

**Teacher's  
Guide  
to  
Cow Protection  
and  
Vegetarian  
Living**

**Madhava Class  
(Ages 6–8)**

# Introduction

Much of this age level's study of vegetarianism centers around the importance of the cow and bull. This will provide a rational reason for vegetarianism as well as explain the Indian custom of "worshipping" the cow.

You may have some children in your class who are *not* vegetarian. Care should be taken to teach this in a sensitive way so that they don't feel alienated or judged. We are simply providing the children (and their families) with information to allow them to make an intelligent choice whether or not to become vegetarian. Teach what the scripture says but leave statements like "meat-eatin' demons!" out of your vocabulary.

Each lesson can be improved by the addition of color pictures to display. Read ahead and see what appropriate pictures you might already have to show. A couple of good library books may be helpful in this area, also.

Instead of a test for this session, students will be asked to write an essay. Credit will be given for this just as it would be for a test. Consider giving prizes for 1st and 2nd place in the essay assignment. Perhaps the winner could receive a *Friends for Life Coloring Book*, *The Animal Factory* or *Great Escape* children's book. The seventh lesson (normally the test day) can be a reading of essays from all age levels and a vegetarian party.

An interesting addition to the session would be a bulletin board featuring pictures of cows and some information about Krishna and the cows.

A picture of young Krishna with the cowherd boys and cows would be appropriate, along with some statements from some of our literature, such as, "Great sages appeared in the forms of cows and calves just to please the Supreme Personality of Godhead by giving milk," "Krishna had cows of many checkered colors—red, black, green, yellow, etc." "Krishna took care of 900,000 cows of his fathers and He knew the name of each one," "Krishna has a pet bull named Padmagandha who wears a swinging garland of red flowers." You will find many statements in the book *Appreciating Vrindavan Dham* by Mahanidhi Swami from page 39–44.

If you wish to have a session project for your class, here are some ideas:

Krishna and the Cow cookie jars—Instructions for this project are given on Worksheets 1 and 2.

Cow T-shirts—students can brainstorm different slogans promoting vegetarianism or cow

protection. They can then choose a slogan for a T-shirt and illustrate it on the shirt. Cow fabric is easily available now. Designs can be cut from the cloth and applied to T-shirts or another craft items can be made using cow cloth.

Cow lunch bags—students stitch a fabric bag and decorate with cow appliqués or fabric paint.

Cow magnets—Slogans can be drawn on white cardboard, decorated, cut out and laminated. Glue a small magnet on the back and you have a refrigerator decoration! Or use paper mache or clay, shape into cows and paint when dry.

Cow fact book—students find interesting facts about cows and bulls and make individual booklets with illustrations.

A large, poster-size book can be made for the classroom with each child responsible for one or more of the pages. It can be about Krishna and the cows, cow facts or reasons for becoming vegetarian. Remember, use some 3-D items (like cotton ball clouds, real acorns on the trees, furry fabric for cows and strings for the tails, etc.) instead of just crayons and paper. You do the drawing and let the kids do the detail and coloring.

When it is time for your field trip or fun day, center it around the theme of this session. If there is a nearby farm you can visit where the children will have a chance to pet the animals, go there. You may have access to children's petting zoos, humane societies, zoos (have them notice the good things and bad things about the zoo), or a shelter for abused animals.

### ***Materials needed for this session:***

*The Animal Factory* by Alarka devi dasi—a children's book about a cow's experience of factory farming and impending slaughter. The recipes and some activities involve characters from her book, so be sure to have it for Lesson Two. It is available from Krishna Culture, PO Box 12380, Philadelphia, PA, 19119 / 1-800-829-2579.

Information from ISCOWP would also enhance your classes. Their address is given on Worksheet 4. If you had samples of newsletters, Junior ISCOWP flyers and stories of their bulls available, you could add them to the lesson plans. Students would enjoy hearing about some of the oxen and getting to know their stories. Perhaps you could get a class subscription and share the newsletters as they come during the year.

(Optional) A copy of the ISCOWP coloring book, *Friends for Life*, would be good to have. The story could be read to the children or select pages copied and given to them for coloring. Available from Krishna Culture or ISCOWP.

# Lesson One

## Krishna Loves the Cows

**(Note: Have as many pictures as possible available to enhance your lesson. Pictures of cows, bulls, Krishna and the cowherd boys, milk products, etc. will capture the children’s attention and interest.)**

1. Introduce the topic of this session to the students. Tell them we will learn what our scriptures have to say about being vegetarian and why many people choose not to eat meat. We will learn about how all animals should be treated and why the cow is special among animals.

Instruct the children NOT to work ahead in their booklets. They shouldn’t complete the answers for lessons that you haven’t done yet.

2. Introduce the verse for the session. The chosen verse is from the Vishnu Purana, 1.19.65, which the students have on Page 2 of their booklets.

*namo brahmanya-devaya  
go-brahmana hitaya ca  
jagad-dhitaya krsnaya  
govindaya namo namah*

**My Lord, You are the well-wisher of the cows and the brahmans, and You are the well-wisher of the entire human society and world.**

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

Point out that it says in the verse that Krishna is the *well-wisher* of the cows. A well-wisher will never want to see the object of his love hurt or killed. Cows are mentioned along with brahmins, humans and the whole world. Does this give us some idea how highly Krishna values the cow?

3. Ask how many students have been to India and have seen the cows in the streets there. Why is that seen in India but not in America or other countries?

Explain that the cow is respected in India for all the things she gives us. The main thing is milk. Tell them of the importance of cow's milk for good health. Mention that cow's milk is also very good for our brain. In the past, it was not unusual for the great saints to subsist only a little milk or buttermilk. Rupa and Sanatan Goswami did this in Vrindavan.

4. Ask the students to think of things that can be made from milk. Give them time to list what they can think of in their booklets on Page 4. Then have everyone share what was written and they can add to their lists if a different item was named. Milk, yogurt, butter, ghee, buttermilk, cheese, cottage cheese, cream cheese, ice cream, whipping cream, curds and whey, ricotta cheese and sour cream are the basics.

5. Ask students if the bulls are useful for anything. Explain to them that before the time of tractors, trucks and heavy farm equipment, the bull was used to plow the fields, thrash the grain and do much of the heavy work. In many countries this method is still used and the bull is an extremely useful animal.

Give them time to fill in some of the bull's duties on Page 6 of their booklets. They can share their answers. Hauling, transportation (bullock carts), plowing, clearing land, etc. can be among the answers.

6. Conclude that these reasons alone were enough for people to realize that the cow was a very important animal and should be protected and cared for. They wouldn't want to kill the animal that contributed so much to their lives. It would be a waste and would be very ungrateful.

7. Tell them that the other reason that people of India respect the cows is because they know how dear the cow is to Krishna. Krishna's main duty as a child was to care for the calves.

You can read the description of Krishna's day as a cowherd boy as is given in their booklets on Page 7. Emphasize that because we want to please Krishna and because the cow is His favorite animal, we will care for the cows nicely and won't hurt or kill them. Also explain about surabhi cows in the spiritual world.

8. (Optional) Let the children dress up as cowherd boys and girls. This can be as simple as a turban, a sash and a cow stick for the boys. Gopi dots, silk flowers, shawls and bangles can transform the girls.

9. Have a quick game of "Krishna Says" which is played like Simon Says. For your commands, use some cow-related actions, like "Krishna says, 'Milk a cow.'" or "Brush the bull." If the command

is preceded by “Krishna says” the children must act out the command. If not, they should stand and do nothing.

10. Have a tasting bar of different milk preparations for the children to enjoy. Set out small bowls of maha milk sweets, flavored yogurt, cheese, milk shakes, curd, simply wonderfals, sweet rice, etc.

Say, “One reason the cow is so special is because she needs only love, attention and a little grass. From that she produces milk; so much milk that her baby calves could not possibly drink it all. To help you understand how special the cow is, and how much milk she gives us, we’ve prepared a special tasting bar of milk delights. All this delicious food has been offered to Lord Krishna and prepared with milk.”

Allow the children time to enjoy their snacks. Take a vote on what item was the class favorite.

11. Point out the recipes found at the end of each lesson in the student booklets. Tell the children that Marigold Cow, whom they will meet next week, has recommended some of her favorite milk product recipes. They can try making some of these simple preparations at home.

12. Pass out a copy of Worksheet 3 for homework. Explain the homework and briefly discuss ways that a cow can be cared for (fed, watered, brushed, cleaned, petted, kept warm). Encourage them use their imaginations. Would they let their cows wear garlands? A cow bell around her neck? Would they take her walking to a river to cool off?

Ask the students to complete the worksheet for homework and to bring it next week so the cows can be displayed in the classroom.

# Lesson Two

## Protecting Cows and Bulls

1. Chant the verse for the session.

2. Discuss the children's answers on their returned homework, collect the worksheets and put them up for display later.

3. Emphasize that the homework that they had completed told how nicely they would treat their cows. Any cow would like to be treated in such loving ways. Their cows would be happy and peaceful and give them gallons and gallons of milk.

But in the world today, it is a very sad situation for most cows and bulls. Most cows and bulls are raised to be food for humans. Cows are still raised for milk, of course, but after the milking days are over, they are sent to be killed for their meat.

You can describe briefly some of the cruelties forced upon these animals. Cows' tails are cut off for "cleanliness"; they are roped into stalls for long periods; they are given drugs to increase their weight or milk-production, etc.

4. Read the book *The Animal Factory* by Alarka devi dasi. If you want to be a bit more theatrical (the kids would love it!) have a cow puppet or stuffed animal narrate the story. The puppet can be Marigold, one of the main characters in the story. As she tells the story, pictures from the book can be shown to the class.

If you're even more ambitious, record the story with different voices and some sound effects. Marigold can help turn the pages or hold the book as the children listen to the story.

5. After the story, ask the children some questions to elicit their understanding. Or let Marigold ask the questions. Let the children also ask questions of Marigold. Ask them how they would feel if they were in Marigold's situation.

6. Tell the children that in the scriptures it is said that cows and bulls should be protected. To treat any animal, especially the cow, in this manner is directly against Krishna's order. But people don't even know that and think that it is perfectly all right.

Because people need to be educated, ISKCON has a group that is dedicated to protecting the cows and bulls. It is called ISCOWP (write that on the board) and that stands for International Society for Cow Protection.

ISCOWP teaches people about the duties of the cow and bull. It teaches about the value of a vegetarian diet. And they train the bulls, teaching them from a very young age how to pull heavy loads and plow the soil.

7. Some children may be interested in becoming a member of ISCOWP. You can have some copies of Worksheet 4 available for those children to take home. If you have some of ISCOWP newsletters, show them to all the children.

8. (Optional) Let Marigold or yourself introduce some other ISKCON cows like Vraja and Gita. Their stories can be told briefly and some of the children may have even met them before at festivals. The ISCOWP newsletters have stories of different cows and bulls saved from the slaughterhouse.

9. Give the children time to work on the maze on Page 13 of their booklets and to color the picture on Page 12.

#### 10. Game: Surabhi Cow

Remind the children about the surabhi cows found in the spiritual world. Now they will play a game, trying to get the surabhi cows into their pastures.

Children divide into two teams facing each other about 25 feet apart—the farmers and the cows. The farmers hold hands tightly and call the cows, “Surabhi, Surabhi, please come over!” The cows rush over trying to break through the hands of the farmers. After a couple of times, the cows and the farmers switch roles.

11. For a closing reflection, have the children gather together in a circle. Tell them that we often pray to Krishna for ourselves and our families. Today we will offer a prayer for the cows and other animals of the world. You may say the following: “Dear Krishna, we know You love the cows and want them to be treated lovingly like You treated them. Please help us to do what we can so that we don’t cause cows or other animals to suffer. Now let’s be silent for a moment and think of what we will do to be kinder to animals. Maybe we will stop eating meat, stop killing bugs... Think of what you can do.” Ask the children if they know any animals that are suffering and allow them to add to your prayer if they wish.



# Lesson Three

## All Living Beings Have Souls

1. Chant the verse for the session.

2. For an opener, show the children some different pictures of animals, insects, plant, people and inanimate objects in random order. Ask the children after each picture, “Is this a *living* thing? Is it *alive*?”

After several such pictures ask what sort of things the living beings had in common. Why do we say they are “alive” but that a rock or a book is not “alive”? Let them try to explain in their own words what makes something alive.

3. Tell them that all living beings have 6 things that they do. List them on the chalkboard as you tell the 6 symptoms of life, explaining each.

1. **Born**—*all living things are born; seeds sprout*

2. **Grow**

3. **Maintain**—*after growth, they remain the same for some time*

4. **Reproduce**—*animals have babies, plants have seeds, birds lay eggs*

5. **Dwindle**—*all living things show some signs of aging or getting old*

6. **Die**—*all living things must die one day*

Have students turn to their workbooks and list these 6 symptoms on Page 14.

4. Go over these 6 symptoms asking if various things exhibit all six. Do birds? Trees? Rocks? Humans? Gold or silver? Explain that these 6 *symptoms* mean that a soul is present.

Define the word “symptom” as follows: If someone has a fever, sneezes, and has a runny nose, he has *symptoms* of an illness. A symptom shows a sign that something is happening. Ask them what the symptoms of measles are. (A fever, red spots on your body, etc.) These symptoms means that measles are there. Similarly, the 6 symptoms we learned mean that a soul is there.

5. Explain to the students that when the body dies, it means that the soul has left. The body is the same; all the same ingredients are there except for the soul.

Show them how the soul migrates by having some plastic animals or stuffed animals representing several species (insects and reptiles, too). Line them up with a human being (doll) ending the

line. Use a small flashlight to represent the soul. Turn it on, saying that Krishna created the soul and it went into a certain body (move the light to set over that animal). Then the soul stayed for a time in that body and when its time was up, the soul moved to the next body (move the flashlight to set over the next animal in line). Go on in the same way throughout the line-up, ending with the human.

Now ask the children what was the same throughout all the bodies. The same soul passed through. Ask what the difference is between other living entities and us. There is no difference; only the outward covering of the body is different. We were once all these species, too.

6. Ask some of the children to describe what they wear to school. Now ask for a description of what they wear to go swimming. What do they wear if they are going to play outside in the snow? Do they become a different person each time they change their clothes? No, they are the same, although the bodily dress has changed. It is the same with our body. We are the same person even though our bodies may change.

7. (Optional) There are many children’s videos available that portray the intelligence and feeling of animals. We recommend showing one simply to illustrate the point that animals are sentient beings with souls and have feelings much like ours.

To introduce the video say, “There are many people who understand that animals are sensitive, caring creatures. So there have been a lot of stories written and films made about animals’ lives and their relationships with humans. Now we’re going to watch one of these movies. Afterwards we can discuss how (whichever animal it was) showed they have a soul.” Here are some suggestions for appropriate videos:

**Andre** *Andre is the true story of a seal, who befriended a New England family. His life is saved by the family and he likewise saves the lives of the father and daughter. After spending a year and a half with the family, Andre is set free only to return “home”. For 24 years thereafter, Andre swims 250 miles from Boston to Maine to spend the summers with the family that saved him.*

**Charlotte’s Web** *The classic story of a pig saved from slaughter by an enlightened spider and his barnyard friends.*

**Black Beauty** *The original story was written to bring attention to the cruel treatment received by work horses in England. The video is narrated by the horse who suffers a series of bad masters. It effectively shows the world from the eyes of the animal.*

These are all full movie-length shows, so if you show a video, plan on an extra long class. You could go over items 1–5 in this lesson a bit quicker and review the points next week after the children have seen the film.

After the film, ask students to tell you ways that the animal showed consciousness. In what ways was the animal almost human? How do we know this animal had a soul?

8. (Optional—you may want to do this if you don’t show the video.) There are many stories of animals showing remarkable perception and intelligence. Tell a couple of these to the class. There are stories and books you can find in your local library about such things. For your convenience, two stories from *Diet for a New America* are written below.

*On May 28, 1978, four fishermen became lost in a fog off the coast of Dassen Island, South Africa. They knew there were dangerous rocks in the area, and they feared running into them because the fog had become so thick they couldn't see where they were going. Then they became aware of a group of dolphins nudging and pushing the boat, forcing them to change course.*

*Suddenly, through the fog, they saw sharp rocks protruding through the water. The rocks only became visible as they floated by them, and the fishermen realized at once the dolphins had saved their lives.*

*Meanwhile, the dolphins continued to push the boat along a course known only to them, until it reached calm waters. Then they swam away, evidently feeling their job was done. When the fog lifted the men were flabbergasted to find themselves in the very bay from which they had originally set out early that morning.*

*One day in Coeur d'Alene, Idaho, in 1955, a man named Ken Wilson was trying to teach a horse to accept a saddle in his corral. Ken wasn't at all concerned about his three-year-old son, Stevie, who he thought was playing at a neighbor's. But what he didn't know was that little Stevie had wandered off alone, fallen into a pond, and sunk to the bottom.*

*The boy's dog, Taffy, however, saw the disaster and immediately raced to the corral, barking uproariously and demanding Mr. Wilson's attention. When the man ignored him, Taffy made a big show of charging into the pond, all the while continuing to bark at the top of his lungs. Then he raced back and nipped at the horse's legs.*

*Finally Mr. Wilson realized the dog was trying to tell him something and dismounted. Immediately, Taffy bolted to the pond, barking for the bewildered man to follow him. When Mr. Wilson got to the pond, he saw his little son's red jacket floating on the surface of the water. Finally realizing what had happened, he instantly dove headlong into the fourteen-foot-deep water, found his unconscious son, and lifted him from the bottom. It was six hours before Stevie regained consciousness. But when he did, he awoke to find his dog, Taffy, sitting at the side of his bed.*

As you read, the children could draw a picture of the story.

8. Ask the students if they believe that animals have feelings. Perhaps someone with a pet can tell of their experiences. Can animals show their feelings like humans? Maybe not exactly in the same way, but a perceptive person can understand a lot about an animal's feelings.

Animals show their pain if they are hurt. Dogs wag their tail when they are happy, growl if they are angry or protecting someone, jump up and down if they are excited, bite if they are mad, and may act lackluster if their master is gone. Besides the six life symptoms, animals can show their consciousness in very clear ways.

9. Conclude with discussion about animals being sensitive beings, and just as we don't want to be hurt, they don't either. We suffer a reaction for hurting innocent animals. Verse 12.5.14 of the Srimad Bhagavatam is referred to in their booklets. Narada Muni is talking to Vasudeva and says, "Those sinful persons who are ignorant of actual religious principles, yet consider themselves to be completely pious, without compunction commit violence against innocent animals who are fully trusting in them. In their next lives, such sinful persons will be eaten by the same creatures they have killed in this world."

10. For homework, have the children read Lesson Three and do the Check for Understanding questions in their booklets. Tell them that you will check the answers next week in class.

# Lesson Four

## Taking Care of Krishna's Creation

1. Chant the verse for the session.

2. To check the homework assignment, ask the children to exchange their booklets with someone next to them. Go over the answers together (this will also serve as a review to last week's lesson). The children can correct each other's answers.

3. Begin the discussion by asking the students, "How many of you have seen animals being hurt?" Allow them plenty of time to relate their experiences. "How many of you hurt animals in the past?" Perhaps someone will admit to stepping on ants, forgetting to feed a pet, etc. If not, you can remark. "Good, because animals have souls and feelings just like we do, right? And every animal is a child of God. So unless they are hurting us, they should be cared for."

4. Ask the children to name some kinds of animals that depend upon people for their food and water. (Dogs, horses, cows, cats, any domesticated animal.) Now ask for animals that can find his own food and take care of himself. (Any wild animal.) Or show pictures of a variety of animals and ask whether that animal can take care of itself or if it needs a human's care.

Distinguish that the domesticated animals must be cared for properly by humans or they will die. They have been trained to depend upon people. It would be cruel not to feed them or not to give them water or not to keep them warm enough.

What about wild animals? Is it cruel for us not to feed them, too? No, we show our respect for their lives by *leaving them alone*. Let the children understand that the wild animals need to live in the wild and some animals can hurt us if we try to make pets out of them. Unless they are sick or injured, we don't need to interfere with their lives. For wild animals, it is cruel to scare them and capture them, putting them in a cage.

5. Ask the children if animals should ever be hurt. They may say no, but tell them that an exception can be made if animals are dangerous, like snakes and tigers. Help the children understand the difference between protecting oneself and hurting innocent creatures. But do mention that even dangerous animals usually do not attack humans and leaving them alone is better than killing them.

6. In the scriptures it is sometimes mentioned how the king or ruler was passing his time hunting in his kingdom. That doesn't sound too saintly and kind, does it? Explain that the king had the duty of keeping his citizens safe. In those days, many saints and sages lived in the forest performing austerities and engaging in spiritual life. To make the forest safe for them, the ksatriyas would hunt the ferocious animals—tigers, bears, etc. This also allowed the ksatriyas to practice their fighting skills that they needed for battle. It wasn't done out of cruelty or a desire to eat the meat that was killed.

7. Tell the story about Mrgrari the hunter. It is found in *Caitanya-Caritamrta, Madhya Lila* 24.229-282. It is also in Lesson 6 of the previous Sunday School booklet, "Krishna Kills the Demons and our Material Desires."

Emphasize how sinful it was for Mrgrari to knowingly give the animals pain and show how soft his heart became at the end. He hesitated to bow down because he may hurt some ants. This is how sensitive to another's pain we should be.

8. Arrange beforehand for one or two students who have friendly pets to bring them to class today. Allow them to introduce their pets to the class and tell how they care for it. They can relate some things their pet likes and dislikes. Let the other children hold or pet it.

9. Explain to the children that although many people have pets and treat them very well, other animals are suffering terribly because of people's cruelty. Libraries often have books on animal rights which will give you some additional information and pictures. Have pictures of appropriate animals to display while informing them of cruelty in the following areas:

Factory farming—chickens, cows, pigs, etc. crowded together, not being able to go outside or move around

The fur industry—foxes, rabbits, minks, etc. trapped in cruel traps and dying a slow death only to be used to make a fur coat or collar. Also mention the *wrong* animals that get maimed by getting accidentally trapped.

Animal experimentation—rabbits, dogs, guinea pigs, etc. being used for drug, cosmetic and cleaning product testing

The meat industry—can include factory farming and the experiences at a slaughterhouse

Seals—killed for their soft pelts, particularly the babies; often clubbed to death

Zoo animals and exotic pets—many animals are caught and sent to other countries to be sold as pets or to zoos but most die in the process

Cock fighting—roosters have sharp blades strapped to their feet and are trained to fight with another rooster for "sport". The rooster who doesn't kill the other is the winner.

Horses and dogs used for racing aren't always treated lovingly either. After their money-winning days are over, they are sent to the meat-packing industry or put to death.

The descriptions of the above don't need to be too graphic but enough to alert the children that there is a lot of unnecessary suffering going on in the world.

10. Point out that Krishna loved the animals of Vrindavan. He took care of the cows; He stole butter and fed it to His monkey friends; He learned to dance like a peacock; He had special mes-

senger parrots that would carry messages between Himself and Radharani. Never do we see an instance of Krishna being mean to an animal unless it was a demon who was threatening to kill others. But today's animals are not treated so nicely and that is sinful.

11. Copy enough animal masks on card stock (Worksheets 5–9) to give one to each student. The animals pictured are ones that are abused in one of the ways mentioned above. Pass them out or let children pick a name of an animal out of a hat. Students will make one mask each, coloring it and adding details. You can have pipe cleaners on hand for whiskers, black vinyl for noses, white poster paper cut for teeth, etc. The eyes need not be cut out. A popsicle stick can be glued on the bottom for a handle.

When the masks are finished, sit in a circle and let each student put the mask before his face and give a reason why we don't eat meat, wear animal fur or use animal products. Or let them say how that particular animal is mistreated and how it would like to be treated.

12. (Optional) You may be able to arrange for a member of your local humane society or animal rights group to speak to the students about animal care and what the result is if animals are not properly cared for. (Beware: often "humane societies" are not in the least humane.)

13. For homework, have the students do the Check for Understanding questions at the end of Lesson Four in their booklets. We will check the answers next week at the beginning of class.

14. (Optional) Worksheet 15 is provided if you want an extra coloring page to give for homework or classwork.

# Lesson Five

## Vegetarianism Makes Sense

1. Chant the verse for the session.

2. To review the homework, allow the children to exchange books or let them check their own work. Go over the answers for Check for Understanding. Review relevant points from all lessons briefly.

3. Begin the discussion by asking the students if people act surprised to find out they don't eat meat. If so, let them tell of some of the things their friends say. They may say, "Where do you get your protein?" "Don't you feel weak?" "Don't you miss having a good steak or hamburger?"

Many people think that we cannot live without meat in our diets. But are we really meant to eat meat? Tell the children that today you will discover some interesting things about our bodies.

4. You will need to have a good picture of a tiger or lion for this exercise. (National Geographic or a wildlife magazine may have this; you can always check your local library for books on this subject.) Also have an encyclopedia handy that tells how fast a cheetah or tiger can run to catch its prey. Worksheet 10 can be used if you can't find one. It has some pretty good information about tigers showing their jaws, teeth and claws.

Have the children turn to Lesson Five in their workbooks. Show them the picture of the tiger (one where his mouth is open and the teeth are displayed). Ask them to draw in the teeth in the tiger's mouth in their booklets.

Provide mirrors for them to look at their own teeth or let them work in pairs looking at each other's teeth. Ask them to draw in the human's teeth in their booklets.

When they are finished, ask what the differences are. You may show a picture of a horse or cow (teeth displayed) and ask which teeth ours resemble more—the horse or the tiger? Emphasize how the wide, flat teeth are for mashing and grinding vegetables and grains. The sharp fangs are for biting deeply into something (flesh) and ripping and tearing it.

5. Now show them the picture of a tiger again and have them look at his feet. What sort of toenails does he have? Let them draw in what they see in their workbooks.

Ask them to look at their own fingers and draw in their fingernails on the hand in their workbooks. How are their nails different from that of a tiger's? Ours are not sharp and strong. Our nails break or bend if we try to pull on something tough, but a tiger's can rip through fur and thick skin.

6. You can ask the children next if any of them have ever tried to chase birds or rabbits. Could they catch them? Were they able to run fast enough? Ask a volunteer to look up cheetah or tiger in your encyclopedia and find out how fast it can run. (Cheetahs can run up to 70 mph—as fast as we drive on the freeway.) These animals are capable of running fast enough to catch their prey but we are not.

7. You may also explain to them that we have an acid in our stomach that helps us digest food. To digest meat, the acid must be very strong. In dogs, lions, tigers and other meat eaters, the acid in their stomachs is 20 times stronger than that of humans and other plant-eaters. This is yet another indication that Krishna didn't plan on us eating meat. Otherwise, he would have created our bodies differently.

8. Copy Worksheet 11 (Food Pyramid) on white paper or card stock and give a copy to each child. Let them cut out the shapes and form them into a triangle. When each child has it arranged correctly, let them glue it to a piece of construction paper.

Explain the food triangle as follows: The foods at the bottom of the triangle (grains and breads) are to be eaten in larger amounts and should make up a large part of your diet. The foods in the middle should be eaten in smaller amounts and the foods at the top in even smaller portions.

On their food triangle, have the children draw pictures of some various foods in each group. Emphasize that the protein group for vegetarians consists of bean, dal, tofu, dairy products, etc. We do not need meat to have a healthy diet. Display some of the finished food triangles on the wall.

9. Besides being unhealthy for our bodies, meat-eating is also wasteful. It takes 16 pounds of grain to get one pound of meat in a cow. To demonstrate this visually to students have bags or bowls of rice equaling about 16 pounds. Tell them that a cow must eat this much in order to produce 1 pound of meat. Doesn't it make more sense to eat the grain ourselves instead of feeding it to the cow and then eating the cow? Pigs need 6 pounds of grain to produce 1 pound of meat and turkeys need 4 pounds. Once again, vegetarianism makes sense!!!

10. You can touch upon the environmental aspect lightly. They have probably learned about the rainforests in school. Tell them that one of the main reasons that rainforests are being burned and destroyed is to clear the land to graze cattle for the meat industry.

Slaughterhouses are also a big polluter of our rivers. And a lot of water is wasted in the meat business. There aren't too many good things that you can find to say about eating meat.

11. Tell the children that these are some of the facts about the benefits of a vegetarian diet. No one can force another to become a vegetarian. We look at the facts and decide what makes sense and what is the best decision. Being a vegetarian is a choice. We hope that from the information we have given from the scripture and from the health and environmental aspects that they will make the wise choice to eat a vegetarian diet.

12. Announce the essay assignment which will take the place of a test for this session. It will be due in two weeks.



The assignment: Children choose 1 animal to write about. They pretend they are that animal and tell how people may mistreat them. Then they tell how they would like to be treated. This can be done in a story form. Younger children can dictate their story to one of their parents who can write it down for them.

Write one of your own and post it so they can see how it should be done or use the example given to you on Worksheet 12. It can be read to the children and put up in the room for them to refer to.

Brainstorm with the children about possible animals to write about (cows, work or race horses, pigs, chickens, foxes, elephants, deer). Write the suggestions on the chalkboard. Let the children relate briefly how each animal is exploited and mistreated.

Have them choose an animal today and write it in their booklets on page 29. You may give them time to finish the page with their ideas. This is a prewriting page for them to use to organize their thoughts. From this, they will go ahead and write their stories.

13. Allow time for the children to work on the Check for Understanding section at the end of the lesson. Or assign it for homework.

Ask the students to bring in a fruit next week for class. They can write this in their homework section as a reminder.

# Lesson Six

## Be a Krishna-tarian!

1. Chant the verse for the session.

2. If the children did the Check for Understanding for homework, correct the work now. Ask how many children followed a vegetarian diet this week.

3. Begin the discussion by asking the children to name animals that are plant-eaters (herbivores). Sheep, cows, horses, pigs, llamas, deer, mountain goats, monkeys, giraffes, elephants, manatees, zebras, antelope, rabbits, etc. are some. Ask, “If we are vegetarian like these animals, that’s good. But don’t you want to be better than a monkey or a pig?”

There is nothing special about being vegetarian. Like we said, so many animals already are. Certain bodies are supposed to eat vegetable foods and humans happen to be one of them. But humans have a higher intelligence than these other animals. We can think and reason and plan and create. And we are the only animal that can think of God and learn about Him. Unless we use our life for Him, we aren’t much better than the other animals.

We can go one step higher than vegetarianism. We can take the pure vegetarian food and offer it to the Lord. That makes the ordinary food become spiritual and it nourishes our souls as well as our bodies. That means *Krishna-tarianism* or eating only offered food.

4. Tell the students that all religions have a prayer thanking God for providing our food. Many people say a prayer of thanks before they eat. Demonstrate the difference between thanking and offering in this way:

Ask for two volunteers. Give each a box representing a box of candy. Have the first student present you with the box. Say, “Thank you for this nice candy. Thank you very much.”

Ask the second student to present you with his box. As you receive it, say, “Thank you for this wonderful candy. I love candy. (Take off the top and hold it out to the student.) Here, I want you to have the first piece!”

Ask the students which exchange showed more love. Which was more thoughtful? The second example was—you shared your candy first with the giver. That went a little higher than just thanks. That is what offering our food to Krishna is like. It shows more love than just a simple thank you.

You are thanking Him for creating all the wonderful food that we cook and eat and you are asking Him to be the first to enjoy it.

5. Tell the children that you will learn how to offer food to Krishna together. The instructions are written in their booklets, so you want to model it as it is written. Then they will know what to do at home. Collect the fruit that they brought today.

Let the children help wash it, peel and cut it. Instruct them as you go—“Wash your hands first. Don’t taste the food before you offer it, etc.”

Arrange the fruit on a new plate. Put it before a picture of Krishna.

Tell the class that they can say, “Dear Lord Krishna, please accept this food.”

Chant the Hare Krishna mantra three times together.

Wait a minute or two, then remove the plate, clean it and distribute the prasadam.

6. Tell the children that during the week they will be responsible for making one offering a day to Krishna. If their family already offers their food, the student will perform one of the offerings at home. If not, they can choose to offer one of the meals or can offer a fruit sometime during the day. Remind them that Krishna will not accept meat, fish or eggs, so their offering must be vegetarian.

Pass out copies of Worksheet 13 for them to record their homework on.

7. Remind the students about their essay assignment. Have any finished already? Have any started? You can give a bit of time today for them to work on it if you like. Remind them that this takes the place of the test and they must do it to get credit for the class.

6. (Optional) After enjoying the prasadam, have the children get together in groups of 4 to play the Ox Race game (Worksheet 14). Give two pennies and a copy of Worksheet 14 (copied on card colored stock) to each group. Instruct them to take turns shaking the pennies in their hands and dropping them. Depending on the way the pennies land, they can move ahead so many spaces.

Have extra copies available if the students would like to take one home.

# Lesson Seven

## Party Time!

**(Advance Preparation! Have cupcakes and frosting made in advance but don't frost the cupcakes. You may want to have other students bring homemade snacks to share. Make sure you have the ingredients for the preparations that will be made in class.)**

1. Gather the children from all the age groups together, having them sit with their class. Each group can chant the verse that they learned for the session while the other groups listen.

2. Ask for volunteers to read their essays to all children assembled. Try to have a few from each age level read. Collect the essays and be sure to display them somewhere after reading them. Or grade them (with positive comments) and return them to the students in a week or two.

3. Tell the children that being a vegetarian is definitely not boring. Today you will have a little party to celebrate the end of a session and to show how delicious things can be without meat, fish or eggs.

4. Begin preparations for your party. The younger children can be responsible for making the drink. The middle age group can frost the cupcakes and decorate them with sprinkles or butter-scotch chips, etc. The older age group can cut fruit for a fruit salad and make a nice yogurt dressing.

5. When all items are prepared, let one or two students make a plate for Krishna. All the students can say together, "Dear Lord Krishna, please accept this food." Then everyone can chant the mantra three times. While the food is being offered have a short kirtan with the students.

6. Let each group of children have duties for the serve out, also. The younger children can pass out cups and plates. The older ones can serve everyone and the middle group can be responsible for cleaning up.

7. If you have time, the children can play some games related to animals or vegetarianism. Some ideas:

Relay races using different animal strides (bear walk, crab walk, frog hop, horse gallop, antelope leaps, monkey cartwheels, etc.)

Provide paper and pencil to all students. Write VEGETARIANISM on the chalkboard. See how many words they can make from the letters. A letter can only be used as many times as it appears in the word “vegetarianism.”

Students sit in circle and play an ABC animal game. One begins with, “I started an animal protection group. I will protect (he says something that starts with an “A”, like armadillo). The next in line says, “I started an animal protection group. I will protect armadillos and (he adds something that begins with a “B”, like baboons). Each must repeat what was said before adding his animal.

For this game you need a bean bag or small stuffed animal to toss. Students sit in a circle. The teacher tosses the bean bag to a student and as it is flying through the air calls out either, “Land!”, “Water!” or “Air!” Whoever the bag was thrown to catches it and must name an animal found in the land, water or air (whatever was called out). There is a 5-second time limit (10 for younger children). That child then tosses the bean bag to another calling out “land,” “water,” or “air”.

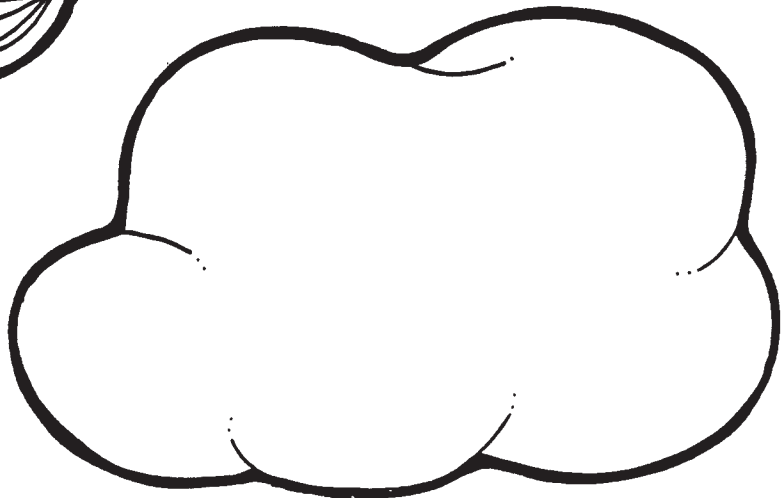
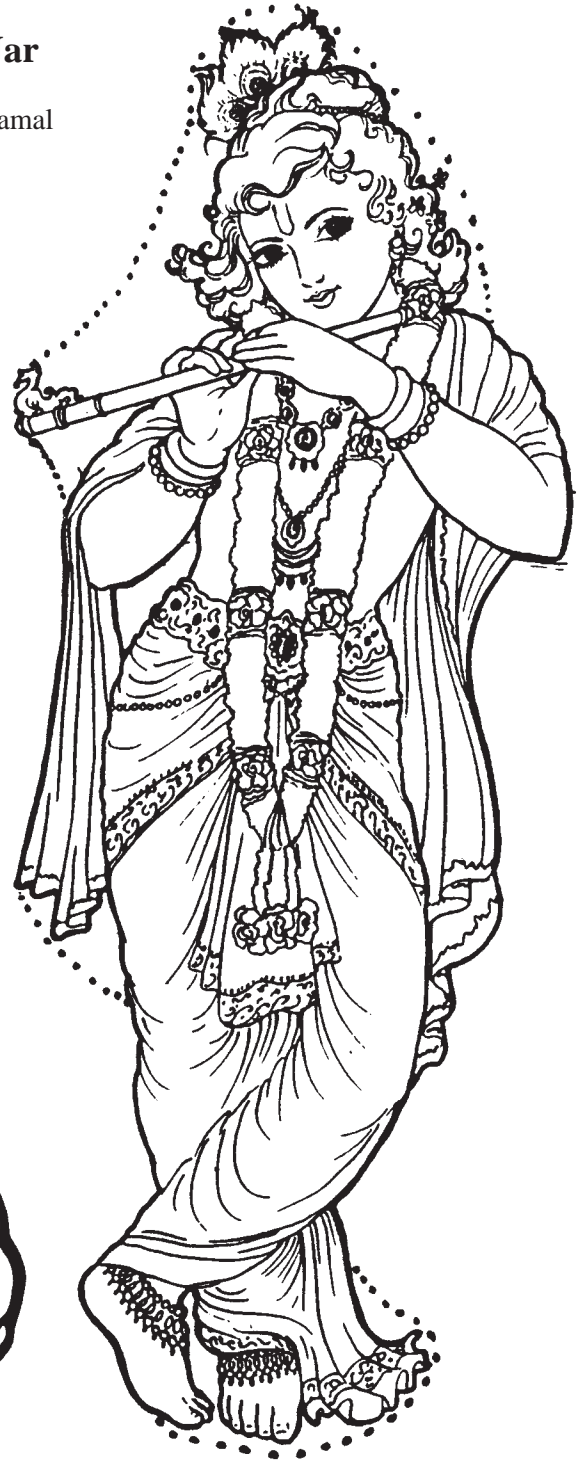
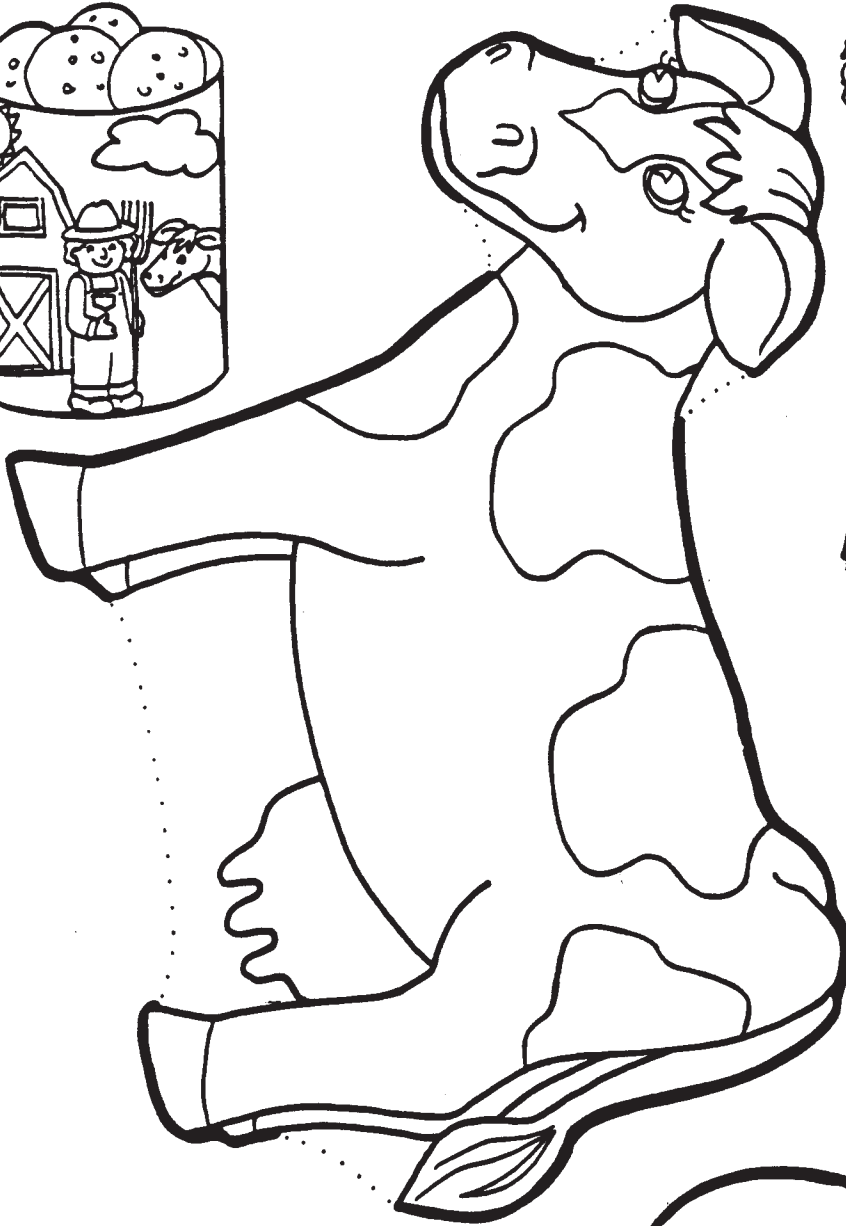
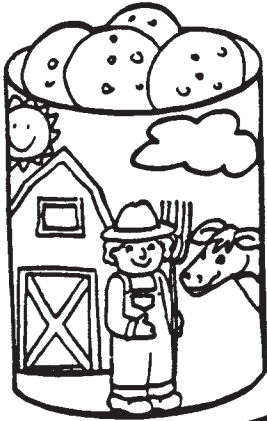
Cut out pictures of wild animals or cows and hide them in strategic spots about the room. Send the children on an animal excursion to see who can find the most pictures. Award a milk sweet to the winner.

# Worksheet 1

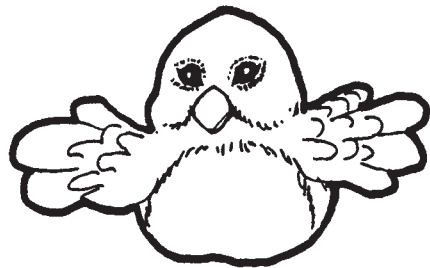
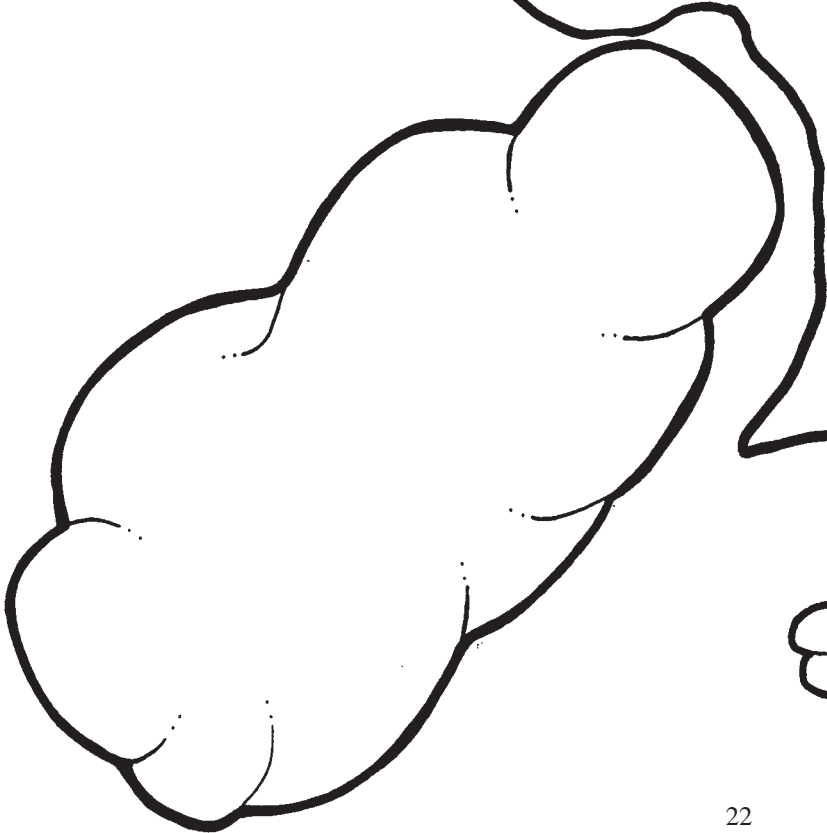
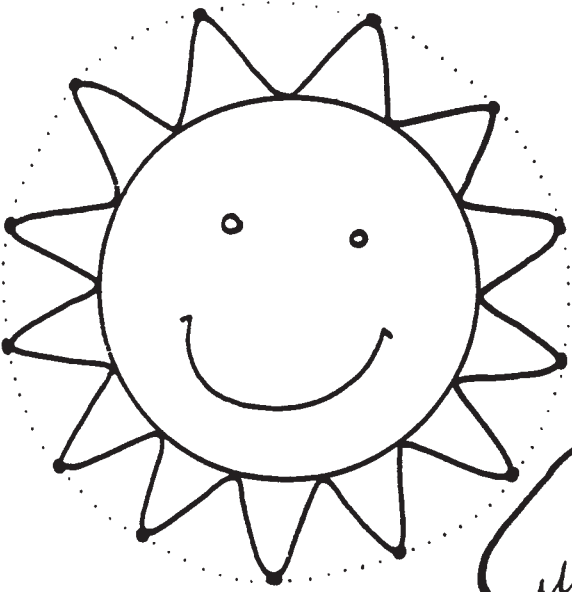
## Krishna and the Cows Cookie Jar

**Materials:** Large oatmeal or half gallon ice cream container with lids, enamel spray paint or construction paper, crayons or markers, scissors, glue.

1. Spray paint the container and lid or cover with construction paper.
2. Reproduce, color and cut out the pieces on Worksheet 1 & 2
3. Use for cookies, chips or other snacks.



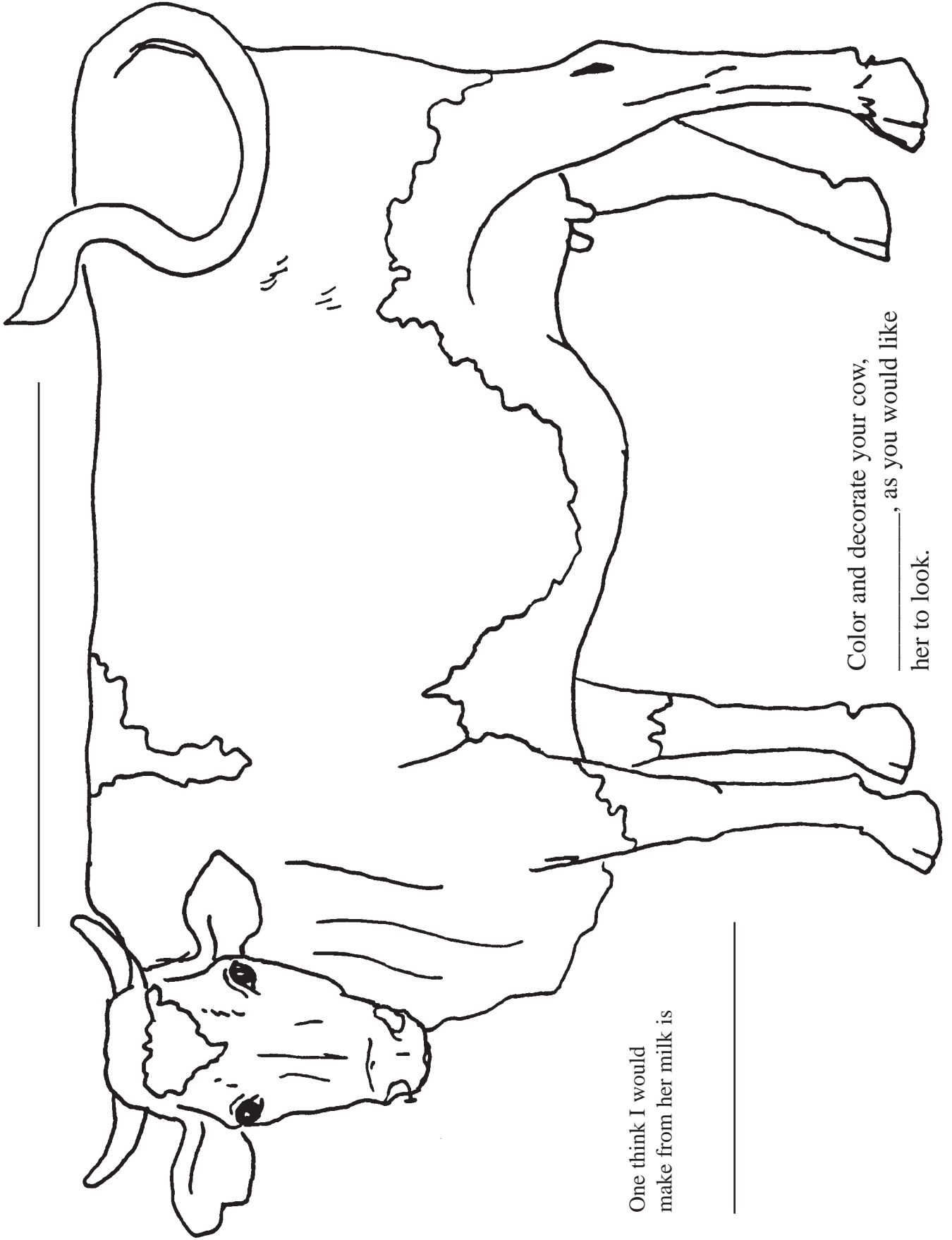
Worksheet 2  
Cookie Jar continued



Worksheet 3

If I had a cow, I would name her \_\_\_\_\_

I would care for her by \_\_\_\_\_



One thing I would  
make from her milk is \_\_\_\_\_

Color and decorate your cow,  
\_\_\_\_\_ as you would like  
her to look.



## Worksheet 4

If you are interested in becoming a member of ISCOWP write to the following address:

ISCOWP Office  
RD 1 NBU #28  
Moundsville, WV 26041

or call (304) 843-1270

cut

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If you are interested in becoming a member of ISCOWP write to the following address:

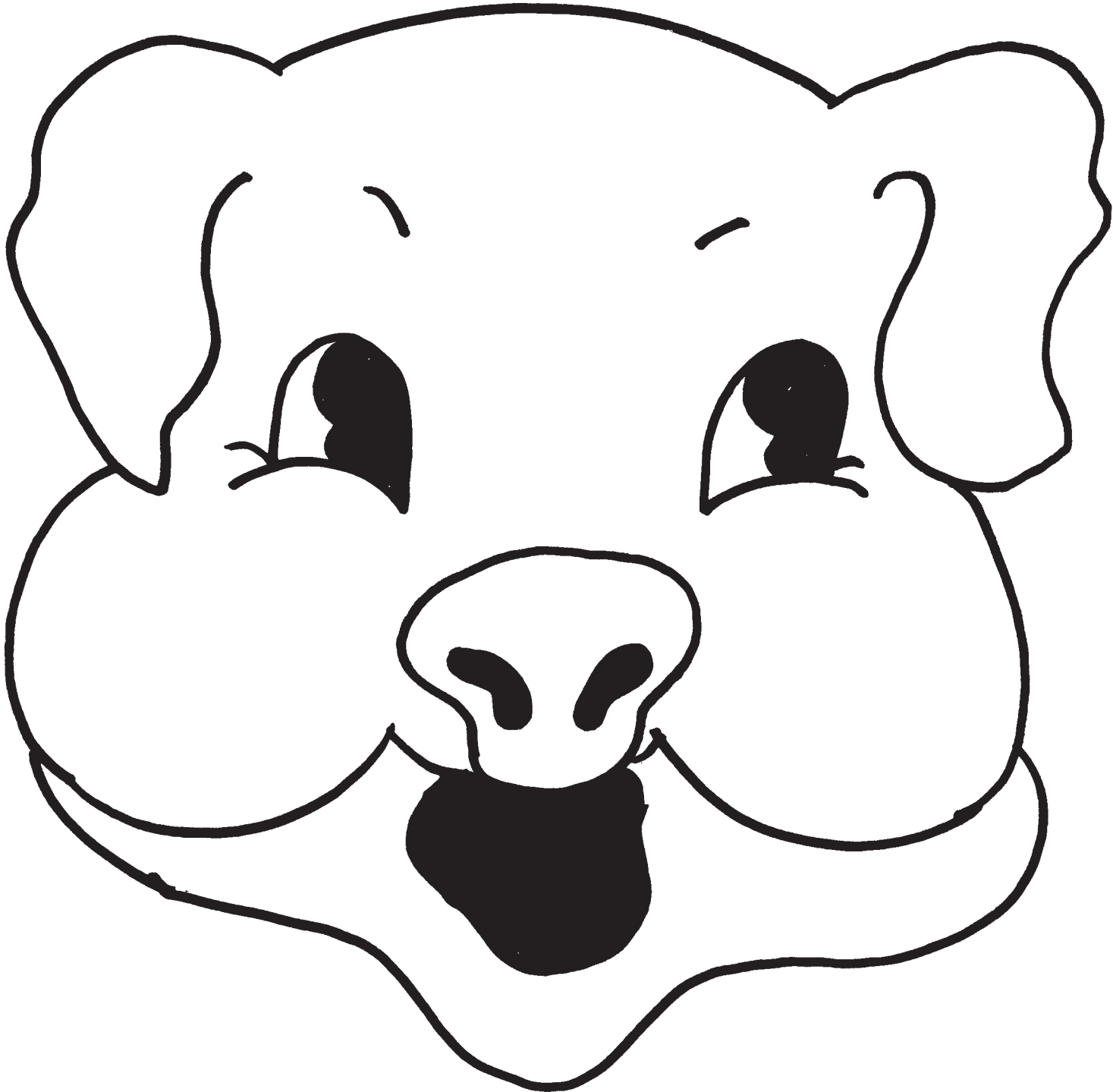
ISCOWP Office  
RD 1 NBU #28  
Moundsville, WV 26041

or call (304) 843-1270

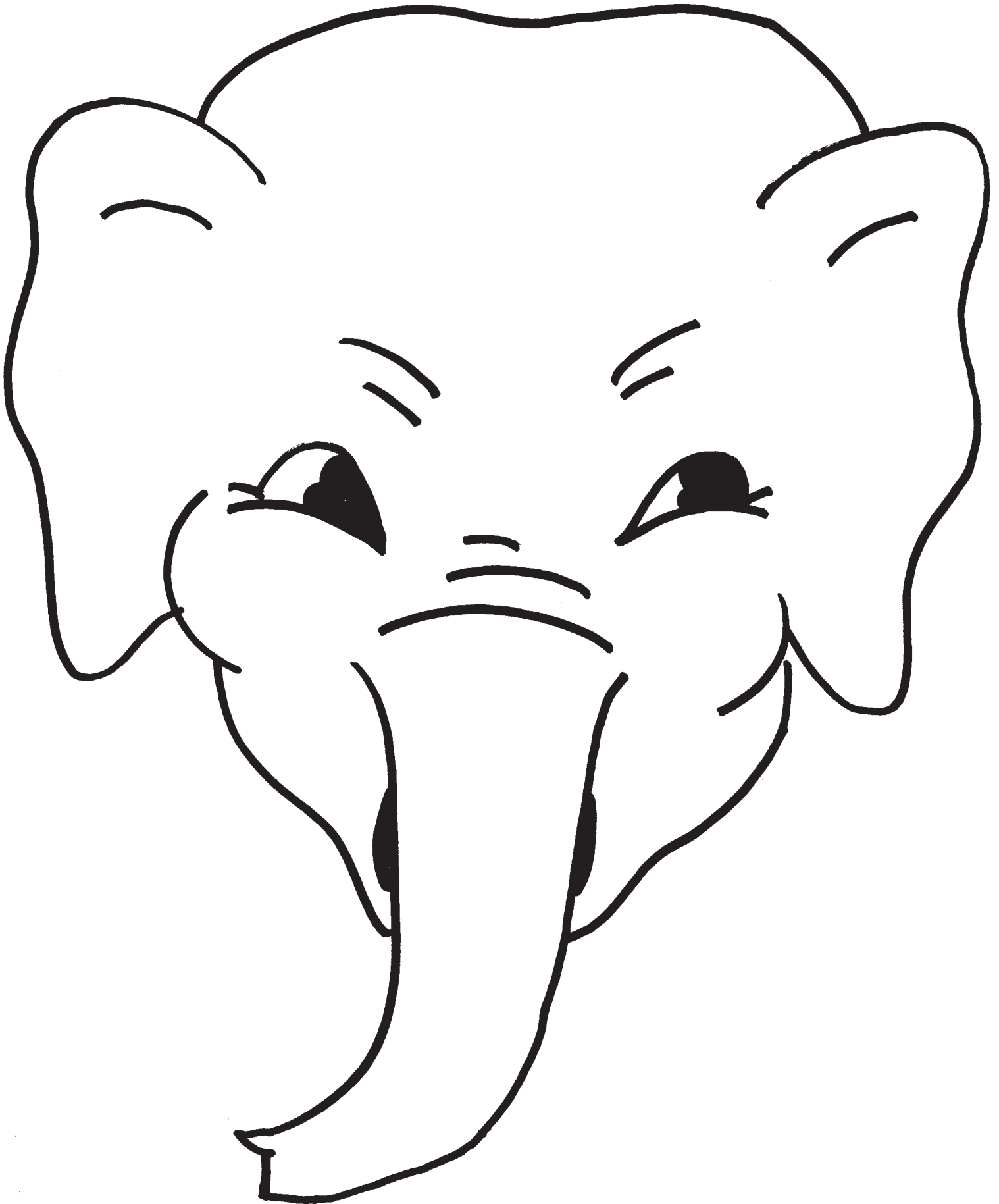
**Worksheet 5**  
**Animal Mask—Hen**



**Worksheet 6**  
**Animal Mask—Pig**



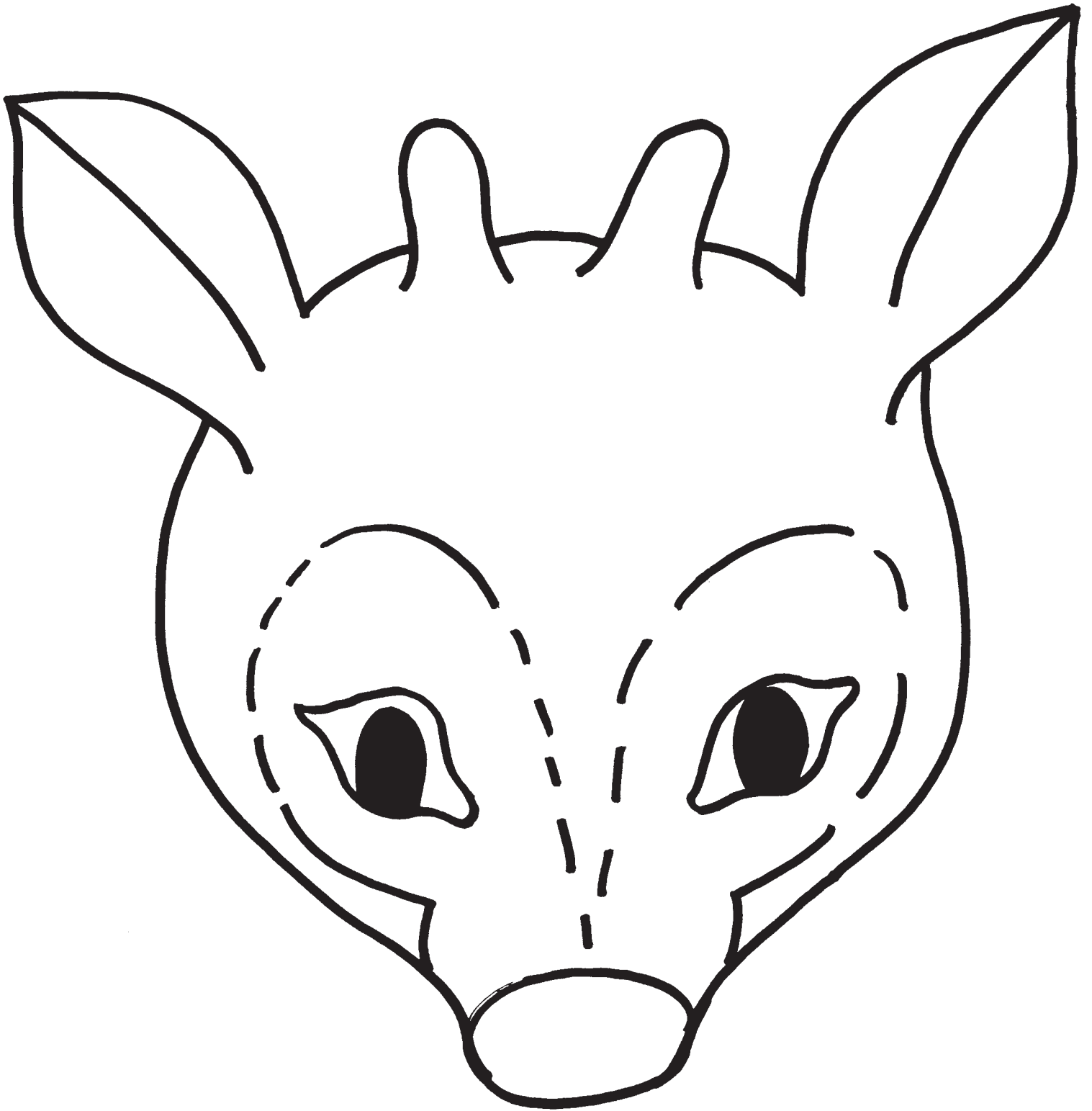
Worksheet 7  
Animal Mask—Elephant



Worksheet 8  
Animal Mask—Fox



Worksheet 9  
Animal Mask—Deer



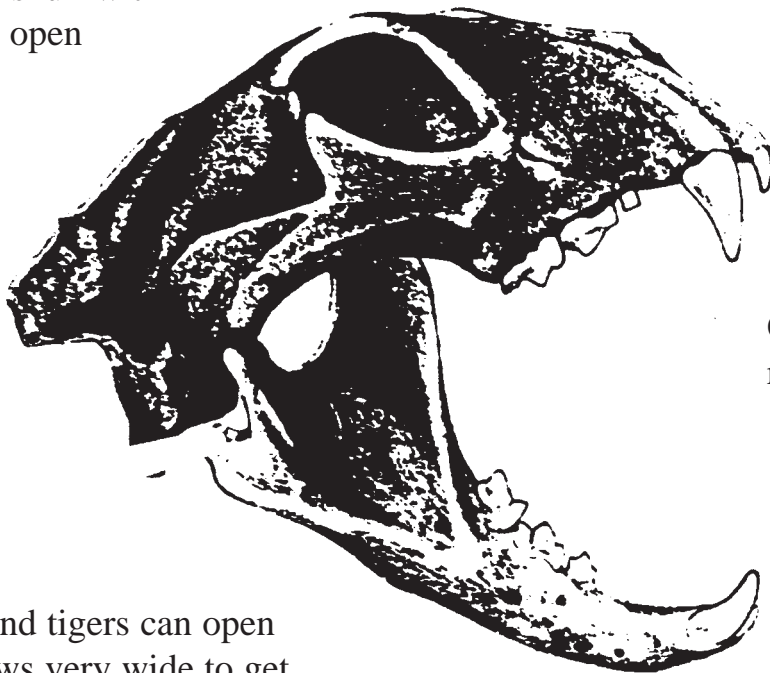
## Worksheet 9

# The Hunters Weapons

All the members of the cat family, including lions and tigers, belong to a still bigger group of “carnivora”—meat-eaters. And all animals that live by hunting and killing other animals are called predators.

The animals they kill are called their prey. Lions and tigers are very successful predators. This is mainly because of their teeth and claws. Their short jaws and strong jaw muscles mean they can grip and bite hard. The four long teeth at the front of their mouths are used for catching hold of their prey and stabbing through skin and muscle. The sharp side teeth cut and slice meat into pieces. Claws are drawn in when running, and released when the animals spring.

Lion skull with  
jaws open



Lions and tigers can open their jaws very wide to get a good grip on their prey and bite it hard



Claws drawn in are called retracted



Claws extended

**Worksheet 11  
Food Pyramid**

**Beans, tofu, nuts**

**Vegetables**

**Breads, grains and pasta**

**Fats, oils, sweets**

**Dairy  
(milk, yogurt,  
cheese)**

**Fruits**



## Worksheet 12

### Essay Example

Hello, my name is Molly. I am a mink. Probably not many of you have heard much of minks except for mink coats. Well, I'm one of the animals that gets skinned to make those coats.

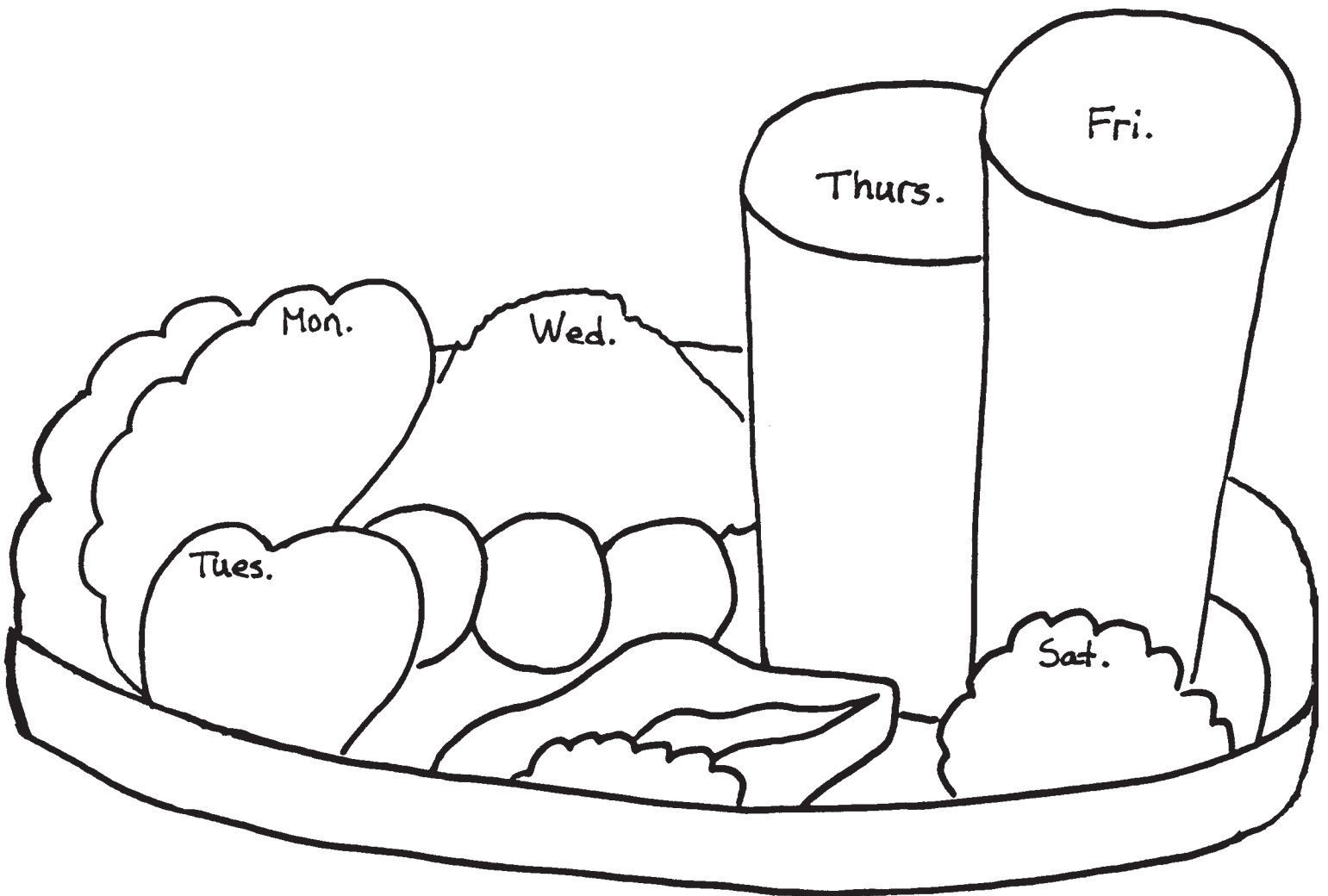
Ever since I was very little, my masters kept me in a tiny cage. That was so he could fit a lot of us minks in his barn. I was so upset by being locked in that cage all the time that I would chew my own paws and bite my tail. I couldn't help it! I wanted out!

When the weather was cold, the barn was pretty cold too. Many of my friends in the other cages got sick and died. And when some of my friends just disappeared, I knew where they went. They became some lady's fur coat or fur collar. If people knew how we suffered, they would never wear fur.

The way I would like to be treated is a lot different than the way it is. I want to be free. Minks are wild animals. We are not meant to live our lives in tiny cages waiting for death. I would choose to be set free. Then I could catch my own food and eat when I was hungry. I could have a family and friends to play with and not be locked up alone all the time. That would be fair.

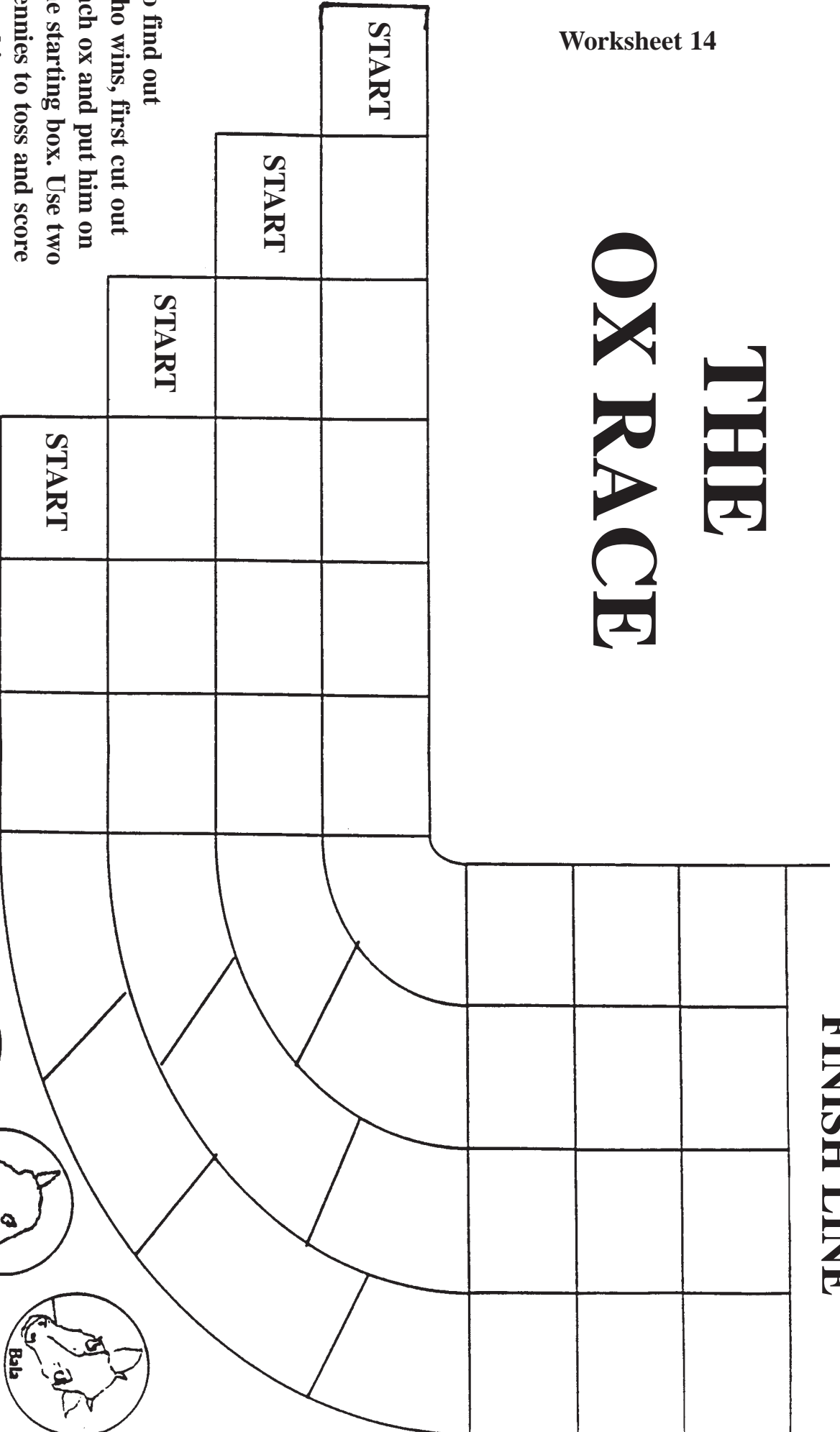
## Worksheet 13 Making Offerings

Each day this week, you are responsible for offering one item or one meal to Krishna at your house. Follow the directions in your booklet on Page 31. In each space, write what you offered on that day. Bring this paper with you next Sunday.

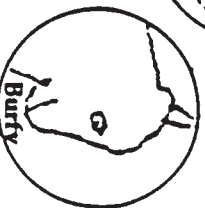


# THE OX RACE

FINISH LINE



To find out who wins, first cut out each ox and put him on the starting box. Use two pennies to toss and score like this:



MOVE 3 SPACES

MOVE 2 SPACES

MOVE 1 SPACE