

**Teacher's Guide
To
Cleanliness**

Damodar Class

Hare Krishna Sunday School
International Society for Krishna Consciousness
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Introduction

Cleanliness is an issue that may not be too important to children of this age. Perhaps they never really have thought of it much except to complain of their mothers always nagging them about keeping their rooms clean.

This session will bring to their attention the value of cleanliness and its place in spiritual life. It goes beyond the gross aspect of bodily cleanliness and encompasses cleanliness of speech, mind and environment.

The teacher should endeavor to make this session fun and enlivening for the children rather than becoming another version of Mom harping about cleaning your room. Keep a good sense of humor as you explore cleanliness and what comes from the lack of it. You'll find the children responding well rather than considering the topic to be drudgery.

There is no test for this session, except for perhaps a "white glove" test! One drama is included if you wish to have a project for the session. It's meant to be a light-hearted skit.

Another project idea is to have each child write a poem about a different aspect of cleanliness (body, mind, heart, speech, environment, the world). Then the children can read their poems to the Sunday Feast crowd.

Lesson One

Cleanliness in General

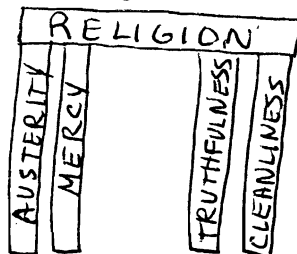
1. Introduce the topic of cleanliness for this session. You can do this by having an array of cleanliness items in the classroom. Display household cleaning items, sponges, mops, brooms, a vacuum, soaps, shampoo, etc. Ask the students what the items are used for. How many of the items would they say are important to have? What would it be like if we did not have these items or similar substitutes for them? (The idea is to lead them to the conclusion that *people value cleanliness* not that we are dependent upon particular household cleaners for cleanliness.)

Tell them that millions of dollars are spent each year just on products that promote cleanliness. Many of these products are new. What did people use in the old days? Was cleanliness unimportant then? (No, people just used simpler things, like soap and water.)

People value cleanliness for many reasons. Most scriptures promote cleanliness. Ask the students for some reasons why cleanliness makes sense. (It prevents disease, things look better, it makes your mind clearer, it's easier to find things, etc.)

Ask the students to name things that need to be cleaned. (Bodies, teeth, dishes, bedrooms, cars, houses, pets, clothes, neighborhoods, yards, etc.) Practically anything you can think of will need to be cleaned at one time or another. Ask them to imagine what would happen if the things they named were *never* cleaned. What would happen?

2. Mention a couple of references we have in the Vedas pertaining to the value of cleanliness. Cleanliness is one of the four pillars of religion. To illustrate this point, draw a diagram and label it like the one below on the chalkboard.



Explain that religion is supported by four strong pillars, the pillars of austerity, truthfulness, mercy and cleanliness. These four qualities are very important in keeping religiosity strong. Erase one of the pillars and ask if religion is supported very well now. Erase another. Point out that

cleanliness is an important quality, just like the other three, in religious life. If any of them decrease, religion also decreases.

3. The Bhagavad gita also mentions cleanliness as one of the qualities of knowledge. Uncleanliness is considered ignorance. (BG 13.8-12)

The 16th chapter outlines the divine and demoniac natures of men. Explain that men are endowed with a divine nature which leads toward liberation or a demoniac nature which cause imprisonment in the material world. This leads us to the verse of the session, which explains that uncleanliness is a quality of ignorance.

The verse is from Bhagavad Gita, 16.7.

*pravrttim ca nivrttim ca
jana na vidur asurah
na saucam napi cacaro
na satyam tesu vidyate*

Translation: Those who are demoniac do not know what is to be done and what is not to be done. Neither cleanliness nor proper behavior nor truth is found in them.

This should be written in advance on a large chart paper or chalkboard that can be seen by all the children. It is also found on Worksheet 1 if you'd like to give a copy to each student. Teach it the same way we learn a Bhagavatam verse -- first having students repeat each word, then each line, as you lead. Chant three or four times with them responding, then ask for volunteers to lead the chanting. As students lead, the rest of class still chants responsively. Students then repeat English translation after you.

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.

4. In spiritual life and Deity worship, cleanliness is extremely important. We try to offer Krishna the best that we can and something that is dirty is definitely not worth offering. Would you offer a guest a drink out of a dirty cup or give someone a gift of dirty clothes? Of course not, and certainly not for Krishna, the Supreme Lord. A high standard of cleanliness in worshipping the Lord indicates the depth of the worshiper's devotion.

The following is a story about Raghava Pandit, a dear devotee of Lord Chaitanya. His mood shows the extreme standard of cleanliness that is proper in serving the Lord. Raghava Pandit went to great trouble to offer

very clean coconuts to Lord Krishna in the temple. If the coconut was not perfectly clean, he would consider it unsuitable for offering. This excerpt is from Cc. Madhya 15.80-83.

When the coconuts were brought, there was little time to offer them because it was already late. The servant, holding the container of coconuts, remained standing at the door.

Raghava Pandit saw that the servant touched the ceiling above the door and then touched the coconuts with the same hand.

Raghava Pandita then said, "People are always coming and going through that door. The dust from their feet blows up and touches the ceiling.

"After touching the ceiling above the door, you have touched the coconuts. Now they are no longer fit to be offered to Krishna because they are contaminated."

Point out that Raghava Pandit was not just a madman crazy about cleanliness, but that his pure heart could not bear the thought of presenting something to the Lord that he knew was not perfect. We cannot imitate his position, but we can appreciate his mood and improve our own standards of cleanliness.

5. Because of the importance of cleanliness in spiritual life, the Bible even states, "Cleanliness is next to Godliness." To be God conscious is the most important, but cleanliness is very closely related.

We will borrow this saying from the Christians for a simple art project. Worksheet 2 can be copied and distributed to each child. Provide colored pencils and markers. Have students trace the letters with markers and color in the designs. Cut out around the border then glue to a piece of colored construction paper. Hang the finished projects around the room.

Lesson Two

Personal Cleanliness

1. Chant the verse for the session.
2. We spoke last week about the importance of general cleanliness. This week we'll concentrate on personal cleanliness. Review briefly last week's emphasis on cleanliness as a pillar of religion. Explain that a devotee of Krishna has 26 qualities. As we become better in serving Krishna these 26 qualities will develop fully within us. One of the qualities of a Vaishnava is that he is clean.

Ask the students to tell you what they think this means. (You'll probably get answers like "taking regular showers," "wearing clean clothes," etc.) Emphasize that bodily cleanliness is important, but a devotee is clean both inside and out. Today we'll talk about good cleanliness habits. In the following weeks, we'll talk about cleaning out our insides.

3. The following exercise is a simple and fun way to review the basic standards of bodily cleanliness. Pass out copies of Worksheet 3, glue sticks and scissors. Have students cut apart the shapes. When finished, pass out copies of Worksheet 4. Tell students to glue the shapes where they belong. Advise them to lay everything out where they think it should go first before gluing. When everyone is finished, go over these guidelines for basic cleanliness. Can students think of any others?

4. Still using the worksheets, ask students why these cleanliness standards are important. Be very specific with your answers so they realize that there are good, solid reasons for cleanliness. Use some humor, too, and make it fun.

- ◆ Brushing teeth – important to do after each meal to prevent cavities, bad breath. They may not think cavities are very important but ask some adults who have ruined their teeth and have to get dentures!
- ◆ Showering – cleans bacteria from your body, makes you smell, look and feel better
- ◆ Washing hands – (after using the rest room) destroys bacteria that can cause disease, (before eating) it's a good idea to have clean hands before putting fingers in the mouth, (after eating) prevents spreading germs, cleans the food off hands, (before serving yourself more prasadam) prevents your germs from spreading to others

- ◆ Removing shoes – keeps temple, house floors clean. Who knows what you're stepping in when you walk outside!

5. Warn children to be clean before they sink down into the mode of ignorance like Dirty Dan! Distribute copies of Worksheet 5A, a poem by Shel Silverstein. Assign two or three children to a verse or two and give them time to practice reading their verse in unison. Encourage them to use good expression and even actions when reading. When everyone is finished practicing, gather the class together and have each group read their verse.

The other extreme is illustrated by Clean Gene. Distribute copies of Worksheet 5B, another poem by Shel Silverstein, and read it aloud as the students follow along.

Tell the students that we're not aiming for either example. Somewhere in between will be fine. They can take the worksheets home with them.

6. Mention that besides washing, another way we keep our bodies clean is by a clean diet. Just by eating a vegetarian diet, devotees prevent most dirty food from going into their stomachs. Meat by nature is a dirty food, contaminated with bacteria. Even meat-eaters know that it must be thoroughly cooked to kill all the harmful things in it. People also eat brains, bugs, blood, intestines and bones. Not very appetizing... And because those foods can never be offered to Krishna, they can never be spiritually "clean."

7. You can now play the clean diet game. You will need a beanbag and a small wastebasket. Have everyone stand in a circle with the wastebasket in the middle. The children should be standing back about 5 or 6 feet from the basket. Begin passing the beanbag around while chanting the Hare Krishna maha-mantra. Whoever is holding the beanbag when the mantra is finished must name a "clean" food and toss the beanbag into the wastebasket. If a basket is made, the class scores 2 points.

Add excitement to the game by speeding up the mantra, going backwards, standing backwards, using only one hand for passing and tossing, etc. See if your class can reach a certain score and then award prizes to all for a good clean diet. Use stickers, prasadam, bookmarks or other simple items for prizes.

8. After the children are back in their seat, mention more items that pollute our internal cleanliness. Drugs, cigarettes and alcohol are also dirty things

that can cause disease and have bad effects on the body. Staying away from drugs, alcohol and cigarettes keeps our bodies clean. If your students seem interested, you can discuss some of the diseases that each of these causes (cancer, emphysema, cirrhosis, brain damage, etc.).

9. If any of the children have Deities at home, you may offer some cleanliness suggestions for their home worship. Suggest that the children wash their hands before offering arati. Before offering food or flowers, too, their hands should be clean.

In addition to being clean themselves, the students should also keep their Deity area clean. Encourage them to wipe the area daily and clean the arati paraphernalia carefully after each use. Old flowers should be removed daily. Perhaps each student with Deities can volunteer to take charge of his family's altar for the upcoming week.

10. The homework for this class is for the children to put into practice the cleanliness standards that have been discussed in class. Ask who could use some improvement and who will try to do better this week.

Lesson Three

Cleanliness of the Heart and Mind

1. Chant the verse for the session.
2. Get feedback from the children about how their cleanliness consciousness was last week. Anybody feel like they made improvements? Who took charge of cleaning the family's altar this week?
3. Remind the children that we have already spoken of cleanliness of the body, both inside and out. Today we'll expand on internal cleanliness by examining cleanliness of the mind and heart.

A clean mind means one that is constantly thinking of Krishna. A clean heart is one whose desire is only to serve the Lord and to do whatever is pleasing to Him. Give these simple definitions to the children and ask who thinks they qualify as having a completely pure heart or mind. Of course, none of us do, but we can strive to purify ourselves everyday.

Let's examine some of these things that are "dirtying" up our hearts and minds. Our minds may be full of so many desires – desires to own certain things, desires to be famous, beautiful or popular, desires to be rich. Our desires can be unlimited.

4. Let the children express what sort of desires clog their minds with this activity. Have old magazines and catalogs available for cutting up. You will also need glue and several pairs of scissors. Make *two* copies of Worksheet 6 for each student. Give students one copy of Worksheet 6 and let them create a collage of pictures that represent their material desires within the outline of the head. Have them overlap pictures and glue on as many as they can to create a "full" collage.

When finished, pass out another copy of the worksheet and let them choose a favorite picture of Krishna from an old calendar or BTG to glue in the outline.

Be sure that they realize that having a mind that is fixed on Krishna doesn't mean that the mind cannot function intelligently on any other level. A clean mind functions perfectly because it knows the true nature of things and will operate in such a way that all the thoughts and intentions are *pleasing* to Krishna.

5. When children are finished and in their seats, they can compare the pictures and visually see how cluttered our minds can be when we have so many material desires. (How many of them got *really excited* when they were able to cut out the pictures of things they liked?) Of course, we aren't able to immediately renounce all our desires, but now we should discuss some things we can do to cleanse the mind.

First of all, it should be very clear to the children that they possess the power to control their minds and to make good choices. Just like having a clean diet depends on not eating dirty things, having a clean mind also means not putting in dirty thoughts. This is where the children must make wise choices.

Movies, television, books and the Internet will offer them many bad choices along with the good. Choosing shows with bad language and violence or that promote immoral behavior isn't a good idea if you want a clean mind. The Internet can also be a place where you can get good information or a place full of bad choices. So the first step for having a clean mind is not to pollute it with dirty things. If you are familiar with any current popular TV shows or movies that fit this bill, you can discuss them with the students and point out the bad messages they send.

The second step we can take is to start clearing out some of those material desires that are represented on the collages. Chanting the maha mantra is the most effective way of cleansing the mind. Make sure that the children understand that this really works. It tends to sound like a cliché, but just as we can see the result of vacuum cleaner on a dirty rug, we can see the effect of chanting in cleansing our minds.

Ask children to get tougher on themselves when their desires for acquiring new things get strong. Do they really need the latest version of that toy or video? Do they need to buy more, more, more? Suggest that instead of always giving in to their desires that they wait awhile and see if they can resist the urge to own more. Many times, after a few days, the intense desire just goes away.

6. Emphasize the point, "As you fill your mind with Krishna, the impure thoughts get pushed out." You can do a little experiment to demonstrate this. Have on hand a small clear glass cup with an inch or two of oil inside (the darker color of oil, the better). Place this cup in a saucer or bowl that will catch the overflow.

Tell the children that the cup represents the heart or the mind and the oil inside represents "dirty things" or material desires. Have the children cleanse the mind by chanting aloud as you slowly pour clear water

(representing Krishna conscious thoughts) in the cup. The oil, being lighter than water, will rise to the top, and as you continue pouring water, will cause the oil to overflow into the saucer, leaving only clear water in the cup.

7. Ask the children for other suggestions in cleaning the mind. What are some practices they could do? Praying, chanting a bit in the morning before school, restricting some TV shows or movies, “fasting” from TV for a time? List their suggestions on the board. Perhaps the class can pledge to do one or more of the suggestions over the course of this session.

Lesson Four

Cleanliness of Speech

1. Chant the verse for the session.

2. The next aspect of cleanliness we'll examine is cleanliness of speech. Tell the children that simply by opening their mouths in speech, they have the power to harm or to do good. The words they choose to use will determine the effect they have.

Bhagavad Gita, 17.15, gives us some guidance as to what constitutes proper speech. It reads, "*Austerity of speech consists in speaking words that are truthful, pleasing, beneficial, and not agitating to others, and also in regularly reciting Vedic literature.*" By "clean speech" we mean speaking in a way that does not disturb or offend others.

On the chalkboard write portions of the verse as follows:

- ◆ Truthful
- ◆ Pleasing
- ◆ Beneficial
- ◆ Not agitating to others
- ◆ Regularly reciting Vedic literature

Explain the meaning of each, particularly the last three items, since children may not know the meaning of all the words.

3. There are two areas of speech that will be discussed in class today: gossip and faultfinding. You can list these on the board also and point out that they are two forms of unclean speech. We will see how gossip and faultfinding relate to the Bhagavad Gita verse.

Ask students to give you a definition of "gossip." The dictionary definition is, "Rumor or talk of a private, personal, sensational, or intimate nature." A key word in the definition is private. Point out that "rumor" means talk that is not based on knowledge but is unconfirmed.

Explain that gossip is talking about others' personal lives, their private affairs, things that are really ***not your business***. The problem with gossip is that it can often get repeated incorrectly, and the more a story is spread around, the less accurate it usually becomes. Gossip can be a malicious way to damage the reputation of another or a way to exclude or embarrass someone.

It's likely that you will have some personal experiences of gossip that you can relate. Do so, for the more personal you make this lesson, the more

it will sink in. Give many examples and relate lessons learned, people hurt or other damage done by gossip.

4. The old game of “telephone” is a great exercise to demonstrate many things, one of them being how gossip can become very distorted. Line the children up and begin by quietly whispering a sentence or two to the person next to you in line. Try something like, “Mary Brown didn’t go to school two days last week and she was seen eating ice cream at the movies. Her teacher made her clean the playground as punishment.”

See what you end up with after that has been whispered down the line. Point out that this is often what happens with gossip. A story starts and as it gets passed down to others, details are added, facts are changed, portions are left out and the resulting story may be very different than it began.

Another variation can be done if you wish. Have children sit in a circle and say a similar sentence or two. The next child can add one detail to the sentence. Continue around the circle with each child adding one detail and see how the message is changed at the end. This often happens with gossip. A person may add a detail to make things a little more interesting but the original message may end up to be quite different.

5. In the story of Gopal Chapala from Caitanya Caritamrta, Gopal Chapala tries to start a rumor about Srivas Thakur. Tell the following story and discuss afterward.

Gopal Chapala

Srivas Thakur was a very good associate of Lord Chaitanya Mahaprabhu. Lord Chaitanya liked to gather with the devotees to have kirtan, but He didn’t like to have nondevotees present. Nondevotees would watch and make fun and disturb the kirtan in other ways. So Srivas Thakur held the kirtans at his house, with the doors closed.

One night the kirtan was going on inside Srivas Thakur’s house and a brahman named Gopal Chapala was nearby. He did not believe in the value of chanting Hare Krishna and he devised a plan to ruin Srivas Thakur’s reputation. In India, there is a competition between devotees of goddess Kali and devotees of Lord Krishna. Many meat-eaters and drunkards worship goddess Kali and they are not very nice to the devotees of Lord Krishna. Srivas Thakur was known as a very good devotee of Krishna and Gopal Chapala wanted to ruin his reputation.

One night, Gopal Chapala crept to the door outside Srivas Thakur's house and placed items that are used in the worship of goddess Kali near the Thakur's door. He also placed a pot of wine beside all this.

In the morning Srivas Thakur opened his door and saw all these things. He did not get disturbed but called for all the respectable gentleman of the neighborhood and said to them with a smile on his face, "Gentlemen, every night I worship the goddess Bhavani. You can see the paraphernalia here, so now you can understand my position."

The men were surprised and said, "What is this? Who has done such mischievous activities? Who is that sinful man?" They called for a street sweeper who threw the items far away and cleaned up the place.

After three days, Gopal Chapala was attacked by a disease called leprosy, which eats away at your body. Blood oozed from sores and he was covered with germs and insects biting him all over his body. Gopal Chapala felt unbearable pain. Leprosy is contagious, so Gopal Chapala had to leave his village. He went to sit under a tree on the bank of the Ganges.

One day Lord Chaitanya passed by and Gopal Chapala begged for His mercy to heal him from his disease. Lord Chaitanya was very angry and said, "You sinful person, I shall not deliver you! I would rather have you bitten by these germs for many millions of years. You have made Srivas Thakur appear to have been worshipping Kali. Just for this offense, you will have to fall down into hellish life for ten million births." Then the Lord left and Gopal Chapala continued to suffer.

Some time passed and Lord Chaitanya returned to that village. Gopal Chapala took shelter at the feet of Lord Chaitanya and asked again for His mercy. The Lord told him, "You have committed an offense to Srivas Thakur. You must first go there and beg for his mercy. If he forgives you and blesses you and you don't do this sort of thing again, you will be freed from your sins."

The sinful brahman, Gopal Chapala did this and Srivas Thakur gave him his blessings and freed him from his sinful reactions.

In your discussion of the story, include the following points:

- ◆ Knowing people's inclination to gossip, Gopal Chapala set up Srivas Thakur, hoping that the resulting gossip will ruin him. Gopal Chapala actually went out of his way to create a situation to gossip about.
- ◆ Lord Chaitanya's reaction was stern. He would forgive Gopal Chapala only if Srivas Thakur did.

- ◆ Srivas Thakur was able to stop the gossip before it started. What would have happened if someone had gone by and seen the Kali articles before they had been removed?

6. Ask the children if they have any ideas *why* people gossip? (It gives people something to talk about; it makes others feel like they are better by making someone else look bad; jealousy; desire to hurt another's feelings, etc.)

Ask children if they have ever been the victim of gossip. What happened? How did it feel to have people talking about your personal life?

7. Refer back to the chalkboard and see if gossip fits any of the requirements outlined in the Bhagavad Gita for proper speech.

Truthful? Not necessarily.

Pleasing? Not to the person being gossiped about.

Beneficial? No, not to anyone.

Not agitating to others? It does agitate others.

Is it talk about the scriptures? Probably not.

Since it doesn't, it seems that Krishna would not be pleased by our speech if we were gossiping about others. Encourage the class to discuss ways that we can stop gossip. (Don't be interested in it or listen to it; don't spread it; talk about ideas instead of people; change the subject or say, "It's not really any of my business," etc.)

8. Another point to make about gossip or malicious talk is that it really says more about the speaker than the one being talked about. At the very least, it shows that you're not intelligent enough to think of something else to talk about besides other people! Did Gopal Chapala really make Srivas Thakura look bad or did he make himself look bad? Perhaps a good rule to suggest is that if you can't say anything nice, it's better to remain quiet.

Write the following saying on the chalkboard, "You cannot hide the heart when the mouth is open." Ask the children what that means. Let this saying lead into the next topic – faultfinding.

9. Finding fault with others can be even more dangerous than gossip because it tends to be more malicious. Define faultfinding. It is the tendency to look for the faults, the bad qualities, of a person, rather than recognizing the good.

Faultfinding can be demonstrated in the following way. Bring several objects to class, such as a flower, an apple. Hold up one object at a time and

have volunteers say something positive about the object. Then you can add your faultfinding comments. If holding up a rose, you could say, “Oh, no, it has sharp thorns. And look, some of the petals are curled and brownish. It doesn’t smell as sweet as a gardenia. The color really should be deeper or darker, etc.” (You get the idea.)

For the apple: “It’s not even perfectly round. It has too many colors mixed in with it; it’s not solid red. The stem is too short. It has a bruise.”

Do this for all the items you have and don’t be afraid to be too outrageous. Many faults that we think we see in people are outrageous, too. When finished, ask the students how they felt about your descriptions. Did they feel the same way? Did they feel you were “picking on” the items? What impression did they have of you as you spoke this way? Re-emphasize that although you were making statements about the apple or flower, you gave the students a negative impression of *yourself*.

10. Tell the following story of Ramachandra Puri and Lord Chaitanya. It portrays the faultfinding tendency of Ramachandra Puri. The puppet show videos include one of this story that could be shown. If you do show the video, briefly tell the story first, following with the video.

Ramachandra Puri

Ramachandra Puri was a sannyasi who was a disciple of Madhavendra Puri. Lord Chaitanya’s spiritual master was also a disciple of Madhavendra Puri, so it is understood that Ramachandra Puri was some years older than Lord Chaitanya. He visited Jagannatha Puri where Lord Chaitanya was staying and met with the Lord.

One devotee named Jagadananda invited Ramachandra Puri to have lunch with him. A large portion of prasadam from the Jagannatha temple was brought in for everyone to eat. Ramachandra Puri ate sumptuously and then he wanted to find faults in Jagadananda.

After finishing the meal, Ramachandra Puri told Jagadananda to eat the food that was left. Ramachandra eagerly sat Jagadananda down and served him the prasadam. He encouraged him to eat more and more, filling his plate over and over. When Jagadananda finally finished, Ramachandra Puri began criticizing him.

“I have heard that the devotees of Lord Chaitanya eat more than necessary. Now I see that this is true,” he said. “It is very bad for a sannyasi to eat too much. It destroys his renunciation.” Perhaps he had forgotten how much he himself had just eaten. But this was Ramachandra Puri’s method. First he would force someone to eat too much and then he would criticize him for it.

No one knew where Ramachandra Puri would eat each day because he would often show up uninvited. But he was very careful to keep track of how others were taking their meals. He was particularly interested in getting all sorts of information about what Lord Chaitanya was doing, including His eating and sleeping habits and His daily activities. He was only interested in finding faults, but he could not find any in Lord Chaitanya.

At last he thought he found a fault. "How can a sannyasi eat so many sweets?" he said. "If one eats sweets, controlling the senses is difficult." Ramachandra Puri would say this to everyone but he would still come to visit the Lord each day. Lord Chaitanya knew that Ramachandra Puri was criticizing him but He would still treat Ramachandra Puri with great respect.

One morning Ramachandra Puri came to the home where Lord Chaitanya was staying. Seeing many ants on the ground, he exclaimed, "Last night there was sugar candy here. That's why there are so many ants. Alas, this sannyasi is so attached to such sense gratification!" Then he got up and left. Ants crawl in many places, but since Ramachandra Puri was looking for faults, he accused the Lord of having sweets in His room, which attracted the ants.

Lord Chaitanya now heard Ramachandra Puri's faultfinding with His own ears. He called for his servant and told him that from that day he would only accept a small portion of prasad. "If you bring any more than this, you will not see Me here anymore," He said.

The devotees were greatly upset to hear this. The thought of Lord Chaitanya going hungry was more than they could bear. They condemned Ramachandra Puri. Lord Chaitanya and His servant were only eating half the food that they needed. Because of this, all the other devotees gave up eating.

Ramachandra Puri came to visit the Lord. He told the Lord that he heard that He was eating half his normal food. Ramachandra Puri told him that such dry renunciation was also not the religion of a sannyasi and that the Bhagavad Gita advises one not to eat too much or too little. Lord Chaitanya thanked him for his advice and said, "I am just like an ignorant boy and am like your disciple. I'm lucky you are here to instruct Me."

The devotees of the Lord tried to convince Him to ignore Ramachandra Puri and to begin eating normally again. "He is only concerned with fault-finding," they said. "He never notices any good in others." But the Lord responded by vowing to eat even less.

Ramachandra Puri stayed for some time in Jagannatha Puri and later left to visit other holy places. The devotees were so happy when they heard he left. They felt as though a great stone burden had suddenly fallen from their heads to the ground. Lord Chaitanya accepted invitations for lunch from the devotees as before and everyone took prasadam without fear of being criticized.

In your discussion of the story, include the following points:

- ◆ What were the devotees' feelings toward Ramachandra Puri?
- ◆ Why did Ramachandra Puri find fault so much? (Perhaps he thought that he would appear to be a very good sannyasi if he made others look bad.)
- ◆ How did Lord Chaitanya treat him?
- ◆ Did Lord Chaitanya defend Himself? Why do you think He acted as He did?

11. Prabhupada very often gave the analogy of the bee and the fly in regard to faultfinding. The fly is interested in dirty, smelly garbage. The bee is interested in the sweet nectar from the flowers. Would you rather be like the fly, always looking for the bad things, or like the bee, searching after the honey? Look for the good in others, not the bad.

Refer back to the chalkboard and see if faultfinding fulfills any of the Bhagavad Gita's standards for proper speech.

12. Before class cut out the figures on Worksheet 7. Distribute one to each student. Ask the students to think about their own faults. On one side of the figure have them write 3 to 5 of their faults. Turn the figure over and have them write 3 to 5 of their best qualities on the other side. Ask them to concentrate on their faults for a minute and imagine what it would be like for them if everyone they knew were concerned only with their faults. What would their conversations be like? (You may want to give an exaggerated example of an exchange based on a person's faults.) How would they feel?

Have them turn over their figures and now concentrate on their good qualities. How would their relationships improve if everyone recognized their positive side instead of focusing on their faults? Which is more likely to make them feel encouraged and loved?

Tell the children that if we are ever tempted to find fault with others we should remember that we also have faults. This exercise has reminded us that we are not perfect and we should not ignore our own faults. We should try to improve. We are aware that others have faults but we ***choose to ignore the faults*** and find the good in them.

Now have the students “turn their back on faultfinding” and pin their figures to their shirts with their good qualities facing outward for everyone to see. Students can sit in a circle and take a turn saying something positive about each person.

13. Summarize the lesson on gossip and faultfinding by asking children to make an effort to practice the guidelines given in the Bhagavad Gita for speech: truthful, pleasing, beneficial and not agitating to others.

The golden rule is “Do unto others as you would have them do unto you.” This is a good maxim for speech. Speak about others as you would have them speak about you.

14. Worksheet 8 is a poem about gossip. Give each child a copy and have them follow along as you read the poem. Discuss it afterward, encouraging the children to express their thoughts and feelings. This poem conjures up images of a personality called Gossip. It may be an interesting assignment to have the children take the poem home to illustrate for homework. Ask them to read it again and draw their visualization of Gossip.

An alternative assignment would be for them to draw a scene from the story of Gopal Chapala or Ramachandra Puri.

Encourage students to be conscious of gossip and faultfinding this week. Have them pledge to refuse to participate in it and stop others from doing so.

Teacher’s note: Profanity is another form of unclean speech that can be discussed. It was originally intended to be part of this lesson, but due to the age of the children it was decided that profanity would be addressed with the older students. Still, if you think your students need to deal with this issue now, this is the lesson to do it.

Lesson Five

Cleanliness of Your Environment

**Before students arrive, “trash” the classroom with crumpled papers, books and other items. Make the room look like a dump.*

1. Have students come in and be seated as usual. Chant the verse for the session.

2. Ask if anyone had any experiences or thoughts on gossip during the week that they’d like to share.

3. Ask the students to clean up the room. Provide a trashcan or two for the children to use. When the room is clean, ask:
 - ◆ How did you feel when you found the classroom so messy?
 - ◆ How did you feel about cleaning up the mess and putting the room back together?
 - ◆ Is the classroom easier to work in now that it’s clean? Why?
 - ◆ Which was easier to do – cleaning this room or cleaning your own room at home?

Tell the students that today we’ll talk about keeping our environment clean, our rooms, our workspace, our temple. Living in dirty, cluttered surroundings has a bad effect on our consciousness. And Prabhupada’s maxim on cleanliness is, “A Vaishnava should leave a place cleaner than he found it.”

Read the following poem and ask if it sounds familiar. It is a poem by Shel Silverstein called “Messy Room.”

*Whosever room this is should be ashamed!
His underwear is hanging on the lamp.
His raincoat is there in the overstuffed chair,
And the chair is becoming quite mucky and damp.
His workbook is wedged in the window,
His sweater’s been thrown on the floor.
His scarf and one ski are beneath the TV,
And his pants have been carelessly hung on the door.
His books are all jammed in the closet,
His vest has been left in the hall.
A lizard named Ed is asleep in his bed,
And his smelly old sock has been stuck to the wall.*

*Whosever room this is should be ashamed!
Donald or Robert or Willie or –
Huh? You say it's mine? Oh dear,
I knew it looked familiar!*

4. Ask how many students have a difficult time keeping their rooms clean. You may get quite a show of hands. Tell them that it's nothing to be embarrassed about; it's a very common problem. But as we learn to keep our living place neater, it is a sign that we are growing in maturity and becoming more situated in the mode of goodness.

Impress upon the children that their personal space, their own bedrooms, should be their responsibility to keep clean. The solution is not to have their mothers clean their rooms.

Explain that there are some things we can do to make cleanliness a little simpler. Ask for some reasons why we have messy rooms. (We may have too much stuff, we don't put things away after we use them, we feel too busy to clean, we don't like to clean, we don't have enough space, etc.) As students come up with reasons for dirty rooms, ask them to respond by also coming up with suggestions on how to conquer that problem.

5. Ask for volunteers who want to "re-vamp their rooms" this week. You, the teacher, should be one of those volunteers, too. Distribute copies of Worksheet 9 and go over each step. Explain that those who participate and fill out the worksheet, bringing it back next week, will receive a prize. (Use your imagination for the prizes, for example, personalized brooms or dustpans, aprons, or white gloves.)

6. Explain that Lord Chaitanya placed a lot of importance on cleanliness. He not only kept His own room clean, but He would organize the devotees and clean the temple from top to bottom. Here is the story of Lord Chaitanya cleansing the Gundica Temple. It is taken from Cc. Madhya-lila, 12.73-136.

The Gundica temple is located in Jagannatha Puri. Before the Ratha yatra festival, the Deities of Lord Jagannatha, Lord Baladeva and Lady Subhadra stay in the Gundica temple for several day.

Lord Chaitanya wished to wash that temple and asked the manager of the temple if this would be possible. The temple superintendent replied, "Certainly, sir, we are all your servants. To wash the temple is a humble service for You, but it must be one of Your pastimes. You will need many waterpots and brooms. Tell me what you need and I will immediately bring

all these things to You.” He then delivered a hundred new waterpots and a hundred brooms for sweeping the temple.

The next morning, Lord Chaitanya took His associates with Him and gave each devotee a broom. He then led them all to Gundica. First they cleansed the temple with the brooms. The Lord cleaned everything inside the temple very nicely, even the ceiling. Lord Chaitanya and His companions cleansed and swept all the temple buildings, big and small, and finally cleansed the area between the temple and the meeting place.

Hundreds of devotees were engaged in cleaning all around the temple and Sri Chaitanya Mahaprabhu was instructing everyone in what to do. He washed the temple very happily, chanting the name of Lord Krishna all the time. All the devotees were also chanting and cleaning at the same time.

The entire body of the Lord was covered with dust and dirt. In this way it became transcendently beautiful. Sometimes, when cleansing the temple, the Lord shed tears, and in some places He even cleansed with those tears.

After this, the place where the Deity’s food was kept was cleansed. Then the yard was cleansed, and then all the residential quarters, one after the other. After the Lord collected all the straw, dust and grains of sand in one place, He gathered it all in His cloth and threw it outside. Everyone else did the same.

The Lord then told the devotees, “I can tell how much you have worked and how well you have cleaned the temple simply by seeing all the straw and dust you have collected outside.” Even though all the devotees collected dirt in one pile, the dirt collected by Sri Chaitanya Mahaprabhu was much greater.

*After the inside of the temple was cleansed, the Lord again allotted areas for the devotees to cleanse. The Lord then ordered everyone to cleanse the inside of the temple very perfectly by taking finer dust, straws and grains of sand and throwing them outside. After all the Vaishnavas cleansed the temple **for the second time**, Lord Chaitanya was very happy.*

While the temple was being swept, about a hundred men stood ready with filled waterpots, and they simply waited for the Lord to tell them to throw them. He called for the waterpots and then all the devotees began to throw water onto the ceiling. When this water fell, it washed the walls and floor.

Then Lord Chaitanya began to wash the sitting place of Lord Jagannatha with His own hands, and all the devotees brought water to the Lord. After the room was washed, the water was let out through an outlet, and it then flowed and filled the yard outside. The Lord mopped the rooms

with His own clothes, and He polished the throne with them also. In this way, the rooms were cleansed with 100 waterpots. After the rooms had been cleansed, the minds of the devotees were as clean as the rooms. When the temple was cleansed, it was purified, cool and pleasing, just as if the Lord's own pure mind had appeared.

Hundreds of men were bringing water from the lake and then more men began to bring water from a well. Hundreds of devotees brought water in the pots, and hundreds took the empty post away to fill them up again. There were so many men coming and going that they ran into each other, breaking many of the pots. Hundreds of men had to bring new waterpots to fill.

Some people were filling the post, and others were washing the rooms but everyone was engaged in chanting the holy name of Krishna and Hari. One person begged for a waterpot by chanting the holy names Krishna, Krishna, and another delivered a pot while chanting Krishna, Krishna. Whenever anyone had to speak, he did so by uttering the holy name of Krishna. Whoever wanted anything chanted Krishna, Krishna.

Lord Chaitanya was chanting Krishna and He Himself was performing the work of hundreds of men. It seemed as though the Lord were cleansing and washing with a hundred hands! He came up to everyone just to teach them how to work.

The Lord praised those who worked hard and He scolded those who were not working up to His standard. In this way, all the places in and around the temple were thoroughly washed. All the quarters were cool and spotless, like one's cleansed and pacified mind.

When all the water from the different rooms was finally let out through the halls, it appeared as if new rivers were rushing out to meet the waters of the ocean. Outside the gateway of the temple the roads were also cleaned. The Lord also cleansed the Nrsimha temple inside and outside. He rested a few minutes and then began dancing. The devotees join Him and a wonderful, loud, ecstatic kirtan followed.

Point out that three times the comparison is made between a clean room and a clean mind. Clean surroundings will have a good effect on our minds.

In addition to the cleaning, Lord Chaitanya was also giving instructions on how one should receive Lord Krishna in his cleansed and pacified heart. If one wants to see the Lord seated in his heart, he must first cleanse the heart. The cleansing process is to chant the Hare Krishna maha mantra. In the purport to Cc. Madhya-lila, 12.165, this is explained more fully.

7. Mention that in the story just read, the cleaning seemed to be contagious. That is the way it should be. When we become accustomed to nice, clean surroundings, we will feel the desire to clean other places, too. If your yard is tidy and clean, wouldn't you be more likely to notice litter on the street and throw it away? So, by cleansing ourselves and our environment, we will develop a desire to keep all of Krishna's world clean. Prabhupada wanted us to be "revolutionary clean."

Now you can have the children act on this philosophy. Prior to today's class, make an arrangement with temple authorities to have your students clean a certain area of the temple property. It can even apply to the temple grounds. Have any necessary cleaning supplies on hand and let the children go to work. Make sure your instructions are clear and this time is organized. It should be a fun, positive activity, not an activity in which they are constantly being chastised.

8. When the cleaning is finished, meet back in the classroom and remind students to "Re-vamp your Room" this week and to bring back the worksheet pages next week.

For extra credit, students can expand their cleaning responsibilities and take on an extra cleaning duty at home.

Teacher's note: The following two lessons are on pollution and keeping the earth clean. Enhance your class by having some library books, posters, videos and other information on the subject available.

Lesson Six A Cleaner World

**Don't forget to have prizes on hand for "Re-vamp your room" volunteers.*

1. Chant the verse for the session.
2. Let students who cleaned their rooms report their results and award prizes to the participants.
3. Have students stand up and form a circle. Tell them: *Imagine for a moment that the house next door is on fire. You have two minutes to get out of the house. In that time, what would you rescue from your house? Let's assume that your family members and pets are all safe, so choose other things to save. We'll go around the circle as fast as we can, having each person name one thing. Don't simply imitate the others but think about what you would really like to save. Whatever you can all name in two minutes is what you get to save, so we'll have to hurry.*

Now go around the circle as fast as possible for two minutes. Create a feeling of urgency by trying to get the responses to come faster. When the time is up have the students go back to their seats and ask:

- ◆ *How did it feel with only two minutes to save things from your house?*
- ◆ *How did you decide what to save?*
- ◆ *Are the things you mentioned important to you?*
- ◆ *How do you treat these items that are important to you? (With care; try to keep them in good condition; make sure they're safe.)*

Say: If this had been a real fire, of course you'd want to save your family first. Still, we each have things that we'd not want to lose in a fire. We would try to save certain things. Our lesson today is about saving something very valuable – our Earth. We each have a responsibility to take care of Krishna's creation.

4. Give students each a sheet of paper and crayons. Have them each find a place in the room away from others. Tell them to use the crayons to create a beautiful scene from nature. They should draw exactly what you tell them and not look at anyone else's work. They shouldn't worry if they don't draw well, it's their effort that is important.

Read aloud the following directions and allow a minute or so between each:

- ◆ *Draw land on your paper. Add some water if you'd like. You have one minute.*
- ◆ *Draw the sky. Put birds, clouds and the sun in your sky. You have one minute.*
- ◆ *Put flowers, trees and animals on your drawing. You have one minute.*
- ◆ *Add people to your picture. You have one minute.*

Gather the group in a circle and ask each person to hold up their drawing so the group can see it. Collect all the drawings.

Set the drawings in front of you and, one at a time, tear or wad them up as the students watch. Don't say anything. Throw the pile of paper in the center of the circle and say in a sarcastic voice, "There, that's what I think of your work!" You may get some shocked reactions, so allow a moment for the kids to evaluate your actions.

Ask:

- ◆ *How did my actions make you feel? (I'm angry because you just tore it up; I'm sad because you ruined my hard work.)*
- ◆ *How is that like the way Krishna may feel when He sees us destroy His world? (Krishna may not like our actions or thinks we are making a mistake.)*
- ◆ *How do people destroy the world we live in? (Pollution, deforestation, etc.)*

Explain that Krishna has created this world for us to live on. The earth provides everything we need to be happy and healthy. All we have to do is take care of it.

But we have hurt the earth by not keeping it clean. You, the teacher, seemed very ungrateful and selfish when you destroyed the art creations of the students. In the same way, when we destroy the earth we show our ungratefulness for Krishna's creation.

5. Define pollution. The definition is "to make unclean or impure." If cleanliness is one of the virtues of a Vaishnava, then keeping the earth clean also is one of his responsibilities. Our consciousness of cleanliness should not end at our bedroom doors but extend to the earth. We spoke last week about pollution being contagious, now we should encourage each other to "catch" the cleanliness bug and spread it.

6. Discuss pollution. Ask students to name as many different forms and causes of pollution that they can think of. If you have books depicting the forms they name, show pictures. The more visual this lesson, the better.

Make sure you cover the basics of air, land and water pollution and write those three categories on the chalkboard. It's not necessary to go into too much detail.

Discuss why stopping pollution is a responsibility for each one of us. You can talk about selfishness and self-centered people – those who think only of themselves. This attitude has contributed greatly to the world problem of pollution. Even though aware that certain practices, like littering, dumping waste, throwing pollutants in the water, etc., will cause harm to the earth, people have done it anyway because it happened to be convenient for them.

A devotee sees everything as Krishna's creation and wishes for the good of all. He is not simply thinking of himself. A devotee loves Krishna, therefore a devotee loves what Krishna has created and will not destroy it knowingly.

7. Bring a rose or other beautiful flower to class. Pass it around the group and ask kids to each say what makes the flower beautiful. Then have the kids each describe something beautiful Krishna has created on earth.

Emphasize that pollution is not just an adult's problem. Just as the children are able to appreciate the beauty of Krishna's creation, they can start taking care of the earth now and sharing in the responsibility.

8. To improve our polluted world, we must do two things: stop causing more pollution and clean up the pollution that is already there. Ask for suggestions on things students can do to stop causing more land pollution.

- ◆ Stop littering.
- ◆ Reduce consumption – buying lots of things means natural resources get used up, packaging materials are disposed of, old things get thrown out and fill up landfills, etc., etc., etc.
- ◆ Reduce household waste by composting or burying biodegradable materials.
- ◆ Recycle whatever you can – newspapers, glass, cans, plastic.

To clean up the existing pollution, we can do the obvious: pick up litter when you see it.

Note: In this lesson the main theme is cleaning up the earth. Recycling is another topic that would require much more time. But, if you think your class would benefit, you may wish to extend the lesson and talk more about recycling. A lot of information is available in the library or on the Internet and there are several children's organizations focused on environmental awareness. The Environmental Protection Agency (EPA)

has a very good website. There are many activities that the children can do for recycling.

Repeat the statement, “A Vaishnava leaves a place cleaner than he found it.” At the time of our death, could we look back and say that we made Krishna’s world a little cleaner while we lived, or were we a big contributor to pollution? We have to start young by being conscientious about caring for Mother Earth. Otherwise, we’ll develop a lifetime of bad and harmful habits.

9. (Optional) Many children have computers at home. Encourage them to explore some ecology websites. It’s best if the teacher researches this in advance and can provide the students with a choice of websites. Children can become members of clubs, get pollution prevention ideas, and participate in national environmental awareness activities. Perhaps they could find something that the whole class could do as a session project. Have them bring any interesting information they find to class next week.

10. Worksheet 10 is a handout that students can take home to raise their families’ awareness of recycling. They may not be aware that so many things can be recycled. Read over the handout once in class and have students highlight all recyclable items, such as paper bags, tin cans, newspaper. See if they can get their families involved in recycling. Emphasize that just having one family recycling instead of throwing away *will* make a difference.

Lesson Seven

Activity

Have a special activity planned for today that will put into practice what was learned last week. Some ideas:

- ◆ Choose an outdoor area or a safe roadside near the temple that needs cleaning. Arm students with garbage bags and have them clean it up. Separate all the recyclables. Give a prize to the best trash collector.
- ◆ Discuss the benefit that trees and plants have on cleaning the air. Then let each student plant a tree. Each child can label his tree. Make sure the students water and care for their trees until they are well established. (You may be able to get some inexpensive seedlings from the Forestry Service or a County Extension Agency. Some seed companies, such as Mellinger's [mellingers.com] offer some inexpensive tree seedlings.)
- ◆ Cut white contact paper into bumper sticker-size strips and let student come up with catchy sayings or slogans about cleanliness or keeping Krishna's world clean. Make and decorate several bumper stickers. They can even sell them at the Sunday Feast. A similar thing can be done on card stock, making ecology bookmarks.
- ◆ Let children work in groups of no more than five. Have each group create a poster encouraging people not to pollute. Display them around the temple.
- ◆ You may have a local museum that has an exhibit about recycling or pollution. Perhaps there is a recycling center nearby. Arrange a field trip for the students to gain further knowledge about the importance of reducing pollution.

Skit “Queen of Clean”

Cast:

Narrator

Francine

Joe, her assistant

Students

Man

Girl 1

Girl 2

Small group of kids

The stage set-up is quite simple. One area is Francine’s office, with a table, telephone, poster set on an easel (for teaching a class), and a basket of cleaning supplies. We’ll leave it up to you to fill in the clever details.

The cleaning supply basket should have the following items inside: a tape measure, squirt bottles, japa beads, a Bhagavad Gita, Krishna books and a video, a bicycle pump, sunglasses, an alarm (a smoke alarm or some round object will work), cups and a bottle, and a pill bottle.

The second area, which can be set up on the other side of the stage is a man’s room, set up with a TV and couch with magazines scattered about.

The exchanges that Francine has with the 2 girls and the group of kids can be enacted between the two scenes or off to the side.

Narrator: Good evening, all. In our Sunday School class this session, we have been studying cleanliness. One of our students, Bhaktin Francine, has really taken this session to heart and has opened her own cleaning business. She’s fondly known as Bhaktin Francine, the Queen of Clean. Right now she is in the process of training some assistants in the art of cleanliness. Let’s join her and see just how much dirt she has to encounter in a typical day.

Francine: *(standing next to a poster, addressing a class)* That’s right. One shower a day, brushing teeth after every meal, clean hair, clean hands, and no wearing dirty shoes in the house. Any questions?

Student: *(raising hand)* That covers **body** cleanliness. But there is more to being clean than that, right?

Francine: Right, but we'll start at keeping ourselves clean. It's time for work now, so we'll continue in our next class later today.

Phone rings.

Francine: *(picking up phone)* Hello, this is Bhaktin Francine, the Queen of Clean. May I help you?

Man: *(sitting in the next scene)* Yes, I'm having a problem with some inner cleanliness and wondered if you can come over and help me out.

Francine: Certainly, I'll be right there. Come on, Joe, you can help me with this one. Let's get ready.

She and her assistant prepare themselves to go by brushing off their clothes with a brush, washing hands, brushing teeth, hair, etc. They pick up a basket with cleaning supplies in it, go out the door and arrive at a home where a man is sitting in front of a TV with magazines all around. They knock and the man admits them.

Man: You must be Francine. You even *smell* clean. I'm having a problem with my mind. I can't help having bad thoughts. And I have a feeling that my heart must be a little dirty too. I hate doing good, wholesome things, but bad things make me feel happy. I don't want to be like this because no one likes me anymore. Can you help me clean my mind?

Francine: I'll try.

(She hold up his eyelids and peers into his eyes. Then she checks in his ears. Finally she holds a tape measure up and measures up to his heart.)

Francine: Well, no wonder you're feeling dirty. Your mind is *filled* with unclean things and it has overflowed into your heart!

Joe: *(looks around the room and focuses on the TV)* Look, he's watching a really crummy movie. It's rated R. Ugh. Look at all the violence and listen to that nasty language! And look at these books! *(picking up books and reading some titles)* 101 Ways to Insult People, Top 10 Dirty Jokes, The Value of Violence...

Francine: No wonder! If that's what you've been putting in your mind, of course you feel dirty. How can you have a clean mind and do good for others if you fill it with dirty things?

Man: Is there any hope for me?

Francine: Sure, we'll fix you right up. First we need to clear out some space in your head so we can fill your mind with good thoughts. *(She hands him beads and has him chant Hare Krishna for a minute. She checks him again.)* OK, chanting the holy name is the **best** thing for purifying your mind. Already there's a little room. Now let's pump out the bad stuff by pumping in the good stuff.

The assistant brings over a bicycle pump and holds it to the man's leg. With every pump, they say something about Krishna and the man repeats.

Francine and Joe: Krishna is the Supreme Personality of Godhead.

(The man repeats.)

Francine and Joe: He loves us and wants us to come back to the spiritual world with Him.

(The man repeats.)

Francine and Joe: We can chant his name every day.

(The man repeats.)

Francine and Joe: We can teach others about Krishna.

(The man repeats.)

Man: *(after the last pump)* It's working! I can feel it! I have good thoughts in my brain now! My heart already feels lighter.

Joe: *(throws the man's books into the garbage can and hands him some Krishna books and a video)* Here, read these books instead and watch this

video about Krishna. Then you won't have any more trouble with an unclean mind.

Francine and Joe leave. The man exits. They walk and pass by two girls talking.

Girl 1: And I think Mary has the funniest looking hair of *anyone* I know.

Girl 2: Yeah, and does anyone wear uglier clothes? I heard someone say she only gets hand-me-downs from her sister. No wonder she always looks so awful.

Girl 1: Did you ever see how junky her dad's car is? And her brother is a real nerd.

Francine: *(after slowing down and hearing their conversation)* STOP! I cannot stand uncleanliness!

Girls 1: Who, us? We're clean. Look, we showered and have new clothes. Can't you smell our perfume?

Francine: I mean your speech. Your speech was filthy! All you were doing was finding fault and gossiping about someone.

Girl 2: So? What's so bad about that?

Francine: Well, Krishna doesn't like it. Tell them what he says in the Bhagavad Gita, Joe.

Joe: *(opens a Bhagavad Gita and reads slowly)* He says "***Austerity of speech consists in speaking words that are truthful, pleasing, beneficial, and not agitating to others, and also in regularly reciting Vedic literature.***"

Girls: Truthful, pleasing, beneficial and not agitating to others... Well, um... Oops. (They look ashamed.)

Francine: That's right, girls. You cannot hide your heart when your mouth is open. You need to clean up your speech. Joe, give them a copy of that Bhagavad Gita verse.

Joe: *(handing them a sheet of paper)* Before you open your mouth to speak, read this.

Girls: *(reading from the paper)* “Austerity of speech consists in speaking words that are truthful, pleasing, beneficial, and not agitating to others, and also in regularly reciting Vedic literature.”

Francine: I have one more thing that will help. *(pulls out two pairs of sunglasses from her cleaning basket and places them on the girls)* Here are some special glasses. When you wear them you can only see the good in others. Wear them all the time until you get used to seeing the good qualities of people. That will give you better things to talk about.

Girls: *(smiling and waving)* OK, Hare Krishna, goodbye.

Francine and Joe walk away, heading for the office as the narrator reads.

Narrator: As the busy, dirty day draws to a close, Francine and Joe head back for the office. They are ready to tidy up and go home to relax for the evening. But all of a sudden... *(an alarm sounds)* Whoop! Whoop! Whoop!

Joe: *(startled and looking around)* What’s that!?!

Francine: *(reaching into her cleaning basket and pulling out an alarm)* It’s my litter alert. Someone around here must be littering.

They see the kids laying and sitting nearby, eating candy and drinking sodas and throwing the papers and cans on the ground.

Francine: *(approaching them)* Oh, no! That’s the *worst*. Polluting Mother Earth. Hey, kids, can’t you throw your things in the garbage can?

Kid: Naaahh... Somebody else will come along and do it. Who cares anyway?

Francine: We care! Krishna gave us the earth to live on. The least we can do is to keep it clean. I think you kids need a quick fix-me-up, too. *(She looks at Joe.)*

Joe: It looks like they need a special dose of the “Clean-Up-Your-Act” medicine. *(They both nod.)*

Narrator: Francine and Joe gave the children each a cup of “Selfishness Dissolver.” *(They pass out cups to the kids and the kids drink.)* “Selfishness Dissolver” dissolves the idea that we can do whatever we want, even if others have to suffer for it. Polluting the earth is a selfish act done by those who don’t care about others who must live in their mess.

Next Francine and Joe gave them a few pills of responsibility and respect. *(They pass out pills from a bottle to all the kids.)* If everyone was responsible, rather than irresponsible, we’d clean up after ourselves and respect Mother Earth.

They waited a moment until they could see that the medicine was effective. It was.

The kids start cleaning up their mess. Francine and Joe walk back to the office where the other assistants are waiting for the next lesson. Francine goes to the head of the class and pretends to be teaching.

Narrator: Back at the office, Francine continued her lesson with her new assistants. Then she gave them the toughest assignment they could imagine.

Francine: *(very dramatically)* OK, class, your homework for this week is to go home and CLEAN YOUR ROOMS.

Students: *(groaning and exclaiming)* What! My room? Clean our rooms?

Francine: That’s right.

Joe: Clean rooms will help unclutter your mind and help you think more clearly. It will help situate you in the mode of goodness, rather than the mode of ignorance.

Francine: You may go now, students. Always remember that you are assistants of Bhaktin Francine, the Queen of Clean. And what is our motto?

The whole class stand up, faces the audience and says in unison,
A Vaishnava always leaves a place cleaner than he found it.

THE END

Worksheet 1

Bhagavad Gita, 16.7

*pravrttim ca nivrttim ca
jana na vidur asurah
na saucam napi cacaro
na satyam tesu vidyate*

Translation: Those who are demoniac do not know what is to be done and what is not to be done. Neither cleanliness nor proper behavior nor truth is found in them.



Cleanliness
is next
to
Godliness

Worksheet 3

AFTER EATING

AFTER EATING

IN
THE
TEMPLE

IN
THE
HOUSE

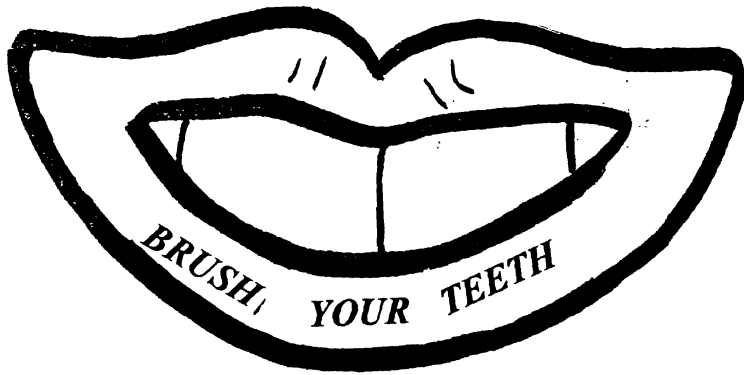
AFTER TOUCHING
YOUR MOUTH

AFTER USING
THE REST ROOM

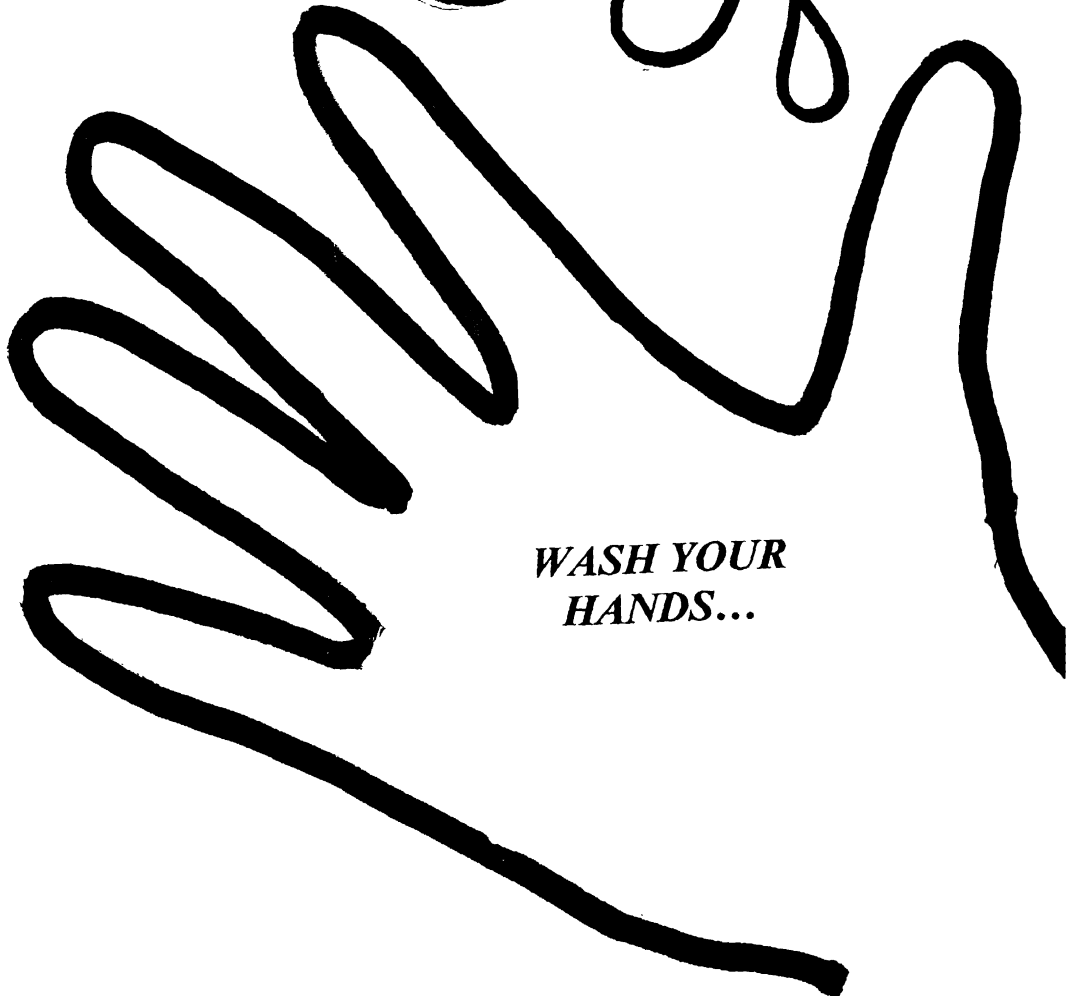
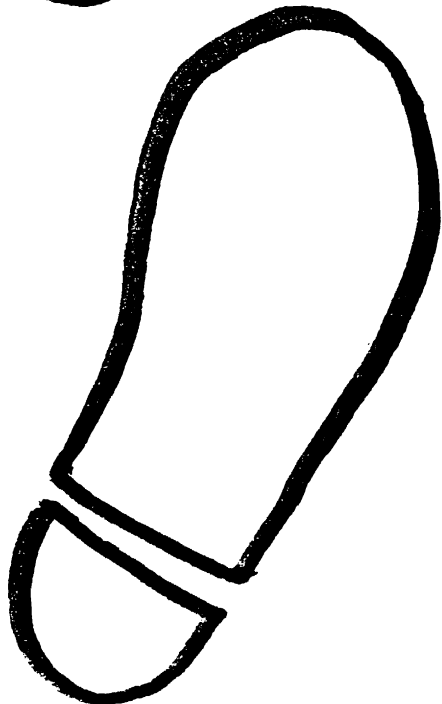
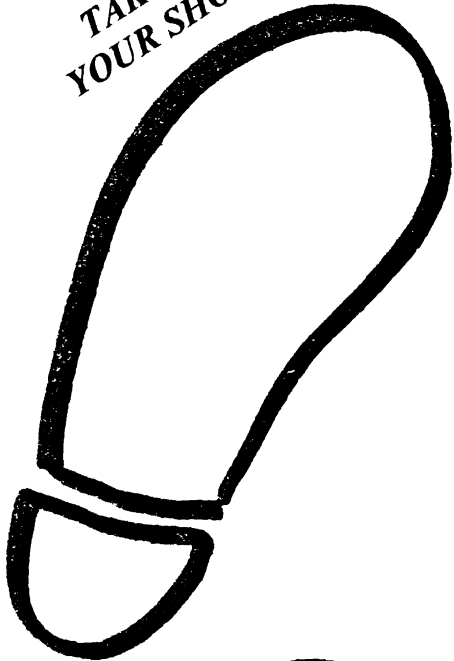
EVERY
DAY

AFTER TOUCHING
SOMETHING DIRTY

BEFORE SERVING YOURSELF
MORE PRASADAM



TAKE OFF
YOUR SHOES...



WASH YOUR
HANDS...

THE DIRTIEST MAN IN THE WORLD

Oh I'm Dirty Dan, the world's dirtiest man,
I never have taken a shower.
I can't see my shirt—it's so covered with dirt,
And my ears have enough to grow flowers.

But the water is either a little too hot,
Or else it's a little too cold.
I'm musty and dusty and patchy and scratchy
And mangy and covered with mold.
But the water is always a little too hot,
Or else it's a little too cold.



I live in a pen with five hogs and a hen
And three squizzly lizards who creep in
My bed, and they itch as I squirm, and I twitch
In the cruddy old sheets that I sleep in.

If you looked down my throat with a flashlight, you'd note
That my insides are coated with rust.
I creak when I walk and I squeak when I talk,
And each time I sneeze I blow dust.

The thought of a towel and some soap makes me howl,
And when people have something to tell me
They don't come and tell it—they stand back and yell it.
I think they're afraid they might smell me.

The bedbugs that leap on me sing me to sleep,
And the garbage flies buzz me awake.
They're the best friends I've found and I fear they might drown
So I never go too near a lake.

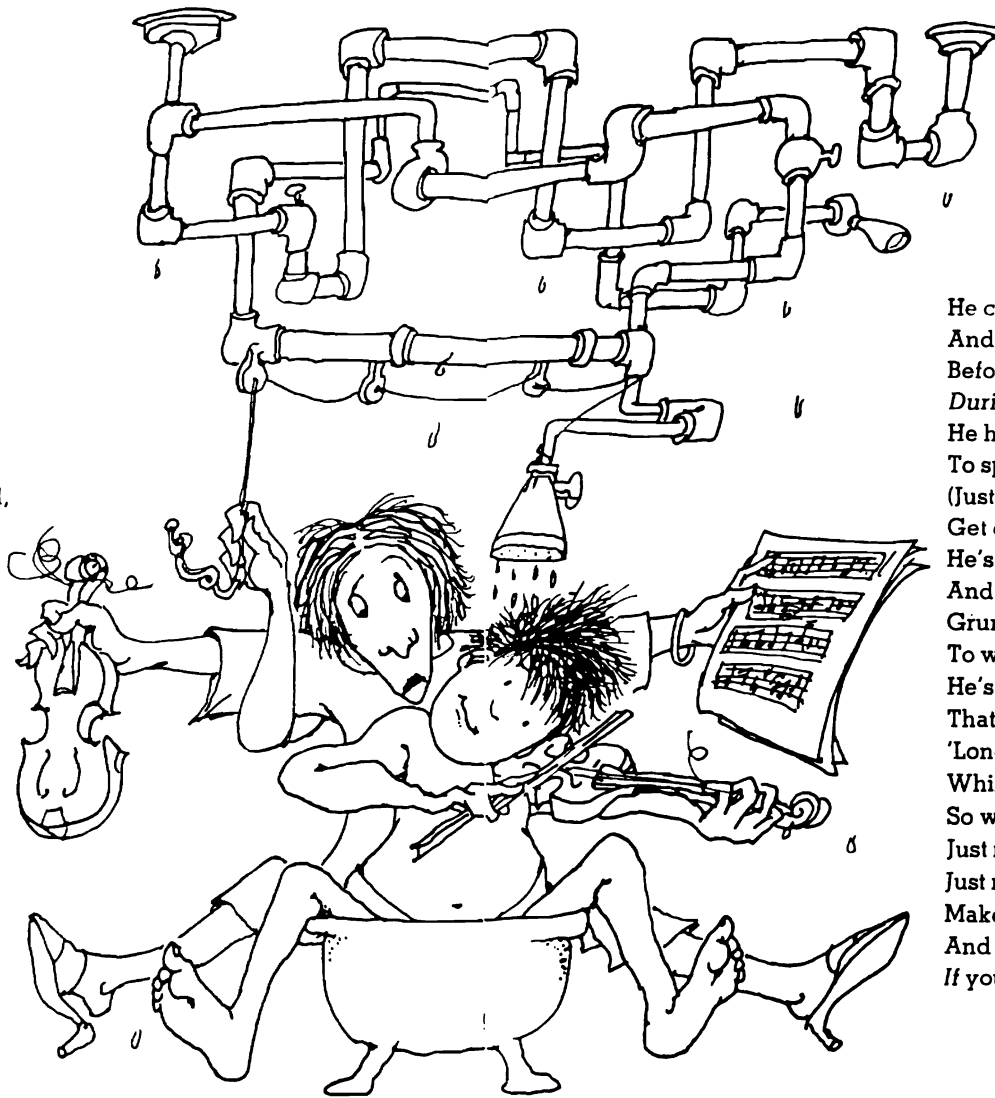
Each evening at nine I sit down to dine
With the termites who live in my chair,
And I joke with the bats and have intimate chats
With the cooties who crawl through my hair.

I'd brighten my life if I just found a wife,
But I fear that that never will be
Until I can find a girl, gentle and kind,
With a beautiful face and a sensitive mind,
Who sparkles and twinkles and glistens and shines—
And who's almost as dirty as me.



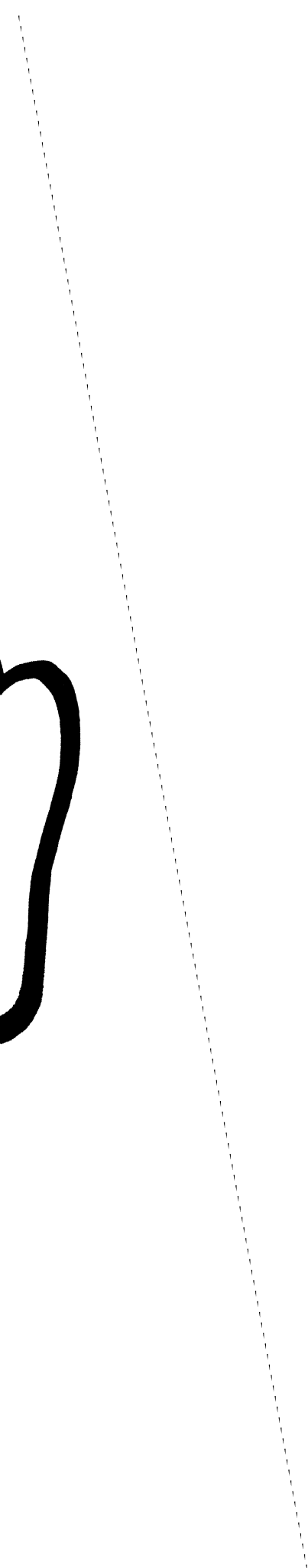
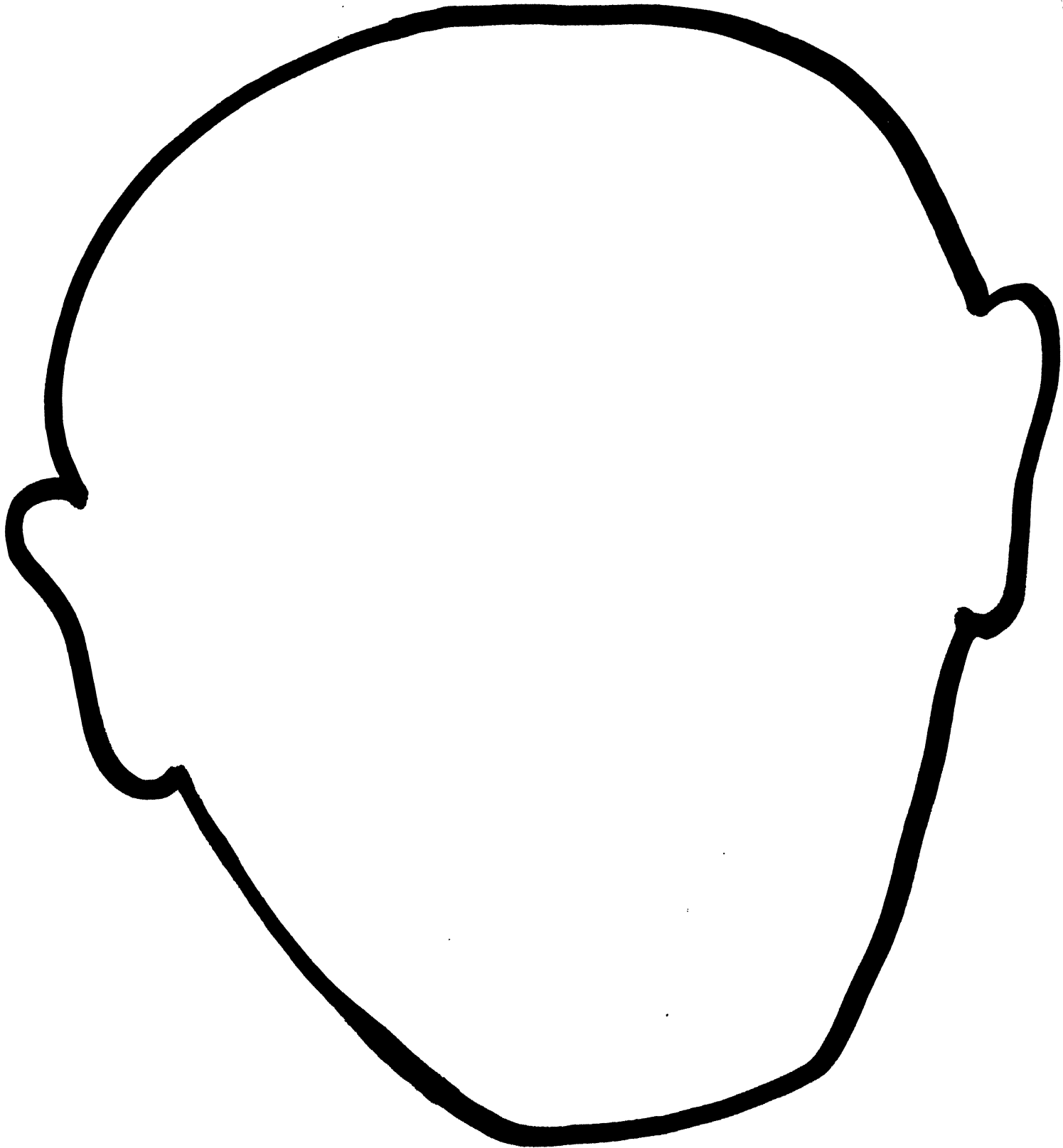
CLEAN GENE

Clean Gene is *really* clean—
He is a bath fanatic.
He has six washstands in his room
And twelve tubs in his attic.
He'll wash before he goes to school,
He'll rinse when he gets there.
At recess you can find him
Rubbin' shampoo in his hair.
He buys each new deodorant
To keep him smelling sweet,
He hires a manicurist
For each toenail on his feet.
He only will play baseball
With a Q-tip in each hand,
In case his ears get gritty
From the winds and blowin' sand.
He wears a plastic bubble
So no germs can touch his shirt.
He will not eat potatoes
'Cause potatoes grow in dirt.

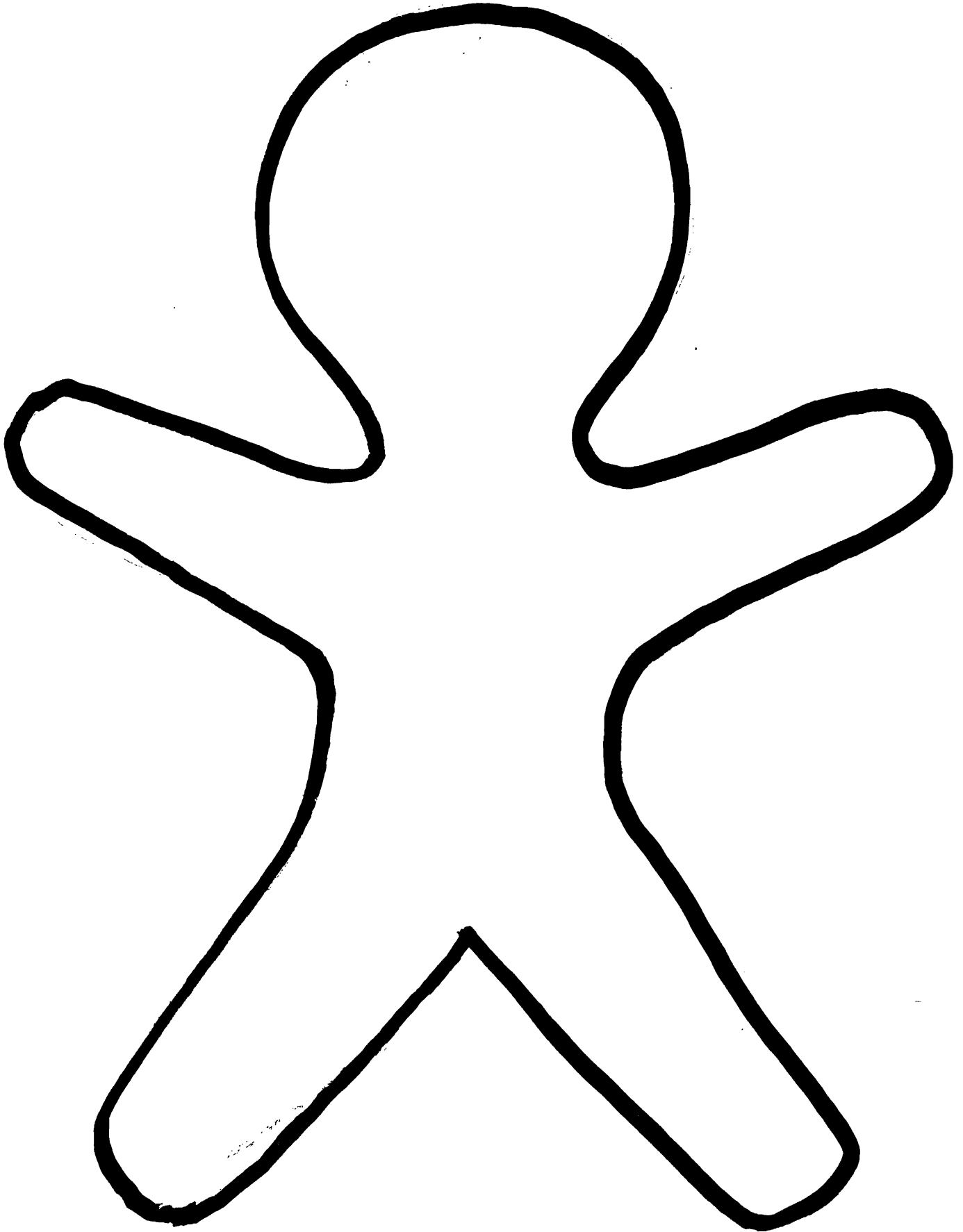


He carries toothpaste, and he'll brush
And floss with zest and zeal
Before—and after—and (I'm sorry)
During every meal.
He has a shower above his bed
To spray a soapy stream
(Just in case he ever should
Get dirty in his dreams).
He's hired a man named Henry Grunge,
And when he goes to play,
Grunge runs beside him with a sponge
To wipe his sweat away.
He's built a special music tub
That he can sit right in
'Longside his music teacher
While he plays the violin.
So when you go to visit Gene
Just make sure your jeans are clean,
Just make sure your nails are scrubbed,
Make sure you bring along your tub,
And leave your shoes out in the hall—
If you visit Gene at all.

Worksheet 6



Worksheet 7



Worksheet 8

Gossip

In every town, in every street,
In nearly every house you meet
A little imp, who wriggles in,
With half a sneer and half a grin,
And climbs upon your rocking chair
Or creeps upon you anywhere;
And when she gets you very near,
Just whispers something in your ear,
Some rumor or another's shame
And little Hearsay is her name.
She never really claims to know;
She's only heard that it is so;
And then she whispers it to you,
So you will go and whisper too.
For if enough is passed along,
The rumor even though it's wrong,
If Jane tells Henry; Henry, Flo;
And Flo tells Mildred, and Mildred, Ruth;
It very soon will pass for truth.
You understand this little elf;
She doesn't say she knows herself;
She only whispers it to you
Because she knows you'll go and tell
Some other whisperers as well;
And so before the setting sun
She gets the devil's mischief done,
And there is less of joy and good
Around your little neighborhood.
Look out for Hearsay when she sneaks
Inside the house when Slander speaks,
Just ask the proof in every case;
Just ask the name, the date, the place;
And if she says she's only heard,
Declare you don't believe a word
And tell her that you'll not repeat
The silly chatter of the street,
However gossips smile and smirk,
Refuse to do the devil's work!

RE-VAMP YOUR ROOM!

That's right, kids! It's time to clean up your act!

Now is the time to make a cleanliness pact!

Grab a mop and a pail, and a little spare time,

All you've got to lose is some dust and some grime!

Instructions below will give you a guide

To cleaning your room and getting Mom on your side.

If your room's really messy, snap a picture at first,

And another after. I hope the first picture's worse.

1. Enter carefully into your deep, dark, dusty room with a box. This is to put all your EXTRAS in. Now start finding some EXTRAS... Look for EXTRA clothes (ones you don't wear, ones that don't fit, ones you don't like) and put 'em in the box. Now look for EXTRA books (ones you don't read, ones you don't like or don't need) and put 'em in the box. Now look for EXTRA toys or belongings. Be tough on yourself. If you're not sure about an item, put it in the box and leave it there for two weeks and see if you miss it. Find any other EXTRAS and put 'em in the box.

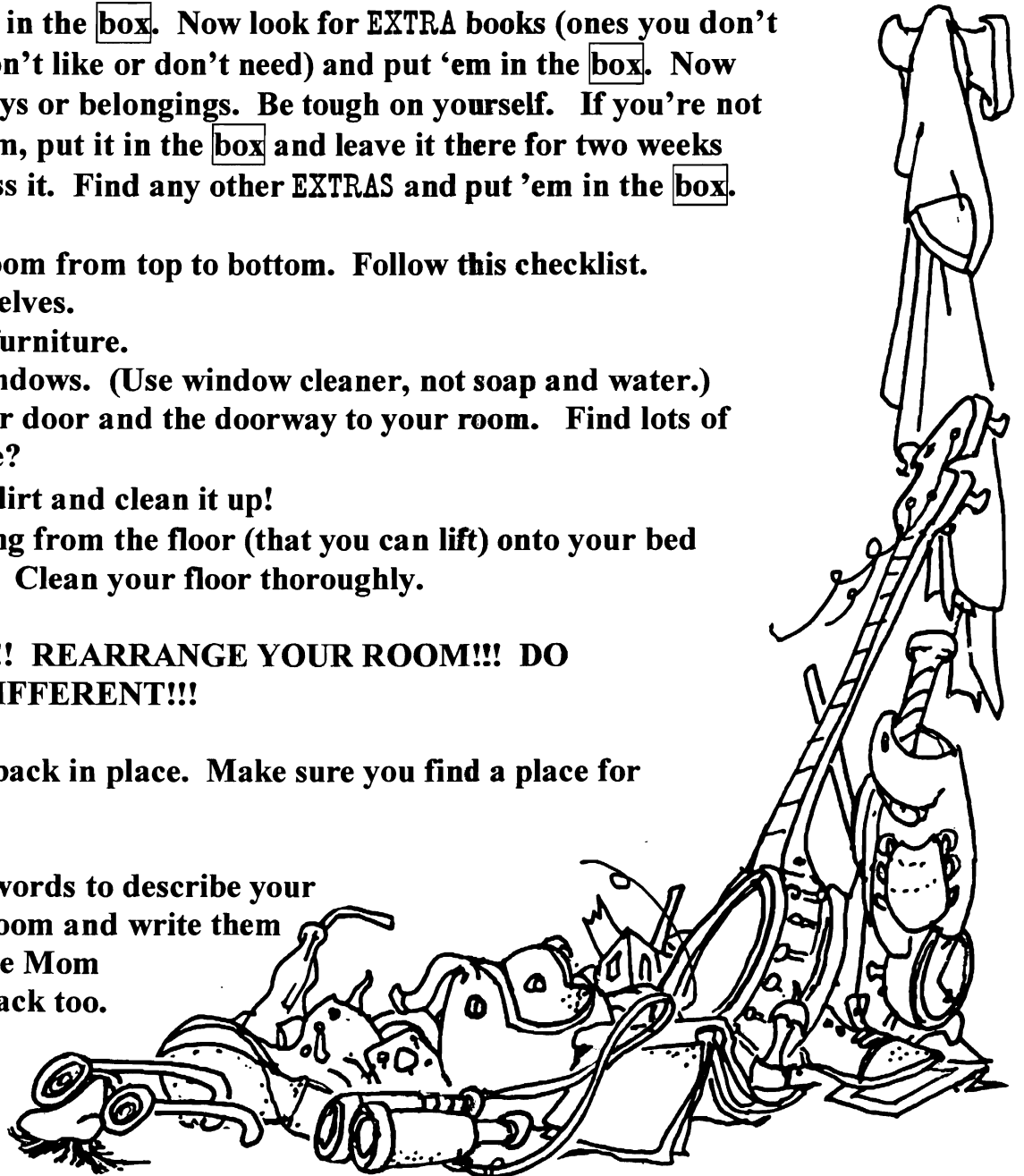
2. Clean your room from top to bottom. Follow this checklist.

- Dust your shelves.
- Dust all the furniture.
- Wash the windows. (Use window cleaner, not soap and water.)
- Wipe off your door and the doorway to your room. Find lots of fingerprints there?
- LOOK** for dirt and clean it up!
- Put everything from the floor (that you can lift) onto your bed or out in the hall. Clean your floor thoroughly.

3. BE DARING!!! REARRANGE YOUR ROOM!!! DO SOMETHING DIFFERENT!!!

4. Put all things back in place. Make sure you find a place for everything.

5. Choose three words to describe your new re-vamped room and write them on the back. Have Mom or Dad sign the back too.



RECYCLING IDEAS

How good are you at recycling? Read this list and mark each item that describes something you've done or are doing. Then discuss how you feel about your handout with your group.

- I've made a list of places in my town that take products for recycling.
- I practice "pre-cycling." I think about how a product will be disposed of before I buy it and look for containers that can be reused or recycled.
- I take paper sacks back to the store when I go shopping, or I use a cloth shopping bag.
- I have containers labeled for all the products I recycle.
- I save all aluminum cans in my house (and those I find) and take them to a recycling center.
- I save and recycle all tin cans at my house.
- I save and recycle newspaper.
- I save glass jars and recycle them.
- I save and recycle cardboard boxes.
- I save plastic containers (milk jugs, soft drinks) and recycle them.
- I find ways to reuse plastic bags.
- I put leaves and grass clippings in a compost pile.
- I try to cut down on the amount of food wasted in my family.
- I take unwanted clothing to Goodwill Industries or the Salvation Army.

If you do everything on this list, you'll eliminate much of the garbage thrown away at your house. And the world will be a better place.

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