”

“But, he has ordered me to fetch you,” the rabbit said.

When he heard this, the lion turned red with anger. His loud roar shook the forest. It could be heard for miles. All the animals stood still with fright.

“Where does this fool live?” the lion said. “Take me to him and I will kill him on the spot.”

“Yes, my King,” the rabbit answered.

The rabbit took the lion to a deep well.

“The other lion lives in a deep cave in the ground,” the rabbit said. “Be careful. He might attack you.”

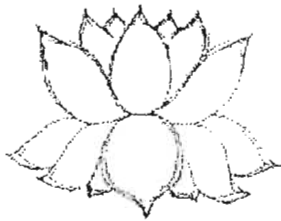
“Where is he?” the lion said, looking in the well. “I cannot see him.”



“He is hiding inside the well because he is now afraid of you,” the rabbit said. “Please come closer to see him.”

The foolish lion stepped closer to the well and looked inside. He saw his own face in the water and roared loudly thinking it was the other lion. At once he jumped into the well to kill him. He fell deep into the water and drowned. The tiny rabbit jumped up and down with delight. At last the wicked lion was gone.

“What a clever and brave rabbit,” the other animals said, when they heard the news. “Sometimes, even someone small can still be a hero!”



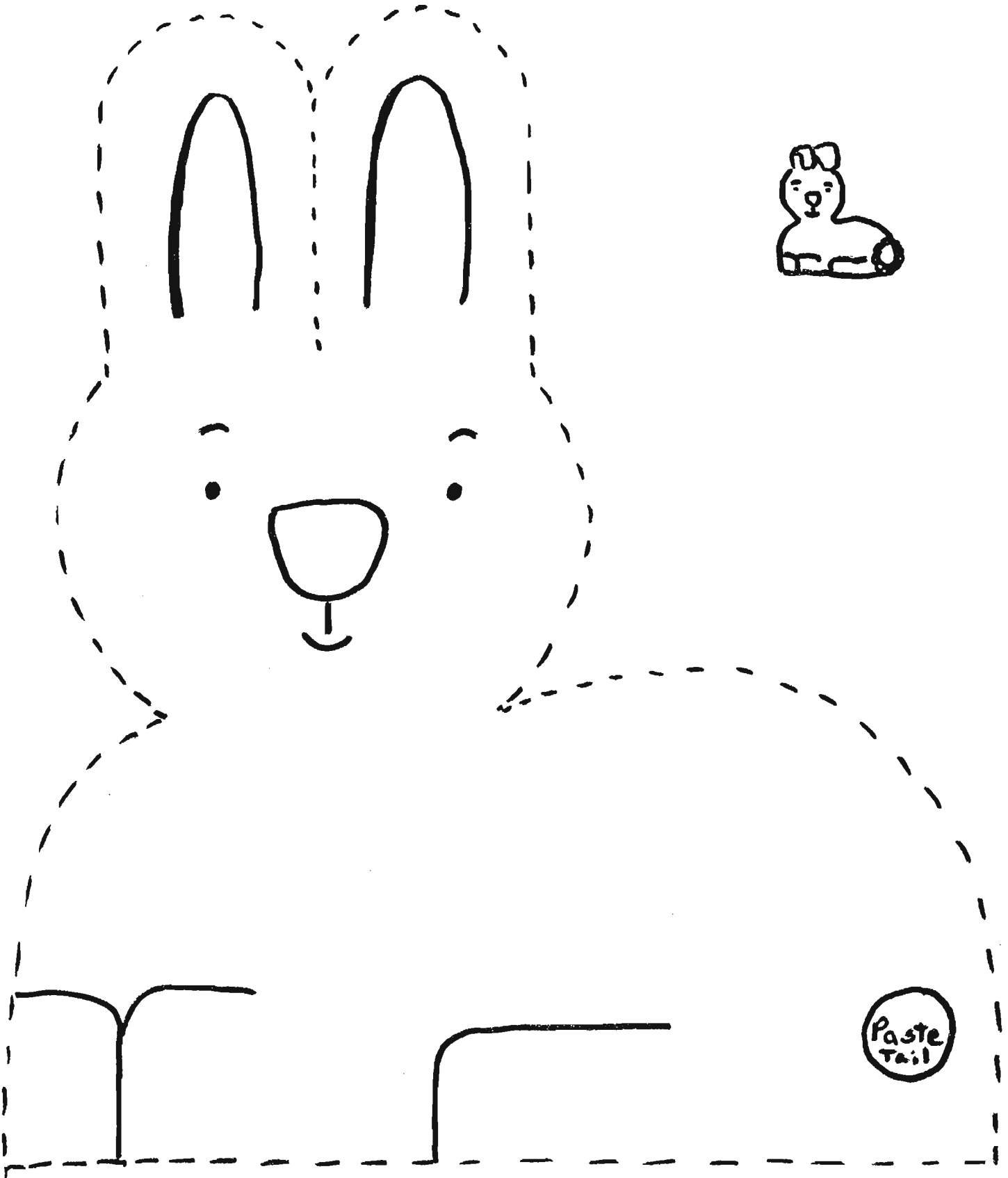
*Rabbit Worksheet for Lesson Four*

1. Color 

2. Cut  - - -


3. Curl 

4. Paste Cotton tail



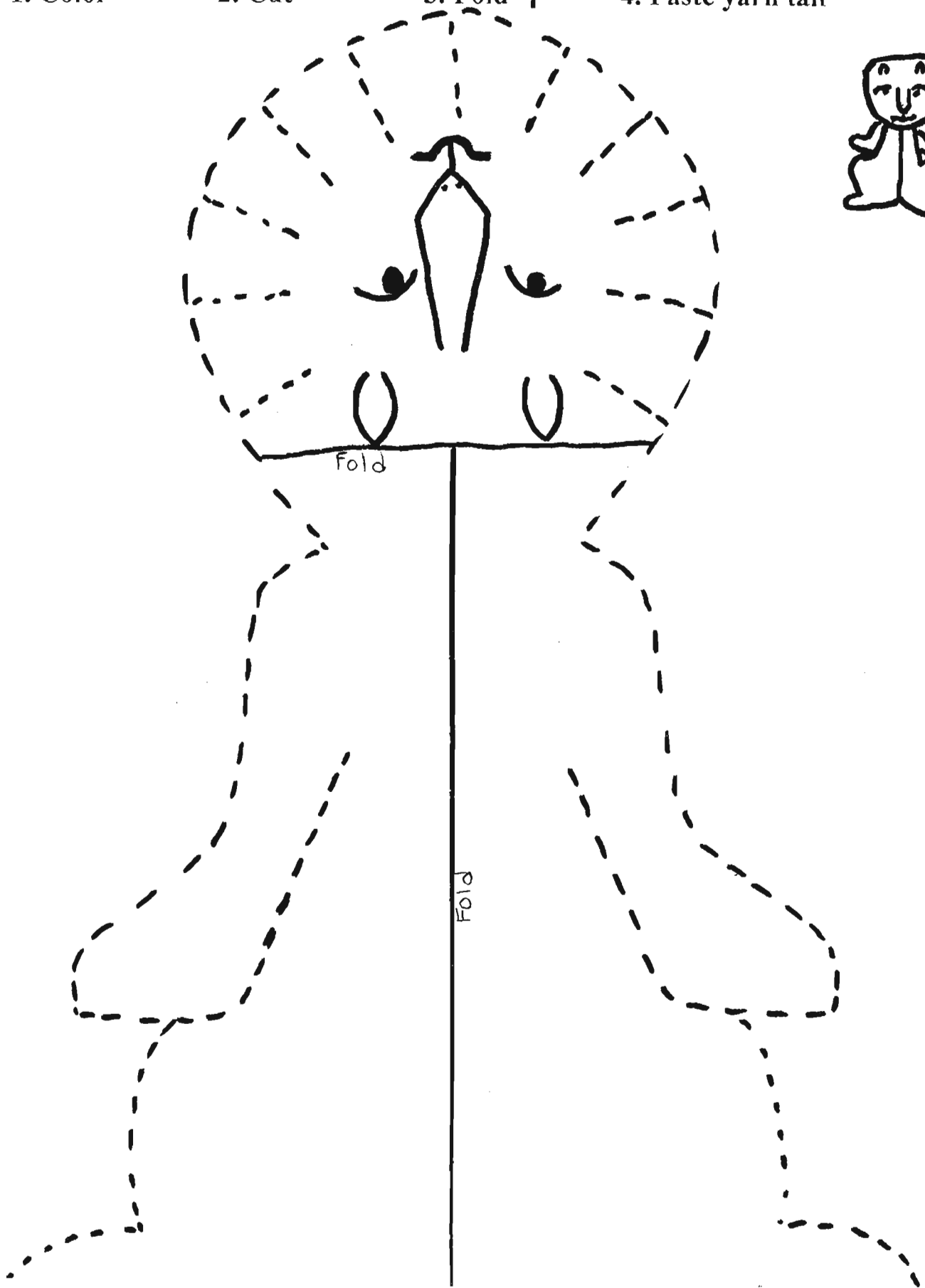
*Lion Worksheet for Lesson Four*

1. Color 

2. Cut  - - -

3. Fold 

4. Paste yarn tail



## Lesson Five

### **A Bridge for Lord Rama**

1. Chant the session verse.
2. Review last week's lesson, "Jatayu, the Most Loyal Friend." Ask for volunteers to present their animal fables that were done for homework. Briefly review how Lord Krishna is our dearmost and loyal friend.
3. Read the introduction in the student workbook for Lesson Five. In some versions of the Ramayana, this story is told with a similar story of a spider instead of a squirrel. Some of the children may be familiar with both versions. In this lesson, they will read about the squirrel's efforts to build a bridge for the Lord. Begin reading the story or have the student's take turns reading it aloud.
4. The "Check for Understanding" page can be done together. As they fill in the sentences using the words in the box, have them cross out those words in the box using a "process of elimination."
5. Encourage a discussion of this lesson by reviewing the questions under "Something to Think About and Discuss." They should understand that any devotional service done with sincerity and love is accepted and appreciated by Krishna even it appears (to us) to be a "small" service. Give an example of two devotees in the temple. One devotee is washing the pots for the Deities in the kitchen. The second devotee is offering arotika to the Deities on the altar. If both devotees are trying their best to please the Lord, is one service "better" than the other? Does Krishna appreciate the pujari's service more than He appreciates the service of the devotee washing the pots? Similarly, Lord Rama accepted and appreciated the sincere work of the squirrel even though he was carrying pebbles to build the bridge and the monkey soldiers were carrying large boulders and mountain tops.
6. On the next page, the children can draw a picture of the squirrel building a bridge for Lord Rama. Have them color it with crayons, colored pencils or

markers.

7. The students can do the following project. It requires newspapers, tempura paints (brown and gray), large paint brushes, and masking tape. Have the children make “boulders” of various sizes by forming the newspaper into boulder shapes. Wrap masking tape around the boulders, covering the newspaper completely. Then paint them using brown, gray and white paint. (Not too thick so the paint dries faster!) While the paint is drying, have them do the following activity.

8. Have enough copies of the Hanuman mask worksheet for each student. Following the directions at the top of the page, have them create masks of Hanuman.

9. Place a piece of blue material on the floor (approximately 4x6 ft. or larger if room allows) or attach two-three pieces of blue poster board and place on the floor to represent the ocean that needed to be crossed by Lord Rama and the army of monkey soldiers. Have the children put on their Hanuman masks and toss the “boulders” to form a bridge across the ocean. While they are acting out this pastime, have them chant, “Jai, Rama. Jai, Rama. Victory to Rama! Victory to Rama!” When the “bridge” is built, have them cross the ocean to Lanka to rescue Sita.

10. If time allows, the class can play the following game about Hanuman. For those who are not familiar with the complete pastime of Lord Rama, explain how Sita was seated in the Ashoka garden in Lanka when Hanuman found her after she was kidnapped by Ravana.

#### **Hanuman’s Search for Sita**

**Choose a player to hide a small object which will represent Sita captive in the Ashoka garden. The other children represent Hanuman searching for Sita throughout Lanka. They turn their backs while the object is being hidden. Then they start searching. To help them discover Sita, the child who hid the object gives indications of how close Hanuman is to Sita, such as, (If Hanuman is very far from her) the child may say, “Hanuman is at the gate of Lanka.” (If he gets closer) the child may say, “Hanuman is inside the city.” (If he gets even closer) the child may say, “Hanuman is**

**in Ravana’s kingdom.” (When he gets very, very close) the child may say,” Hanuman is in the Ashoka garden.” Whoever finds the object becomes the next player to hide Sita. The game continues.**

9. Read the Panca Tantra story included in the teacher’s guide for this lesson. The title of the story is “The Pigeon’s Unity.” The squirrel and all of the monkey soldiers joined together to build the bridge for Rama. In this fable, the pigeons joined together to accomplish something as well.

Write the following sentences on the board and explain that when you point to each sentence during the story, the children are to read the sentence together.

\* **“Oh, no. We are all trapped!”**

\* **“But how? The hunter is coming towards us. Now we will surely die!”**

\* **“United we stand and divided we fall.”**

10. After reading the fable to the class, remind them to write/illustrate an animal fable for homework. The fable can teach about working together for Krishna and/or how the Lord accepts even the smallest service if it is rendered with love and devotion.

## Make Your Own Hanuman Mask

Color the mask and glue it to a piece of light-weight cardboard or craft paper. Punch out the holes in the ears for an elastic or rubber band. Cut out the flap for the nose and the holes for the eyes on the dotted lines. Try to make other masks of your own design.



## Panca Tantra Story for Lesson Five

### The Pigeon's Unity

In the early morning, a flock of pigeons flew around the jungle looking for food.

“I am hungry,” said the white pigeon. “When will we have some food?”

“Be patient,” said the old pigeon. “We will soon find something to eat.”

“Oh, look!” cried the white pigeon. “I can see a lot of grains scattered about on the grass below.”

“Let us be a little careful,” said the black pigeon. “It looks like a trap to me.”

“Do not be silly,” said the yellow pigeon. “Let us fly down and see for ourselves.”

The flock of pigeons landed on the grass and began to peck at the grains. They were all so busy eating that they did not notice a bird hunter hiding behind the branches of a tree. Suddenly a big net fell on all of the pigeons. They were trapped!

**(Point to the first sentence on the board.)** “Oh, no. We are all trapped,” cried the pigeons.

“I knew all along that something was wrong,” said the black pigeon. “It is the white pigeon’s fault that we were all trapped like this.”

“It is not my fault,” cried the white pigeon. “I only wanted us to have a good meal.”

“Please be quiet, all of you,” said the wise old pigeon. “This is not the time to fight. If we act with unity and work hard together we may be able to save ourselves from the hunter.”

**(Point to the second sentence on the board.)** “But how? The hunter is coming towards us. Now we will surely die!” the pigeons cried.

“Now listen carefully,” said the wise old pigeon. “I have an idea. As I say ‘ready, steady, go,’ all of us will fly away together carrying the net with us.”

Just then the hunter was climbing down a tree.

“It is my lucky day,” said the hunter. “I have never caught so many birds.”

“Ready, steady, go!” cried the old pigeon.

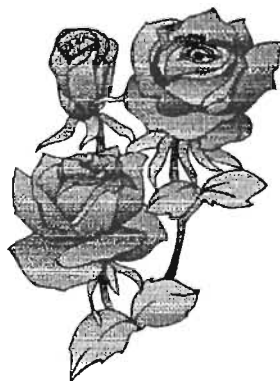


Acting together, all of the pigeons flapped their wings and flew away carrying the net with them. The hunter was very angry to see all of the pigeons fly away with his large net. He chased after them, but could not catch them. They flew high into the sky.

“It is no use,” said the hunter. “The pigeons have worked together to outwit me.”

“Now you see, my friends,” said the wise old pigeon. “United we stand and divided we fall.”

**(Point to the last sentence on the board.)** “United we stand and divided we fall,” all the pigeons shouted.



## Lesson Six

### Gajendra, The King of the Elephants

1. Chant the session verse.
2. Review last week's lesson, "A Bridge for Lord Rama," making sure the students understood why the Lord Rama was so pleased with the service rendered by the squirrel.
3. Encourage those who wrote their own animal fable for homework to share them with the class. Reward them with animal stickers or another type of reward such as maha-prasadam sweets from the Deities. Their book of fables should be almost complete by now. One more fable remains to be written after learning about Gajendra, The King of the Elephants.
4. The story of Gajendra and the crocodile is told by Srila Prabhupada in the *Srimad-Bhagavatam*, Eighth Canto, Part One, Chapters Two, Three and Four. There are some wonderful paintings illustrating this pastime at the beginning of this Canto. Srila Prabhupada gives a very nice summary of each chapter. You may want to read these summaries to the class before beginning Lesson Six because they give background information not included in the children's version. This judgement should be based on the ages and level of understanding of the children in your class. The main point for the children to understand is written at the end of Srila Prabhupada's summary of Chapter Two: "Then the elephant, being helpless and seeing that there was no other way for his protection, sought shelter at the lotus feet of the Supreme Personality of Godhead."
5. Read aloud the story, "Gajendra, The King of the Elephants," while the children follow along. If you prefer, have each student read a paragraph or page.
6. As a class, complete the top of the "Check for Understanding" page by matching the correct words on the left to the statements on the right.

7. Begin a discussion of the questions listed under “Something to Think About and Discuss.” They should understand that even if we seemingly have protection in the material world (armies, police, etc.), ultimately, only Krishna can save us at the time of death. Having fought for one thousand years, Gajendra finally remembered his past life as a devotee and prayed at the lotus feet of Lord Visnu who then protected him and brought him back to Godhead. **Krishna is our only shelter!** Encourage the students to ask their parents and other family members the questions listed in this section.

8. Using markers, crayons or colored pencils, have the students complete the elephant on the next page. Since this is the last page in their workbooks, they can paint it using water colors and display them in the classroom.

9. Have enough copies of the elephant and crocodile worksheets for each student to get a copy of each one. First, assist them in constructing the elephant and crocodile using the simple directions at top. Give each student a piece of blue construction paper to represent the lake where Gajendra and the crocodile fought. Have them glue or tape the construction paper to a piece of sturdy cardboard. They can then glue or tape the elephant in the lake. Then they can glue or tape the crocodile in the lake biting the elephant’s leg. Brown and green construction paper can be used to cut out palm trees. Have them attach the trees to the lake so they stand up in the background. Make available a picture of Lord Visnu, (Perhaps you can xerox one from a BBT calendar or from Srila Prabhupada’s books), have the students cut out Lord Visnu and attach next to Gajendra. To complete their three-dimensional diorama, the children can draw a small lotus flower on pink construction paper, cut out and attach to Gajendra’s trunk.

10. Give each student a copy of the worksheet entitled, “What’s happening in the picture?” Follow the directions at the top of the page. You will need a mirror to complete this project and to read the text at the bottom of the page.

11. Read the Panca Tantra story entitled, “The Elephants and the Mice.”

12. After reading the story, remind the students to create an animal fable for homework during the week. It should teach, “Krishna is our only shelter.”

Elephant Worksheet for Lesson Six

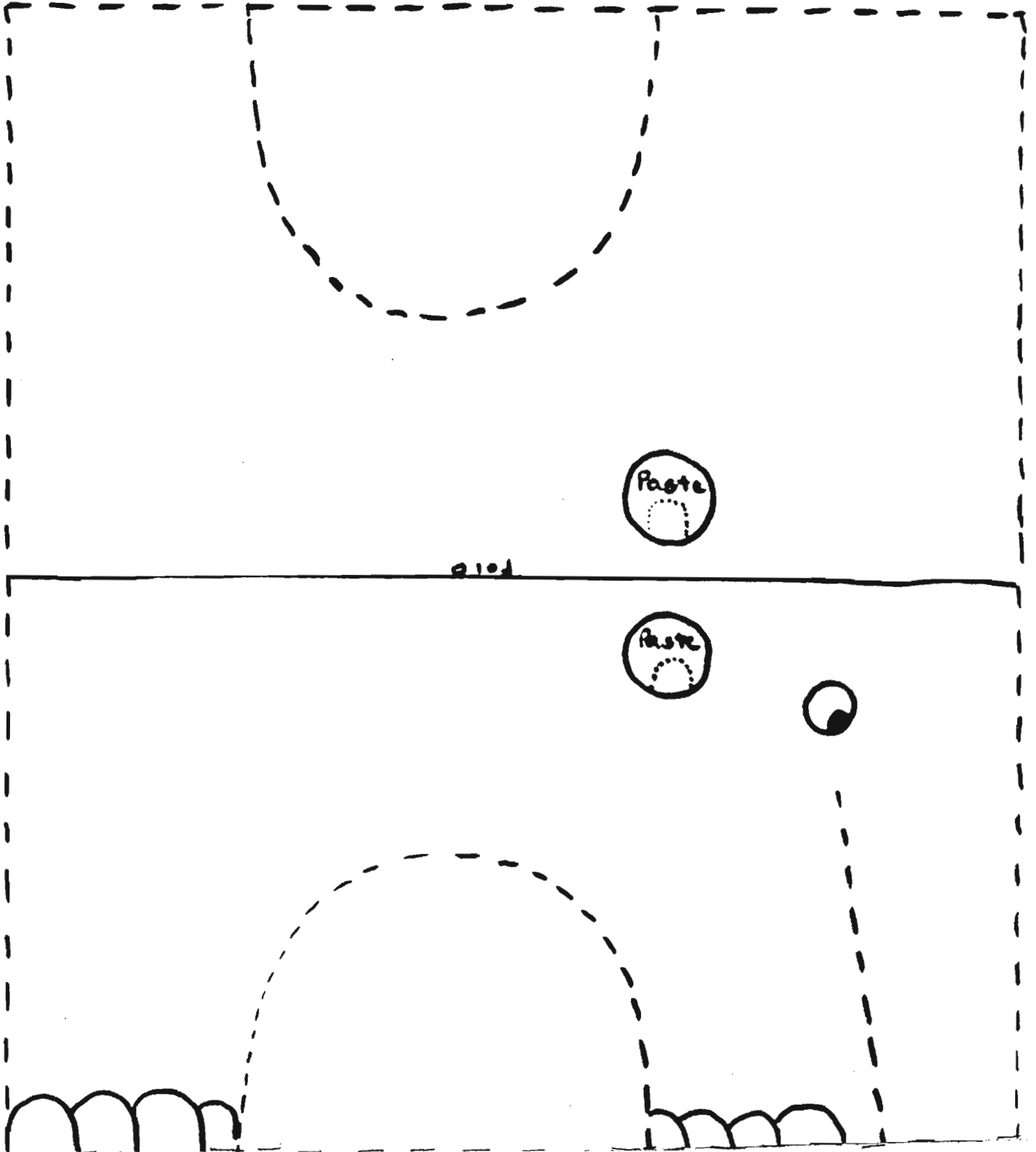


1. Color 




2. Cut  - - -

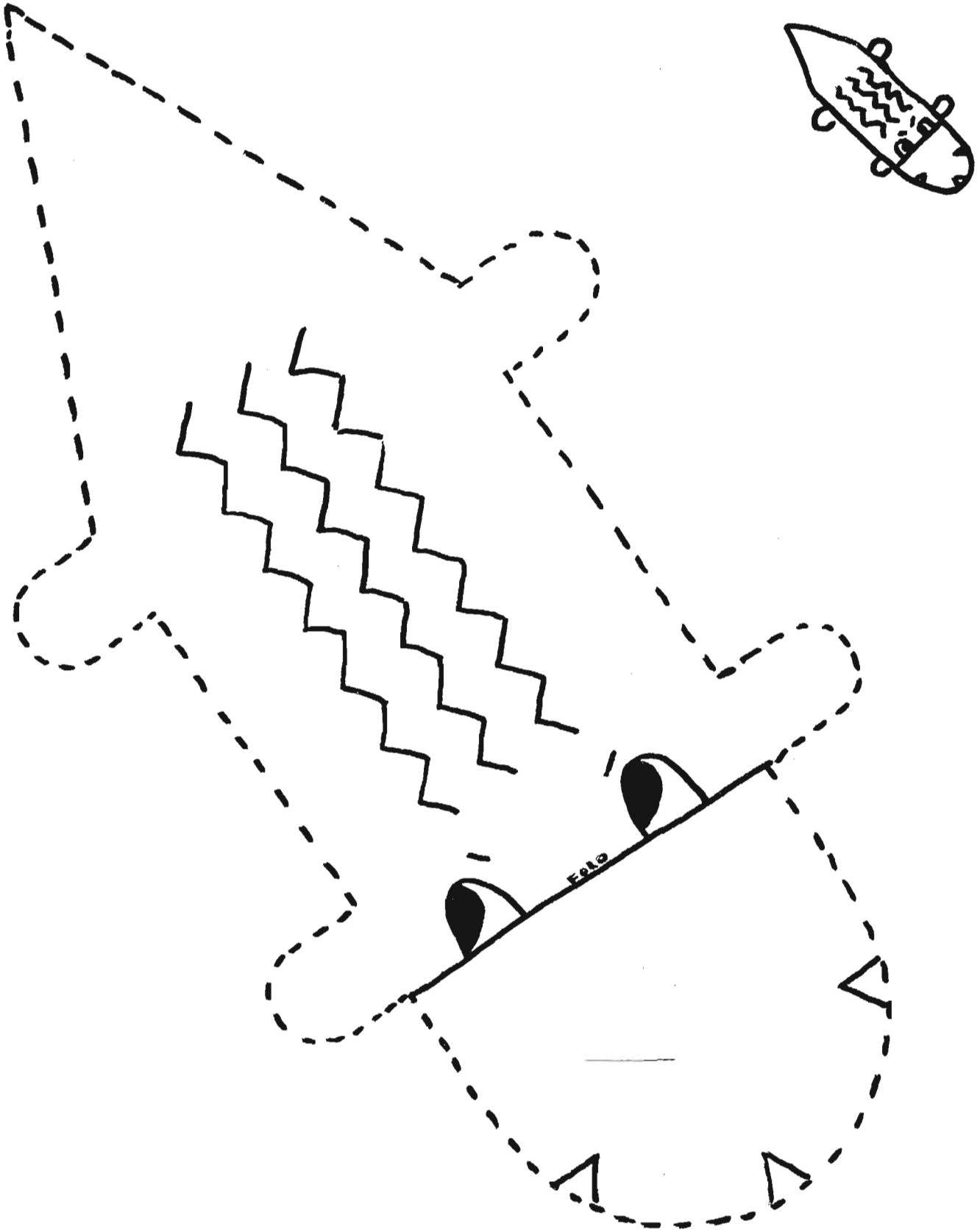
3. Fold -----

4. Paste ears



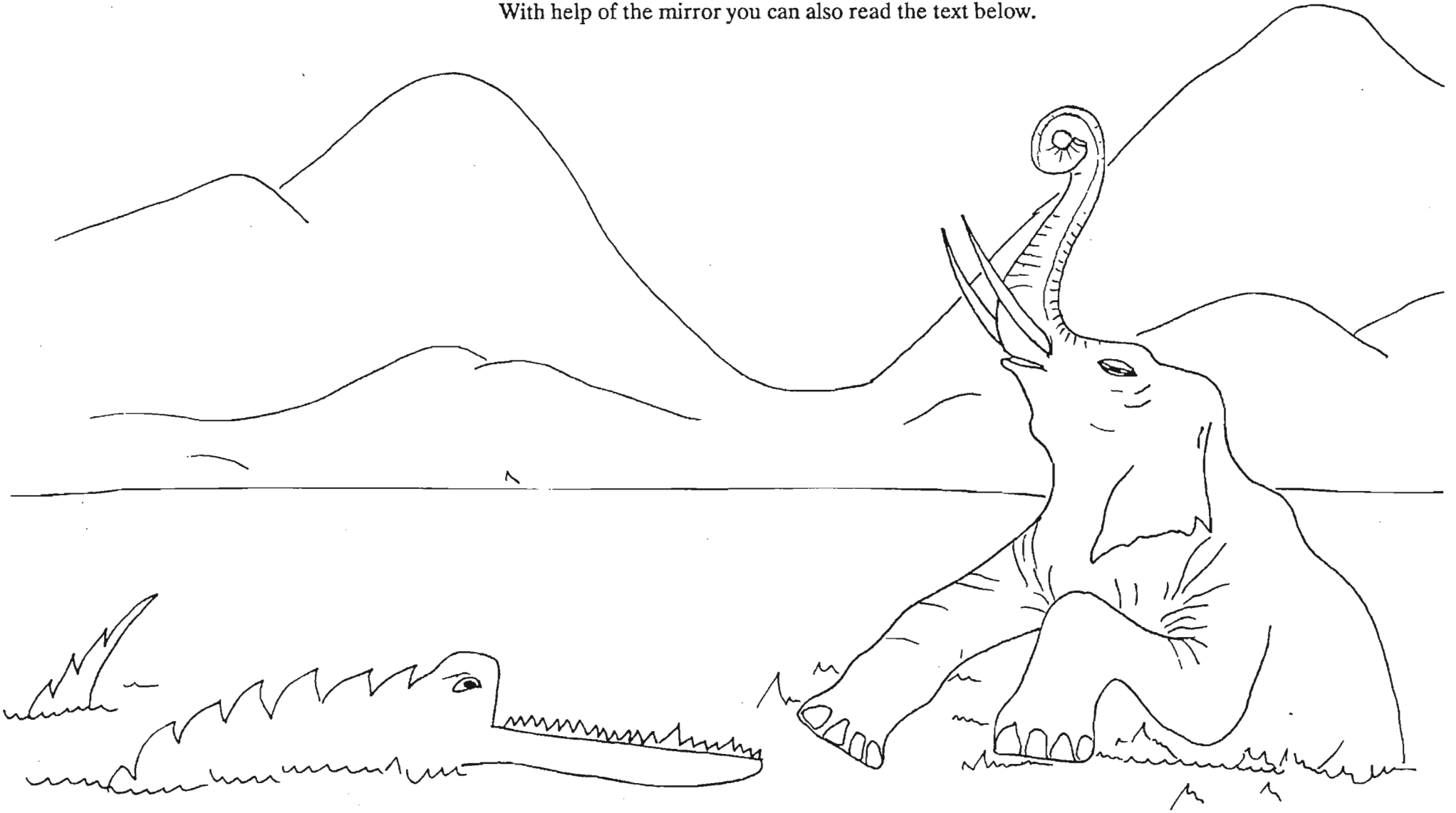
Crocodile Worksheet for Lesson Six

1. Trace   2. Cut  - - - 3. Fold ---- 4. Paste in lake



## What's happening in the picture?

Put a small mirror upright above the crocodile's jaw and move it up and down.  
With help of the mirror you can also read the text below.



He surrendered to the Lord and prayed for relief.  
Sajendra was attacked by the crocodile chief.

## Panca Tantra Story for Lesson Six

### The Elephants and The Mice

Many years ago, there was a large town on the banks of a lake. It was a beautiful town with many temples and grand buildings. The people were rich and happy.

As time went on, they fell on hard times, though. All of the people left the town and moved away. All that remained were the mice who started living in the large, old buildings. Soon there were many mice. Hundreds of mice could be seen running and jumping and living a very good life. (For mice, that is!)

The town had many different kinds of mice. There were brown mice, gray mice, fat mice, thin mice and young mice. There were grandmother mice, grandfather mice, uncle mice, aunt mice and brother and sister mice. They all lived in peace and were very happy.

Far from the town there was a thick forest where a herd of elephants lived. The largest was the king who was very kind and was loved by all. The elephants lived peacefully for many years. Then came hard times. It did not rain for several years. When the lakes, ponds and streams dried up, the king of the elephants sent many elephants in search of water. After a few days, they returned looking very happy.

“Your Majesty,” they said. “There is a big lake on the other side of an old town. It has plenty of water.”

“Let us go there at once,” the king said.

The herd of elephants then marched toward the lake. Their king was in front. Because they were very thirsty, they walked very fast. Soon they reached the town where the mice lived.

“We will have to walk through this town to reach the lake,” the elephant king said.

So they marched on. They were in a hurry to drink water so they walked very quickly. Without realizing, they crushed hundreds of mice on their way. The remaining mice were in deep trouble. They all got together to talk about their problem.

“We must do something fast or we will all die,” said the big, brown mouse.

“I have heard that the elephant king is very kind,” said the wise old mouse. “Let us go to him. He will surely help us.”

The other mice agreed. Two brave mice were sent to the forest. Bowing low before the elephant king, they said, “Oh, Mighty King! You are big and strong. But, we are small and helpless. Everyday you and your elephants pass through our town. Hundreds of mice get killed under your feet. If this continues, not one mouse will remain alive.”

The king looked sad.

“We are sorry,” he said. “We did not know this. What can we do?”

“Sir, please do not go through our town,” the mice said. “Please take another path to the lake.”

The elephant king agreed.

“We will never pass through your town again and disturb you,” the elephant king said.

“Thank you,” the mice said. “Please let us know if we can ever do anything for you.”

After some years, a group of hunters came to the forest. They had to catch many elephants for their king’s army. They dug deep holes in the ground throughout the forest. They covered the holes with branches and leaves to trick the elephants. Then they went away.

The next day, many elephants fell into the holes. They could not climb out. Soon the hunters returned. They pulled the elephants out with thick ropes and tied the animals to trees. After doing this, the hunters went home, but planned to return soon. The trapped elephants were very worried.

“What shall we do?” they said. “How shall we escape?”

Suddenly their king said, “The mice once promised to help us. Let us call them here at once.”

He sent one of the elephants who had not yet been caught to the old town.

“Of course we will save our friends,” shouted the mice.

Hundreds of mice ran to the forest. They chewed off the ropes with their sharp teeth. The elephants were free at last!

“Thank you for saving us,” said the happy king.

“You once saved our lives, too,” smiled the mice.

The elephants and the mice remained friends for many years.





## Session Quiz for “Animals in the Vedas”

Circle the sentences below that are TRUE:

1. The Mother Sparrow showed great determination.
2. The fish in the ocean and the animals on land all tried to help Mother Sparrow get her eggs.
3. The snake had a change of heart after hearing about Lord Krishna from Narada Muni.
4. Nimai became happy when his puppy went away.
5. Crowds of devotees surrounded Nimai’s puppy as he chanted the Lord’s names.
6. Garuda gave up his life trying to save Sita.
7. Lord Rama told Hanuman that his devotional service was better than the squirrel’s service.
8. The fight between Gajendra and the crocodile lasted 1000 years.
9. Gajendra prayed to the demigods to save him from the crocodile.
10. Gajendra realized that he had no other shelter than the lotus feet of the Lord.



**Match by drawing lines:**



Snake

Received Nimai's causeless mercy

Mother Sparrow

Rama's loyal servant and friend

Puppy

Tried his best to serve Lord Rama

Jatayu

"God helps those who help themselves"

Squirrel

Had a change of heart

Gajendra

Prayed for the shelter of Lord Visnu

