



Dedicated to  
**His Divine Grace**  
**A. C. Bhaktivedanta Swami Prabhupāda**

and to my dear husband, Dhrtarastra  
dasa who is always inspiring me to  
become Kṛṣṇa Conscious. I pray for the  
purity to serve and enthuse my two  
wonderful children, Caitanya Nitai dasi  
and Gouranga Prema dasi. May we all  
go back to Kṛṣṇa, where we belong.



My name is :

---

Dear Pita and Mata,  
Please accept my  
humble obeisances. All  
glories to Srila Prabhupada.

Can you please take  
some time to help me read,  
write, talk about and  
color this workbook? I'm  
sure we will have fun  
doing these pages together.  
Soon, I will be able to read  
and write about Kṛṣṇa  
nicely. I love you.

Your child,

---



My name is :

My age is :

years old

I please Krsna by:

I please my parents by:

I please my teacher by:







Dear Parents, Teachers, Family and Friends,  
Please accept my humble obeisances.  
All glories to Srila Prabhupada whose  
lotus feet are the shining jewels in the  
devotee's heart. Worship of His Lotus  
Feet is the perfection which fulfills all  
desires.

This Vol. II workbook is another  
humble attempt to please children as they  
share their learning experiences with those  
who love them. Of course, the main  
objective in education is how to stimulate  
the child's Krishna Consciousness - which  
can make their academic service LOTS  
of NECTAR!

I do not know the name of the  
devotee whose beautiful artwork is  
included, but I am indebted to her. The  
main text of the language arts comes  
from the Mathuban Educational Services  
of New Delhi. I have inserted points  
to remember for honoring and serving  
prasad from His Grace Bhakti Caru  
Swami's VAISNAVA ETIQUETTE manual.



We have come to understand how honoring prasada has a definite effect on the development of our Kṛṣṇa Consciousness, so we must train our children nicely. I am also enclosing the following suggested guidelines in working with children from Whittier College, but I encourage you to read thoroughly SRILA PRABHUPADA ON GURUKULA.

Also, I encourage all parents to take their child even just once to Sri Vrindavana Dhama. They deserve the opportunity to experience the "natural wonders" of this transcendental Abode.

### Vrindavana

Vrindavana cannot be understood by conditioned souls, for although it may appear to be material, all its villages, forests and cow-pastures are perfectly spiritual.

I pray that by the mercy of its inconceivable residents I will attain the place that bears the most auspicious names Vrindavana Gokula dhama and Vraja

St. Vraja-hiti-cintamani by  
The 12/13 Srila Visvanatha Cakravarti

I beg to remain  
your servant,

Maha devi dasi

KRSNA-BALARAMA MANDIR  
SRI VRINDAVANA DHAMA  
MAY 15, 1990



Words from Srila Prabhupada  
on Training Our Children

"We should concentrate on training the children up in Krsna consciousness, not so much formal academic education--a little reading, writing, mathematics, that's all--but more by giving them facility to follow the examples of the older devotees in the regular krsna conscious program.... (Letter from Srila Prabhupada, February, 1972)"

"Let the children associate with the elders as much as possible in the routine Krsna conscious program. (Letter from Srila Prabhupada, February 1972)"

"The best way to train the children is by letting them associate with their elders in the regular schedule of devotional practices. (Letter from Srila Prabhupada, February, 1972)"

"By the good association of their parents and other older members, they will become nicely fixed Krsna consciousness. (Letter from Srila Prabhupada, February, 1972)"

"Simply by associating with the elderly members, the children will learn everything. The quality of the elderly members must also be exactly to the standard of excellent Vaisnavas. Otherwise, the children learn by example, and they will very easily misguided if their senior Godbrothers and Godsisters are themselves neglectful. (Letter from Srila Prabhupada, July 1972)"

\* \* \* \*

The basic principle of a Krsna conscious teacher is that he teaches by his example.





The Broadoaks Laboratory School  
of  
Whittier College

GUIDELINES FOR WORKING WITH CHILDREN

Children need experiences that encourage them to develop and express their autonomy and experiences that help them recognize the need to conform to adult standards. These standards must be consistent with the child's developmental needs and clearly defined in the adult's minds.

A child should be guided in intellectual, social, emotional, and physical growth rather than always being told what to do and what not to do. If the adult is not sure of what is consistent with the child's developmental level and what expectations she has for his behavior, confusion results.

Here are some guidelines to help you during your day at school,  
home and in the temple.

I. STATE SUGGESTIONS OR DIRECTIONS IN POSITIVE FORM

Tell the child what to do instead of what not to do. An example would be, "Put the book on the table," instead of "Don't throw the book on the floor."

II. GIVE THE CHILD A CHOICE ONLY WHEN YOU INTEND TO LEAVE THE DECISION UP TO HIM

Although we want children to learn to make decisions because it helps them develop maturity, there are certain decisions that a child is not free to make. Say to him, "It is time to wash for lunch."

III. MAKE YOUR SUGGESTIONS EFFECTIVE BY REINFORCING THEM WHEN NECESSARY

If you are sure of what you want and reinforce your suggestion, children will more readily respond.

Make your direction simple; use few words but reinforce your directions by actions if necessary. You may say to a child, "It is time to wash for lunch." You may add, "I'll help you put your books away," and then you should actually help him put his books away.

With another child you might say, "It is time to go in now," and move toward the building rather than just standing. The child will know you mean it.

When giving instructions to a group of children, approach the group and address your suggestion to the one(s) who are most likely to follow your instructions.



IV. THE TIMING OF A SUGGESTION MAY BE AS IMPORTANT AS THE SUGGESTION ITSELF

Learning how to foresee and prevent conflicts, requires knowledge of what to do when trouble occurs and experience in intervening at the most appropriate time.

Advice given too soon may deprive the child of a chance to work out his problem for himself. If a suggestion is made too late, the child may be too irritated or discouraged to react appropriately.

For example, it is important to watch for signs of potential conflicts and help before a child loses his balance and falls, or step in before two children come to blows over an object or before a group has grown tired and discouraged.

V. WHEN LIMITS ARE NECESSARY, THEY SHOULD BE CLEARLY DEFINED AND CONSISTENTLY MAINTAINED

Some things may not be done at school, <sup>home or temple.</sup> These are limits beyond which a child must not be allowed to go.

The adult is responsible for limiting behavior so that children do not hurt themselves or hurt others or destroy property. Children feel more secure with adults who can take responsibility for establishing appropriate limits.

In school, where there are many adults working each day, it is extremely important that all agree on the same limits so that a consistent attitude and expectations are maintained.

Children feel freer because they can depend on an adult to stop them before they do things that they would be sorry about later. It is important for the child that there be few limits and that these be clearly and simply defined and consistently maintained.

VI. REDIRECTION IS MOST EFFECTIVE WHEN CONSISTENT WITH THE CHILD'S MOTIVES AND INTERESTS

Try to understand the reason for the behavior you want to redirect and then, keeping this in mind, suggest something which will meet the same needs for the child. For example, if a child is angry and breaking something, try to find something for him to do which will drain off some of this feeling, such as hammering at a work bench or working with clay.



VII. USE ONLY WORDS AND TONE OF VOICE WHICH WILL HELP THE CHILD FEEL CONFIDENT AND REASSURED

If you observe a child annoying a group, he may really want to join in the play and rather than reprimand him, you can say, "You might ask them if you can bring the ball over."

You can bring about more improvement in behavior by helping the child learn more constructive ways of handling situations than by expressing your disapproval.

Do not make a child feel afraid or guilty or ashamed with words like "bad boy or naughty girl."

VIII. GIVE THE CHILD A MINIMUM OF HELP IN ORDER THAT HE MAY HAVE THE MAXIMUM CHANCE TO GROW IN INDEPENDENCE

It takes a little longer to get things done if you let the children do for themselves, but it increases their self-confidence to be able to solve as many of their own problems themselves.

If a child asks for help, it should usually be given freely. However, adults should usually give only the help which the child feels he needs.

IX. USE YOUR VOICE AS A TEACHING TOOL

Speak quietly and pleasantly even when you have to speak firmly.

X. USE THE MOST STRATEGIC POSITIONS FOR SUPERVISING

Do not stand with your back to a group of children. Try to develop the skill of being aware of a total situation.

Sit close to the area you are supervising. Children feel freer when an adult is closer to their level.

In school, where there are many adults, it is important to avoid gathering in groups. People tend to become engrossed in conversation, which means that other areas are left unsupervised. Especially on the playground, adults should be dispersed throughout the yard for adequate overall supervision.



**XI. PROVIDE FOR CREATIVITY IN ART EXPERIENCES**

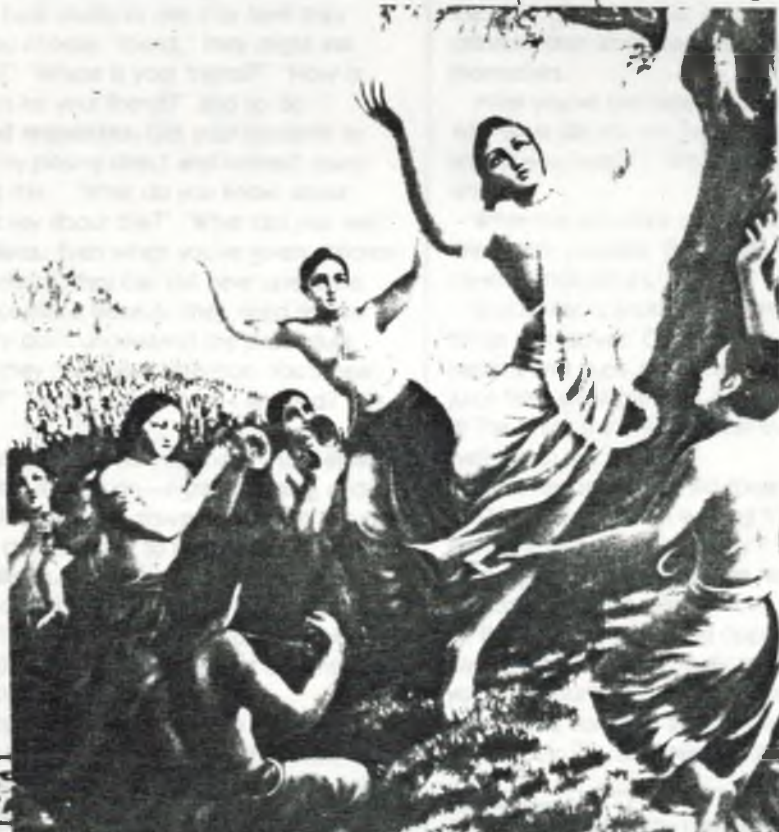
Creative activities such as art, dramatization, rhythm and dance are valuable for children because they are a means of self expression. Avoid making models for children to copy in any art form. Attempts to duplicate adult models inhibit the child's creativity and lead to frustration, which is damaging to a positive self image.

**XIII. AVOID COMPARISONS AND COMPETITION AMONG CHILDREN**

Try to enjoy and accept each child at his own pace.

**XIV. OBSERVE AND TAKE NOTES**

There will be time when everything seems particularly quiet and relaxed. These are times for you to make observations of a child or children at play, or the techniques used by other adults in handling situations. It will be helpful to all if you can jot down notes to bring to team and staff meetings for discussion and clarification. You can also keep a personal journal.





# TEACHING STUDENTS TO THINK ON THEIR OWN

These few simple techniques can help your students use and develop their own common sense—and build their confidence

Are your students getting enough opportunities to exercise their commonsense thinking skills? Do you find yourself telling rather than asking them about things, talking rather than listening to them, doing for them what they can and should be doing for themselves?

It doesn't have to be that way. You can be a guide, structuring and enriching the classroom environment so your students really begin to think. Here are some strategies to use:

**1. Teach questioning skills.** Teach children to form questions with *how*, *why*, *where*, *when*, *what*, *who*, and *which*. Encourage them to practice asking questions of each other. For instance, you might choose a different word each day and have students use it to form their own questions. If you choose "friend," they might ask "Who is your friend?" "Where is your friend?" "How is your friend?" "Why is he your friend?" and so on.

**2. Elicit ideas and responses.** Get your students to express themselves by posing direct and indirect questions: "Tell me about this." "What do you know about this?" "What can we say about this?" "What did you see?"

**3. Answer questions.** Even when you've given children simple, concise directions, they can still have questions. Some children ask questions because they need reassurance or because they don't understand the procedure. Others ask because they need your attention. You'll hear: "What do I do now?" "Is this right?" "Am I finished?" "Is this good?"

Your best response is "What do you think?" This allows the child to think, make a decision—right or wrong; and get attention without feeling put down. Best of all, it turns the decision-making process over to the child.

**4. Redirect questions.** Use questions to handle conflicts. When Billy reports that John won't share the trucks, answer him with "What do you think you could do about that?" (Use the word "think" to reinforce that actions take planning and forethought.)

Billy may give inappropriate options, such as hitting John or taking the trucks away from him. In that case, help him weigh his choice of actions. If he decides to hit John, discuss John's feelings and the logical consequences of Billy's action. After many trials and errors, Billy will probably say "Ask John to share the trucks" or "Take turns."

**5. Identify who owns the problem.** For most of their young lives, children have had things done for them, so they've had very little experience solving problems themselves. Give them opportunities to do that.

Suppose the children are seated in a circle, and one child comes in late. If there's no room for him to sit down, you might feel compelled to say "Someone needs to move over and make room for Max." Don't. Instead, tell the children, "You have a problem. What can you do?" That way, you put the problem in their hands, where it belongs.

**6. Manage materials.** Create a classroom that lets children use common sense. They can learn to take care of their own needs and even help you keep things organized. For example, suppose the children are to make paper snowmen using three circles, glue, crayons, and scissors. Don't put all the materials on the table. Keep them on low shelves or in tubs and buckets so they're accessible, then encourage the children to provide for themselves.

After you've explained and demonstrated the process, ask "What do you do first? Second? Last?" "What materials will you need?" "What will you do when you're finished?"

When the activity's over, don't clean up for the children. With practice, they really can take care of the cleanup themselves.

Snack time is another opportunity for children to handle things themselves. Certainly the children can hand out napkins and cups and clean the tables. They can pour juice from small pitchers and clean up spills. Let them do it! The pride the children feel in fending for themselves is well worth the mess.

What happens if a child forgets his job? Do you remind him? No. The children waiting for their snacks have the problem, and eventually they'll solve it.

Life is a series of problems requiring solutions. But a little common sense makes those solutions come more easily. If you provide thinking opportunities for your students early on, they're more likely to become *thinking* adults. Let your classroom be a place where young children learn to make some common sense of it all.—Terry Lynne Graham, Dunwoody, Ga., and Michael E. Knight, Crawford, N.J.

#### Extra Resources:


*Think of Something Quiet* by Clare Cherry (Pitman Learning, 1981)

*Educating the Young Thinker: Classroom Strategies for Cognitive Growth* by Carol Copple and Irving E. Sigel (Van Nostrand, 1979)

*Paget for the Classroom Teacher* by Barry J. Wadsworth (Longman, 1979)

Have an idea for a Curriculum Booster? It should run no more than 600 words and include a related reproducible (just a sketch is sufficient; we'll redraw it). Send your idea to: Curriculum Boosters, Learning85, 1111 Bethlehem Pike, Springhouse, PA 19477. For each idea published, we'll pay \$25





**HARE KRISHNA  
HARE KRISHNA  
KRISHNA KRISHNA**

**HARE HARE  
HARE RAMA  
HARE RAMA  
RAMA RAMA  
HARE HARE**



For one who sees Me  
everywhere and sees  
everything in Me,  
I am never lost, nor  
is he ever lost to Me.



I offer my respectful obeisances unto the six Gosvāmīs, namely Śrī Rūpa Gosvāmī, Śrī Sanātana Gosvāmī, Śrī Raghunātha Bhaṭṭa Gosvāmī, Śrī Raghunātha dāsa Gosvāmī, Śrī Jīva Gosvāmī, and Śrī Gopāla Bhaṭṭa Gosvāmī, who are always engaged in chanting the holy name of Kṛṣṇa and dancing. They are just like the ocean of love of God, and they are popular both with the gentle and with the ruffians, because they are not envious of anyone. Whatever they do, they are all-pleasing to everyone, and they are fully blessed by Lord Caitanya. Thus they are engaged in missionary activities meant to deliver all the conditioned souls in the material universe.



## Serving and Honoring Prasad

"I like this idea very much. Our chanting is the medicine and our prasadam is the diet for curing material disease." (P letter to Dayananda 68/10/37)

### How to Honor Prasad

When a devotee distributes prasada, remnants of food offered to the Supreme Personality of Godhead, in order to maintain our spirit of devotional service we must accept this prasada as the Lord's grace received through the pure devotees. (NI Text 4, p 39)

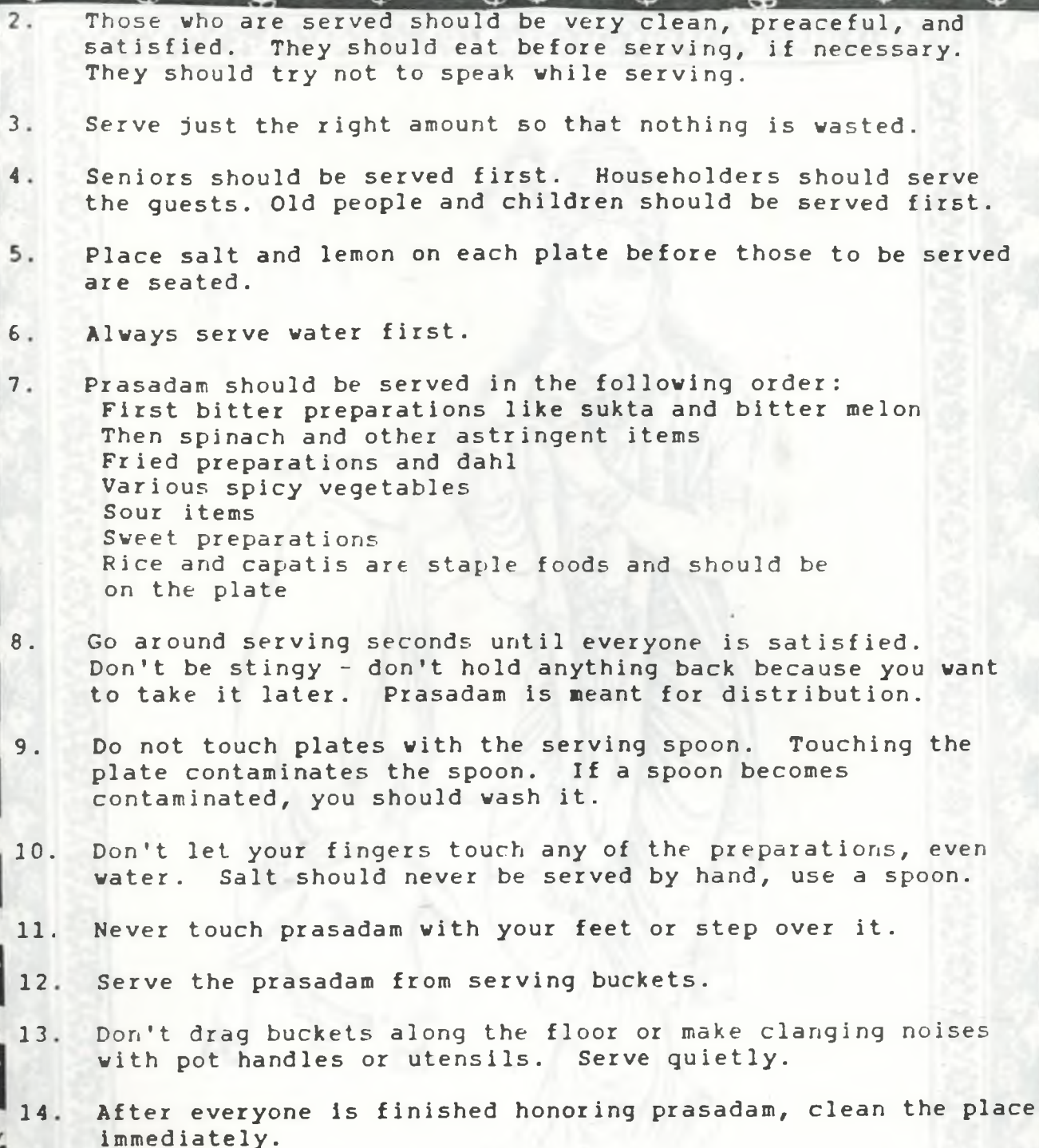
1. Remember that Krsna prasadam is non-different from Krsna. Recite the 'sarira avidya-jal' prayer to remember that.
2. Use the right hand to eat and drink.
3. Meditate on how Krsna tasted the offering. (One can also meditate on Krsna's mercy in providing prasadam and the prasadam pastimes of Sri Caitanya Mahaprabhu and Lord Krsna.)
4. Do not talk while honoring prasadam (besides glorifying Krsna and His prasadam.)
5. Do not throw prasadam. Never touch prasadam with your feet.
6. Wash hands, feet and mouth before and after eating.
7. Drink a glass of water one hour before eating. For some time after eating, don't drink; if you at all have to drink, drink something hot.
8. Srila Prabhupada said: Fill 1/4 of your stomach with water, 1/2 with food and the other 1/4 with air. DO NOT OVEREAT!

### How to Serve Prasadam

"We should never waste Krishna prasadam. Best thing is to cook only what is required and then give each prson what he wants. That is the Vedic system, that the people sit in rows behind their plates and servers pass down the rows and put a very small portion of each foodstuff on each plate, unless there is some objection by a person. Then nothing is given. Then if anyone wants more, the servers pass up and down the rows continually and give more if anyone requests. In this way nothing is wasted and everyone is satisfied." (SP letter to Kirtiraja das 71.11.42)

1. All to be served should be invited to sit on the floor, and prasadam should be served by qualified devotees.

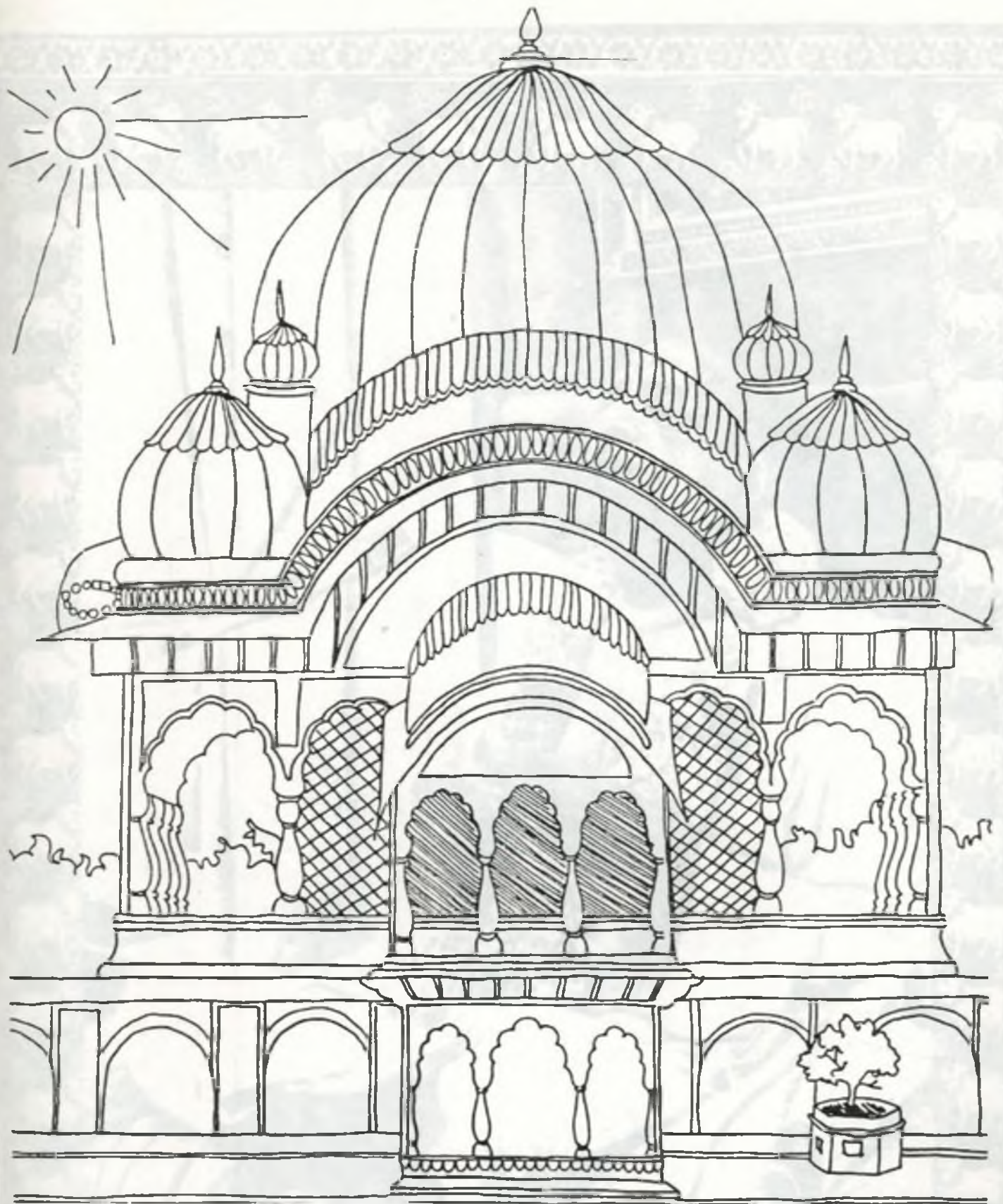


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2. Those who are served should be very clean, preaceful, and satisfied. They should eat before serving, if necessary. They should try not to speak while serving.
  3. Serve just the right amount so that nothing is wasted.
  4. Seniors should be served first. Householders should serve the guests. Old people and children should be served first.
  5. Place salt and lemon on each plate before those to be served are seated.
  6. Always serve water first.
  7. Prasadam should be served in the following order:  
First bitter preparations like sukta and bitter melon  
Then spinach and other astringent items  
Fried preparations and dahl  
Various spicy vegetables  
Sour items  
Sweet preparations  
Rice and capatis are staple foods and should be on the plate
  8. Go around serving seconds until everyone is satisfied. Don't be stingy - don't hold anything back because you want to take it later. Prasadam is meant for distribution.
  9. Do not touch plates with the serving spoon. Touching the plate contaminates the spoon. If a spoon becomes contaminated, you should wash it.
  10. Don't let your fingers touch any of the preparations, even water. Salt should never be served by hand, use a spoon.
  11. Never touch prasadam with your feet or step over it.
  12. Serve the prasadam from serving buckets.
  13. Don't drag buckets along the floor or make clanging noises with pot handles or utensils. Serve quietly.
  14. After everyone is finished honoring prasadam, clean the place immediately.







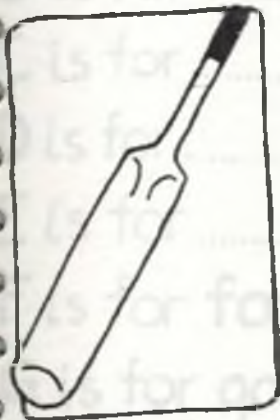


Kṛṣṇa's temple is a very special place. Kṛṣṇa, please help me to behave properly when I am in Your home.

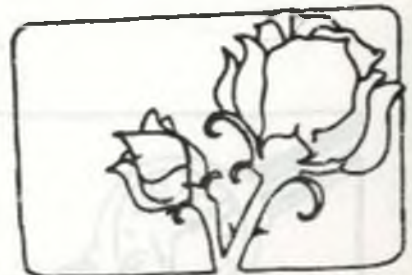
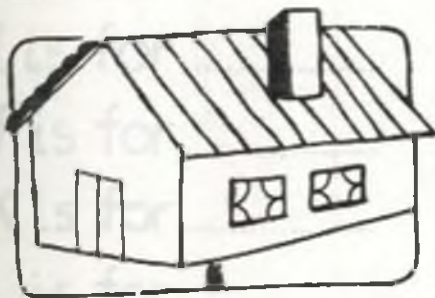
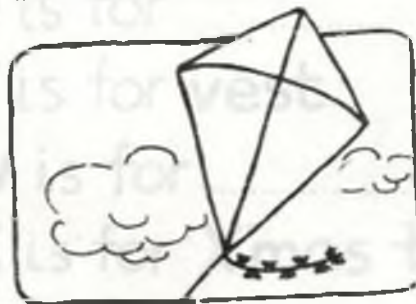
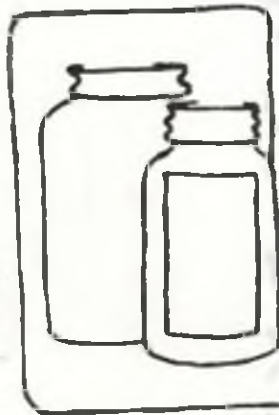
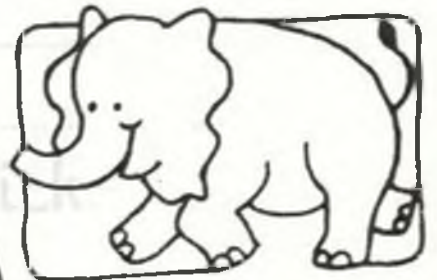
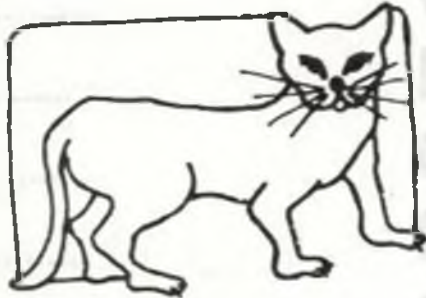


cat      jam      elephant watch      rose  
 dog      sun      kite      lock      pin  
 house      bat      mouse      owl      umbrella

Put the right word under each picture. The first one has been done for you.



bat





Now draw the pictures and put the right word under each picture.

a - apple  
b - ball  
c - cat  
d - doll  
e - elf  
f - fish  
g - goat  
h - hat  
i - ice cream

j - jam  
k - kite  
l - leg  
m - mouse  
n - needle  
o - owl  
p - pen  
q - quilt  
r - rabbit

s - sun  
t - tap  
u - umbrella  
v - van  
w - worm  
x - X'mas tree  
y - yarn  
z - zero

a



\_\_\_\_\_

b



\_\_\_\_\_

c



\_\_\_\_\_

d



\_\_\_\_\_



e

DRAW ME!



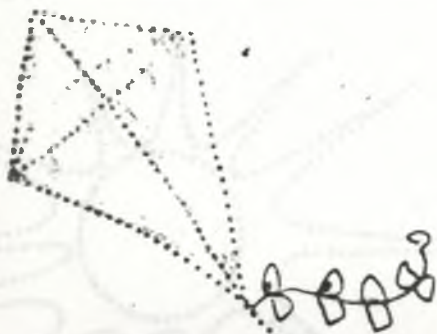
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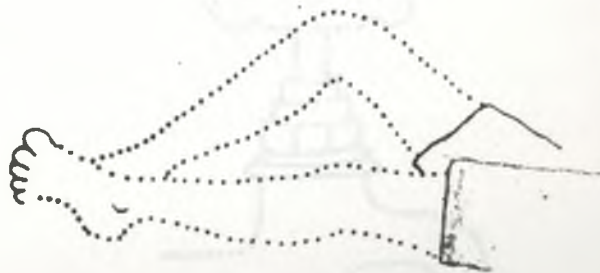
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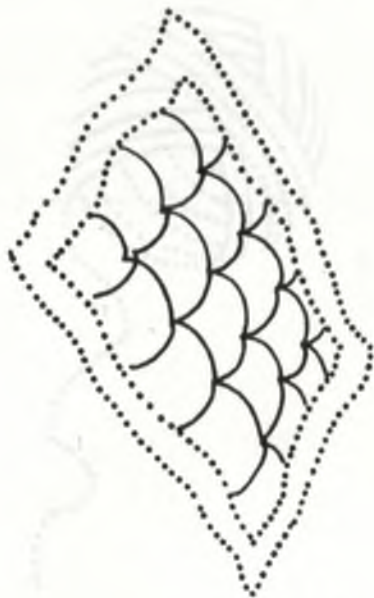


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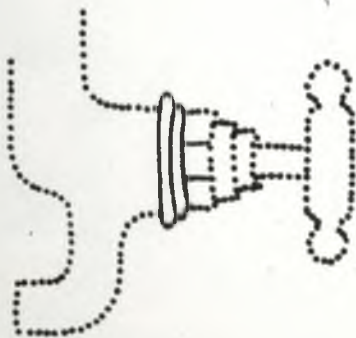
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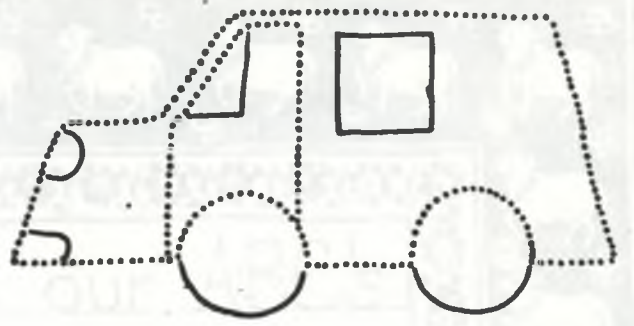




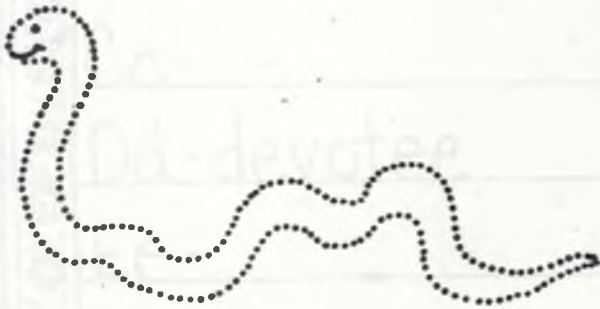
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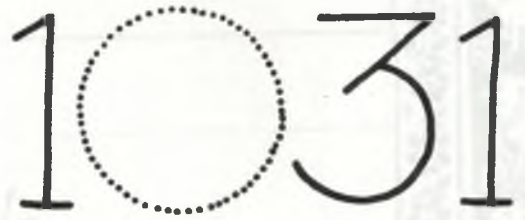
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Now, let's Kṛṣṇize our ABC's

Aa - Nn -

Bb - Oo -

Cc - Pp - Prabhupada

Dd - devotee

Ee - Rr -

Ff - Ss -

Gg - Tt -

Hh - Uu -

Ii - Vv -

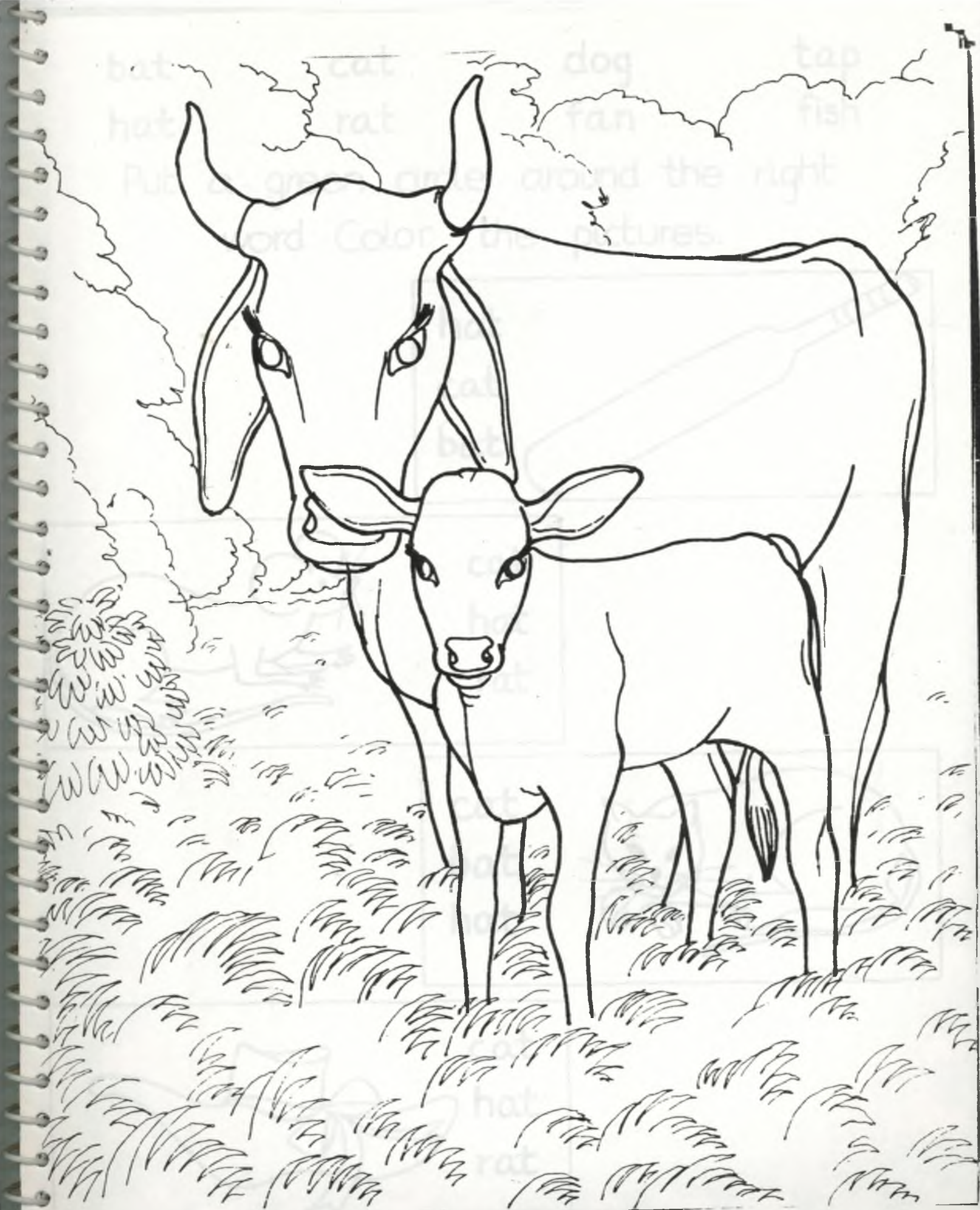
Jj - Ww -

Kk - Kṛṣṇa

Ll - Yy -

Mm - Zz -





Cows are \_\_\_\_\_



bat

cat

dog

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hat

rat

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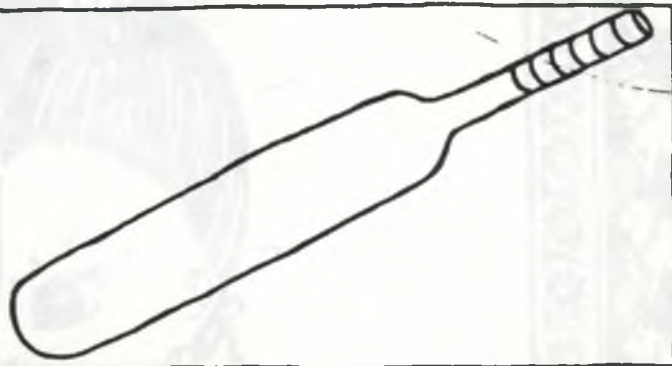
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Put a green circle around the right word. Color the pictures.

hat

cat

bat



cat

hat

rat

cat

bat

hat



cat

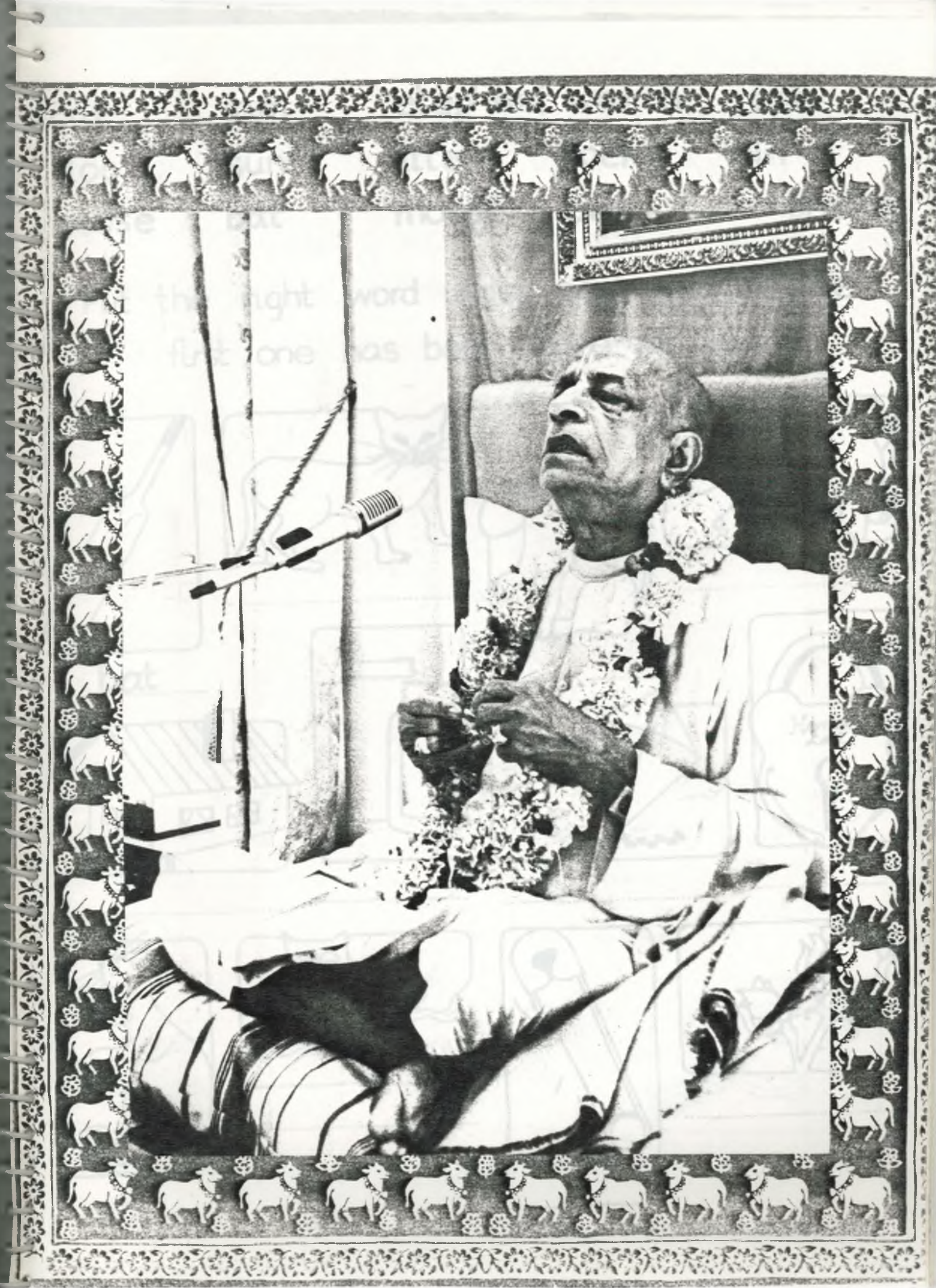
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Put a circle around the right word.

Write the right word  
on the dotted line below the picture.

Color the pictures.

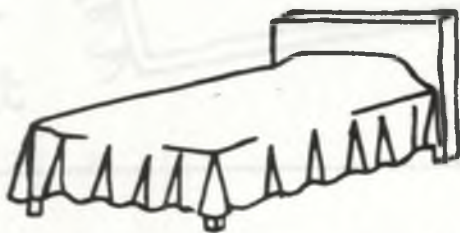
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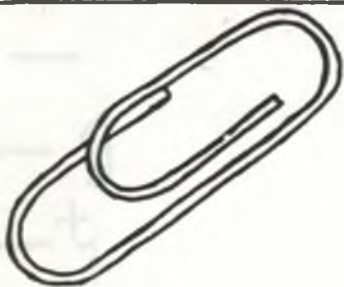
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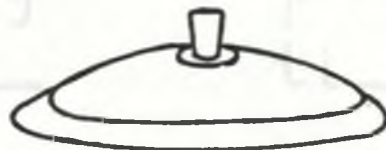
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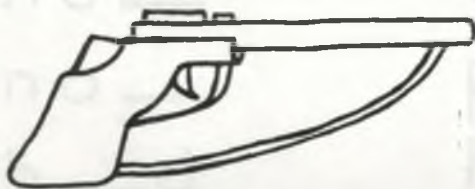
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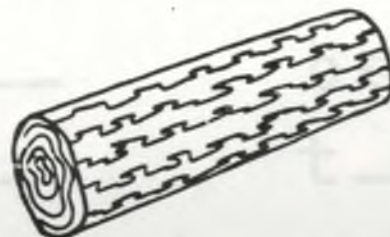
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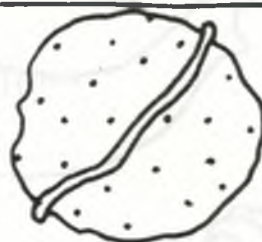
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log  
fog





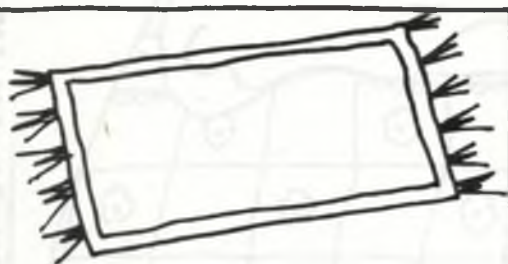
Do the same  
as you did on page 11.

get  
net  
let



but  
hut  
nut

fat  
hat  
mat



bag  
lag  
rag

Put in the missing letters.

pi \_

d \_ g

pi \_

b \_ g

hu \_

ti \_

f \_ t

lo \_

p \_ n

ha \_

f \_ g

ra \_

ne \_

t \_ n

la \_

no \_

pe \_

be \_ \_

b \_ d

he \_

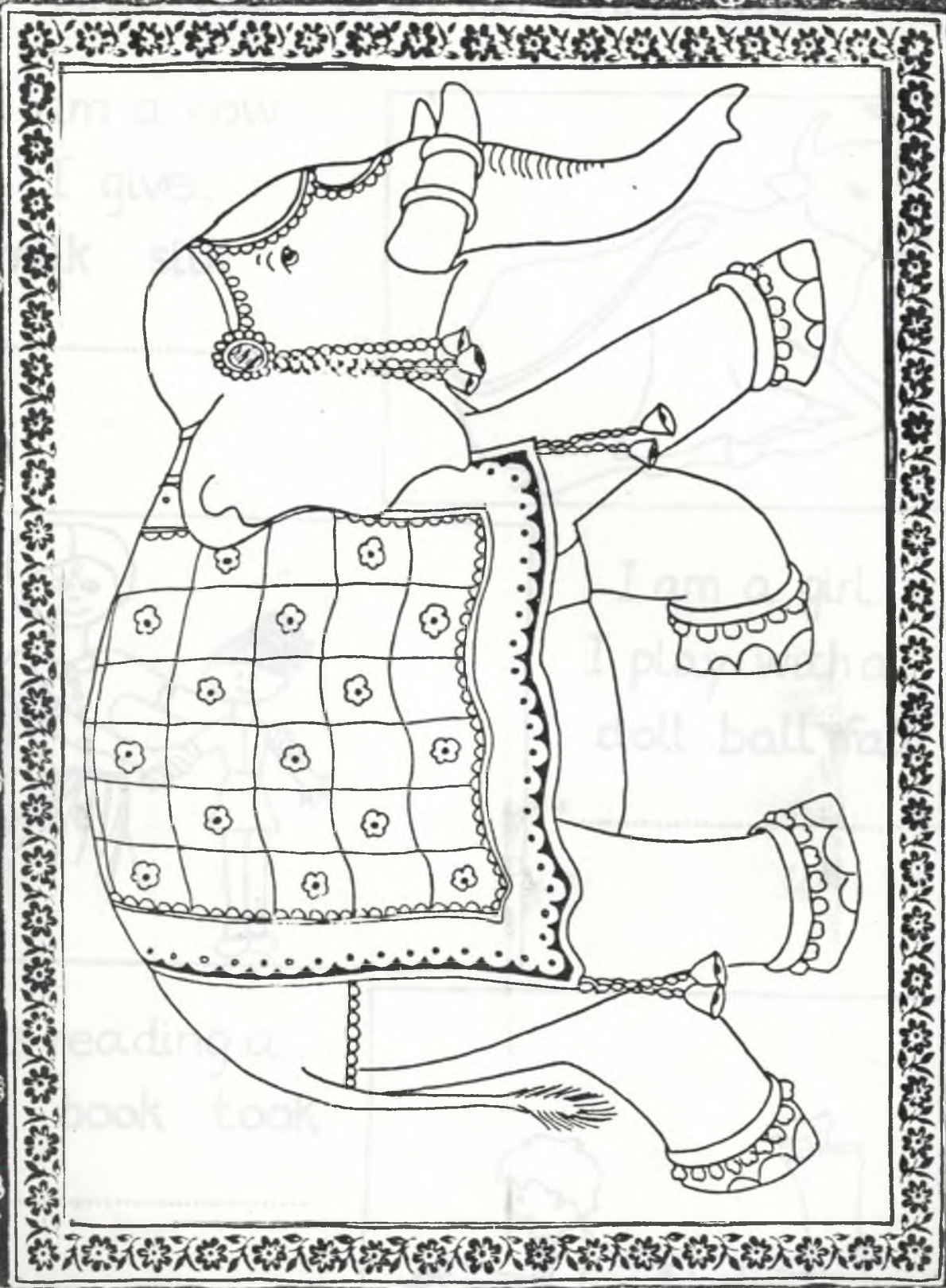
t \_ ll

wi \_

gu \_

w \_ \_ l







Draw a circle around the right word.

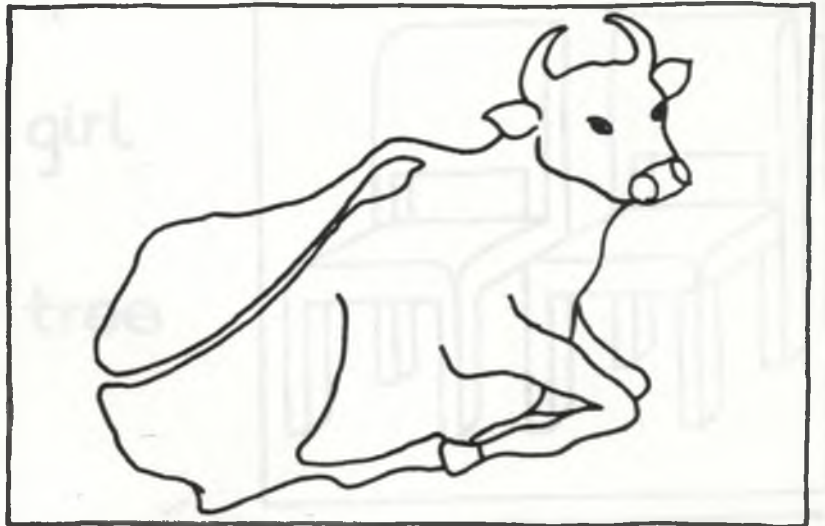
Write that word on each line.

I am a cow.

I give...

milk silk

.....



I am a girl.

I play with a...

doll ball fall

.....

He is reading a...

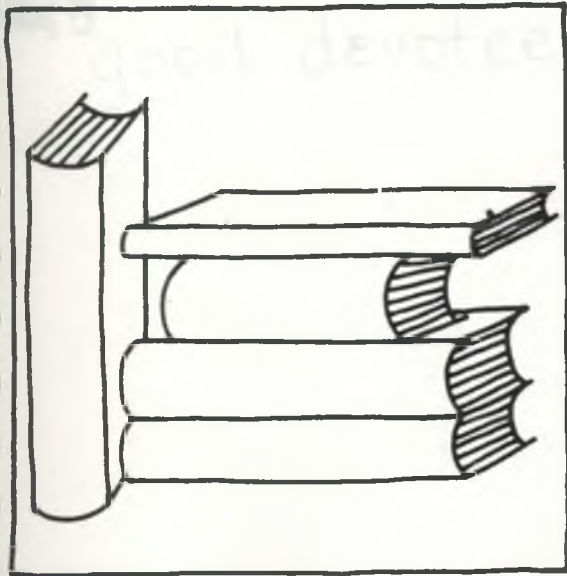
cook book took

.....



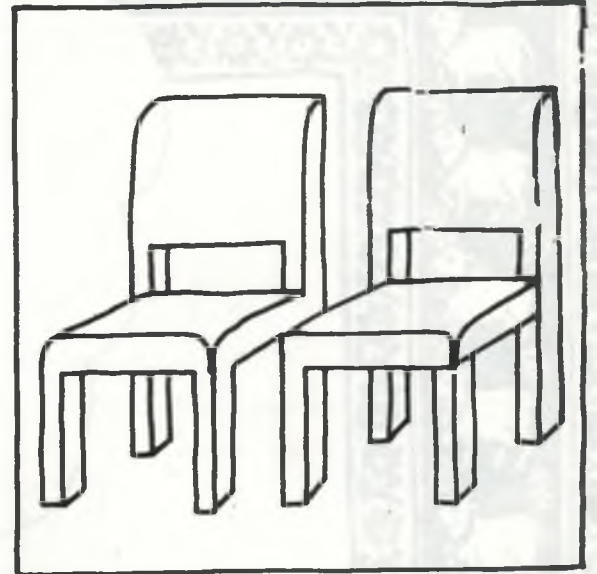


Draw a line  
joining the word to the pictures.



girl

tree



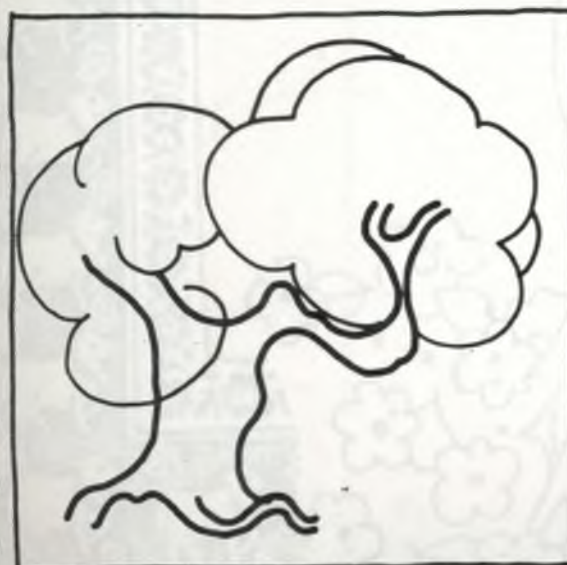
chairs

books



pen

puppy





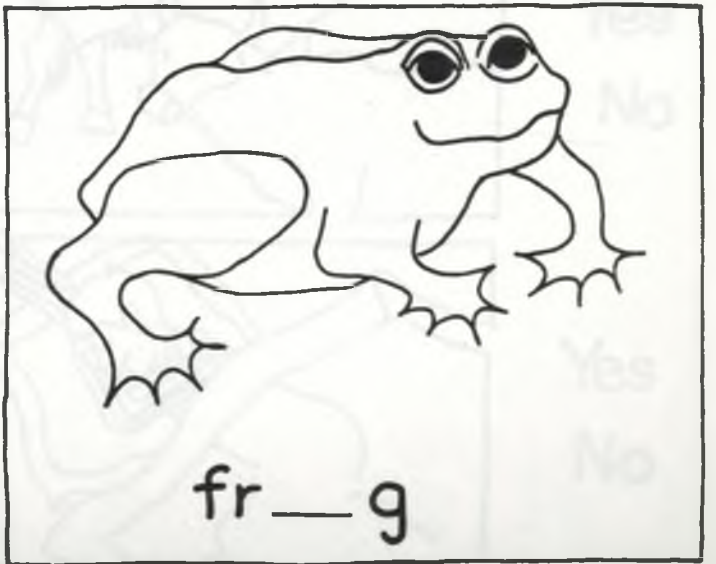
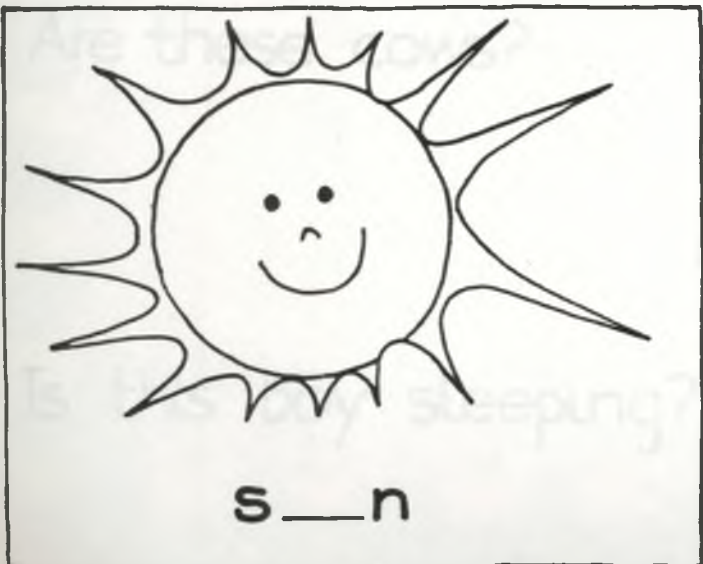
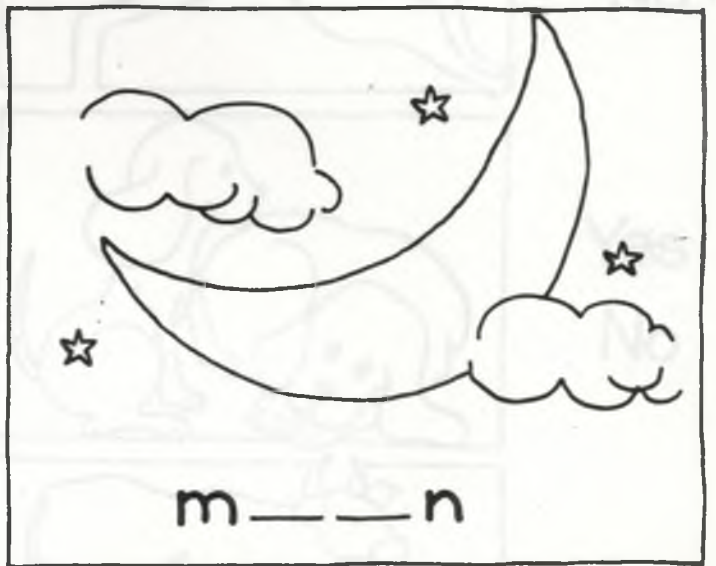
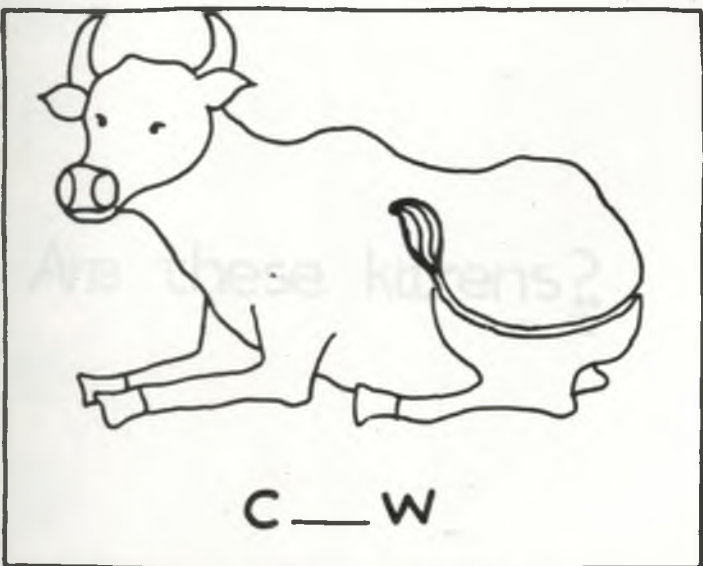
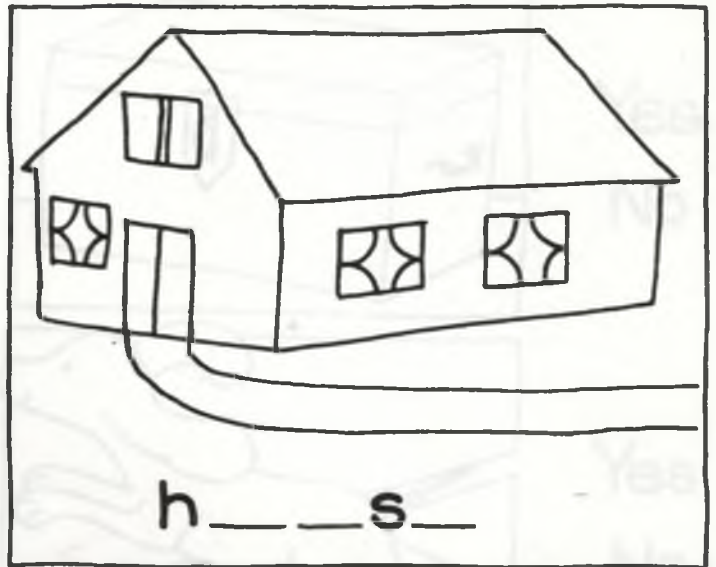
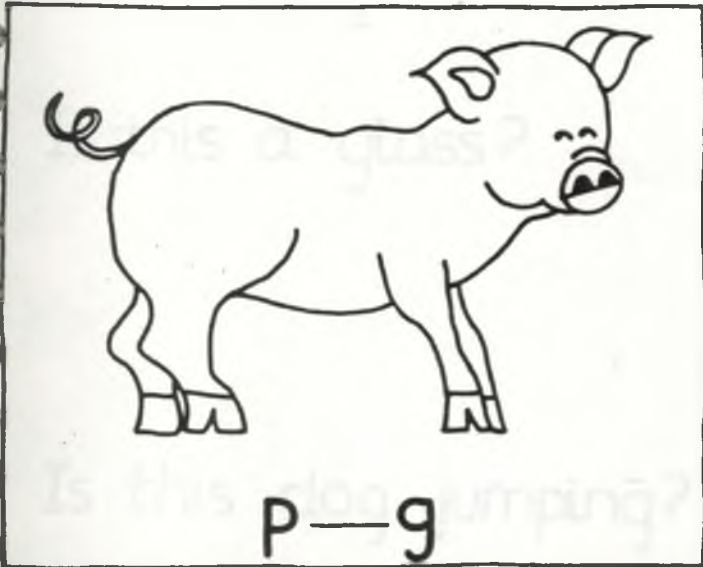
I want to be a  
good devotee because





A E I O U

Put in the missing letters.

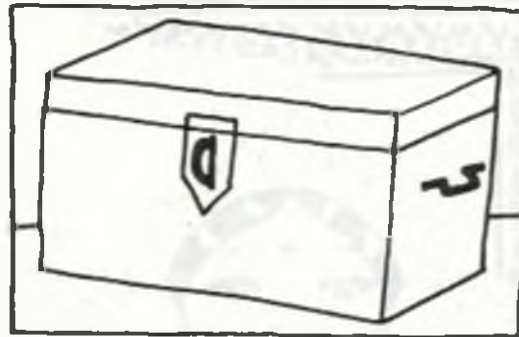




Put a green circle when it is Yes.

Put a blue circle when it is No.

Is this a glass?



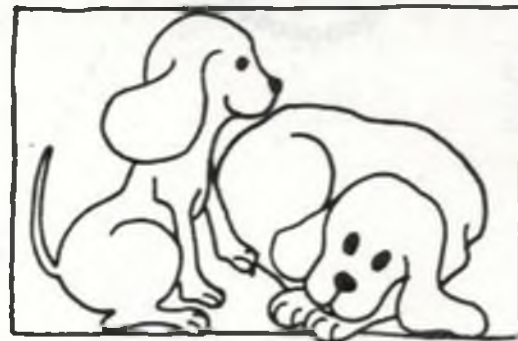
Yes  
No

Is this dog jumping?



Yes  
No

Are these kittens?



Yes  
No

Are these cows?



Yes  
No

Is this boy sleeping?



Yes  
No





green

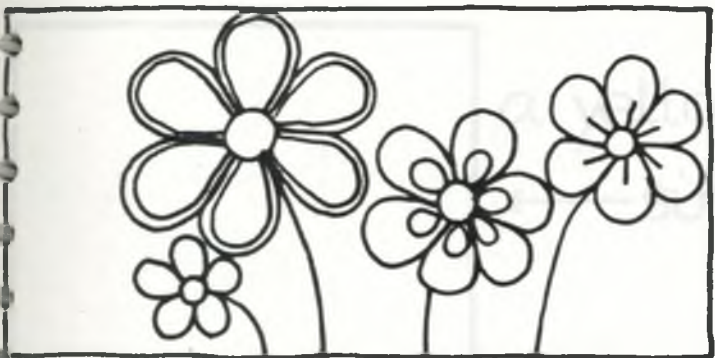
yellow

orange

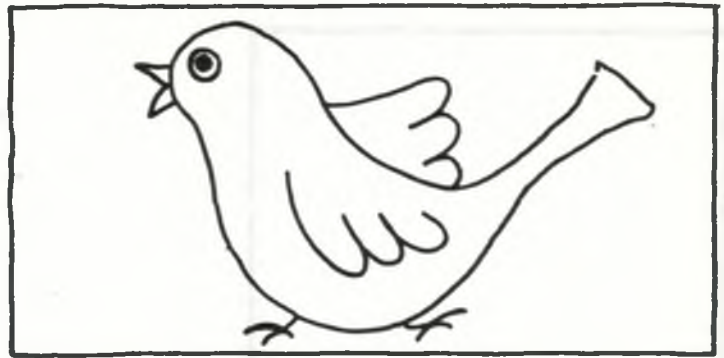
black



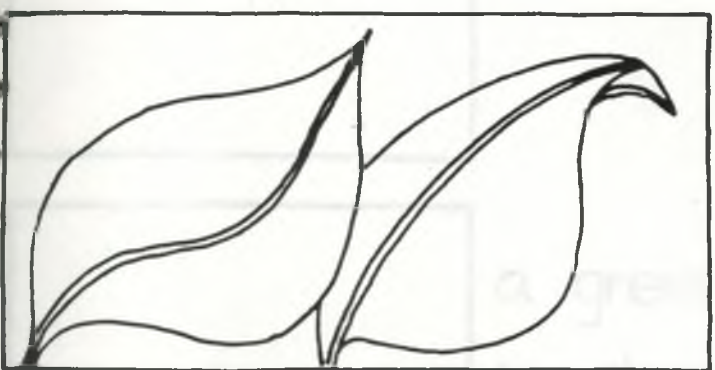
Color these pictures.



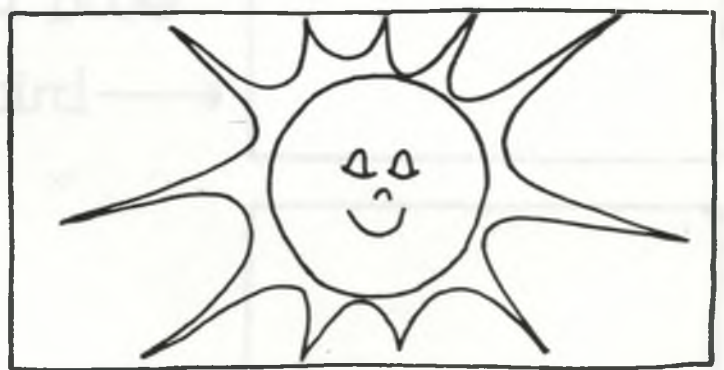
pink



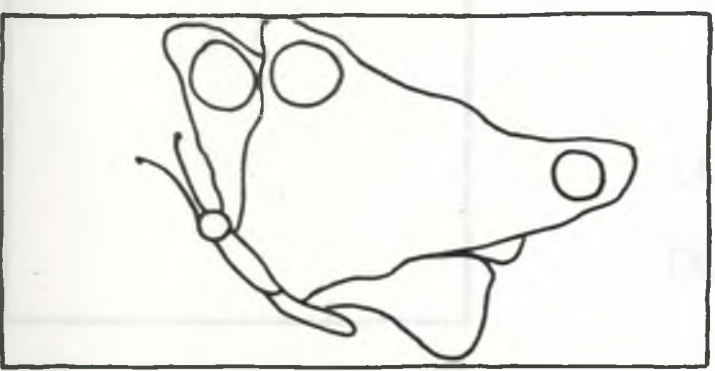
blue



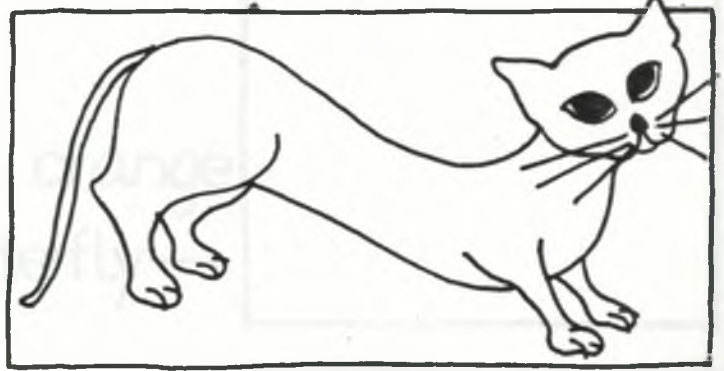
green



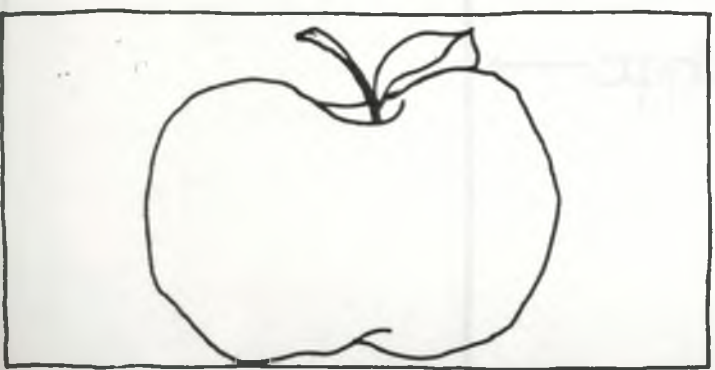
yellow



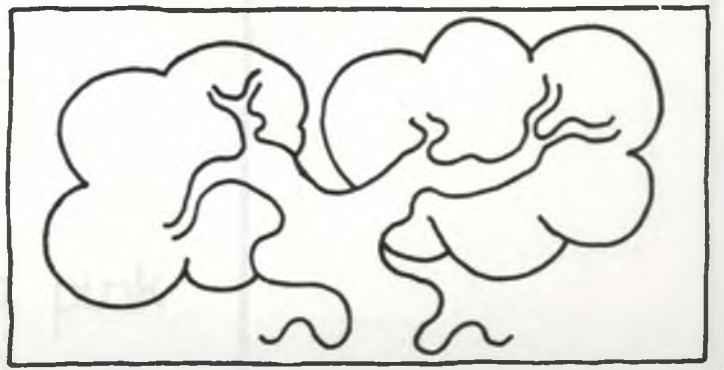
orange



black



red



brown



Draw.....



a yellow

← sun



a blue

bird →



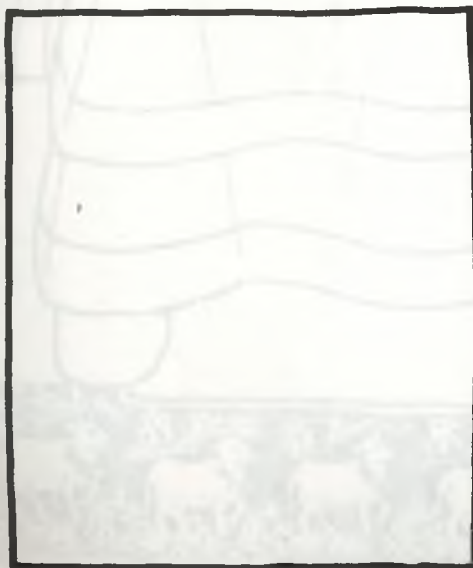
a green

← tree



an orange

butterfly →



a red

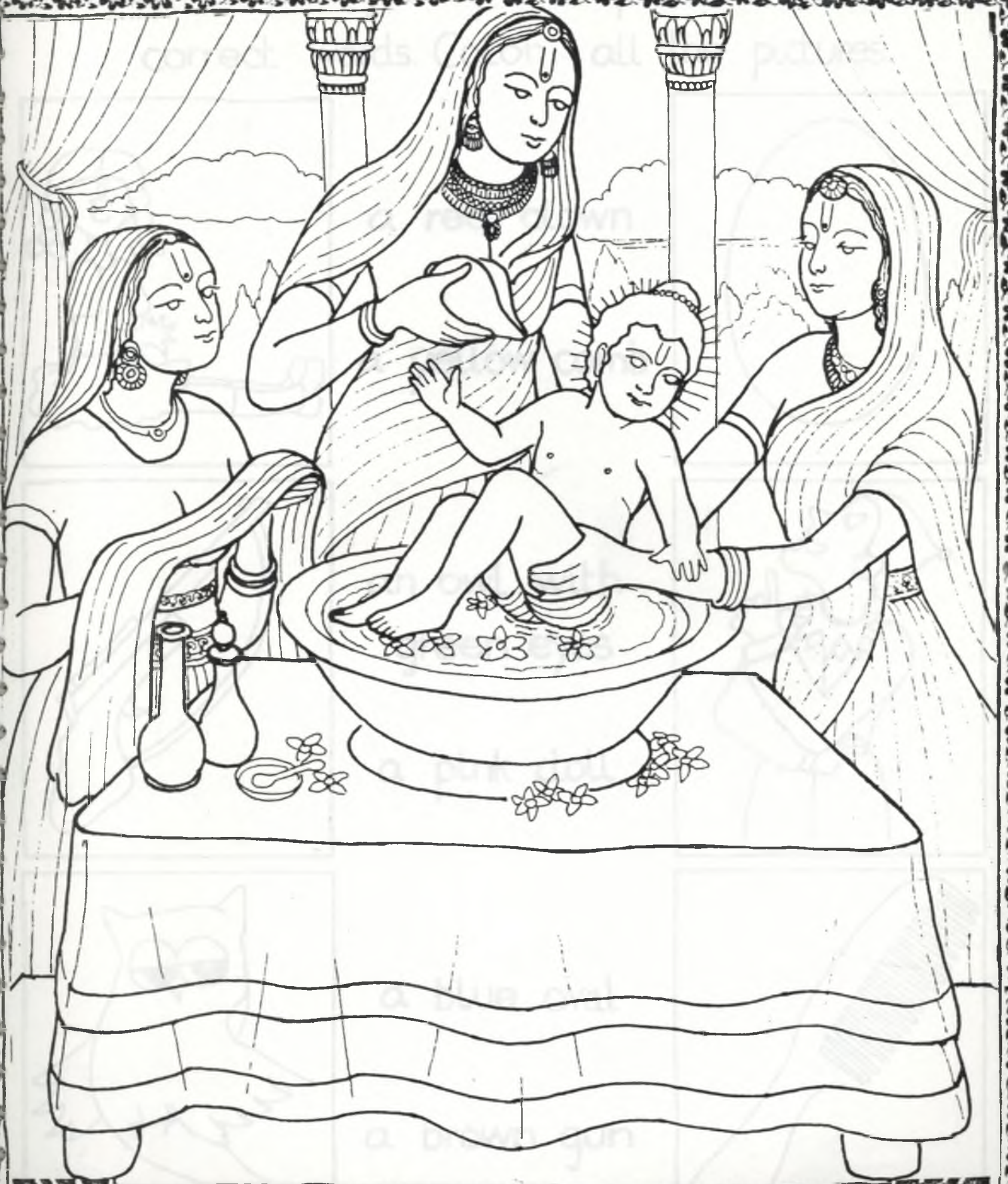
← apple



a pink

flower →





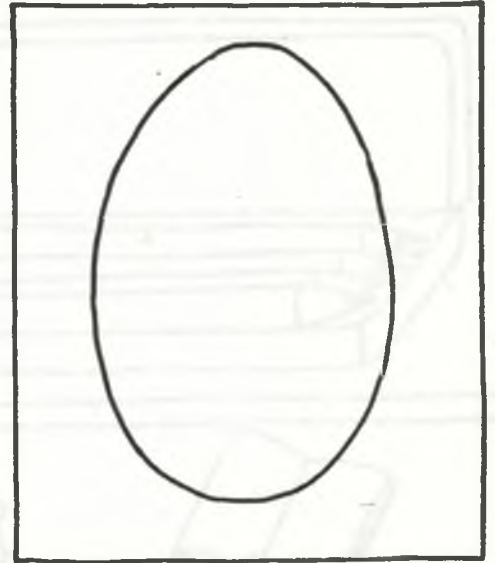


Draw a line joining the pictures to the correct words. Color all the pictures.



a red clown

a yellow comb



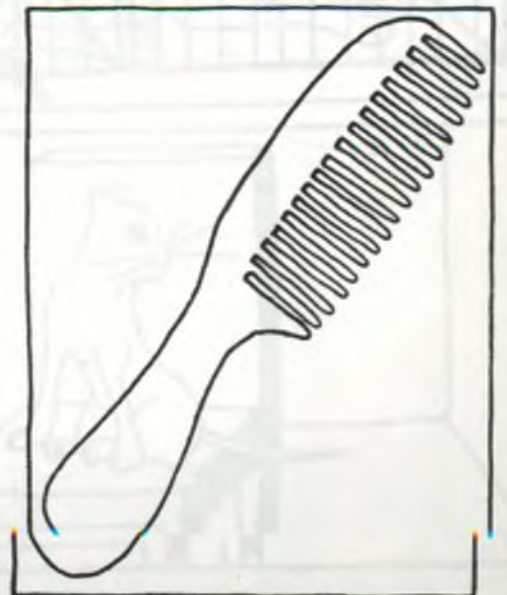
an owl with green eyes

a pink doll



a blue oval

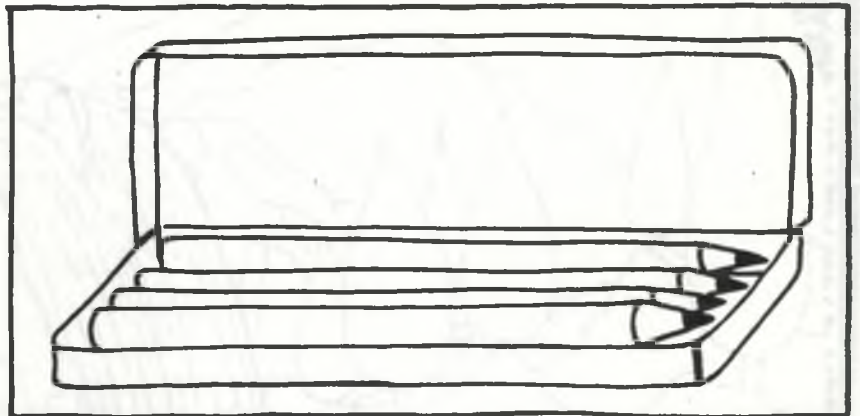
a brown gun





What are they doing? Draw a line joining the correct sentences to the pictures.

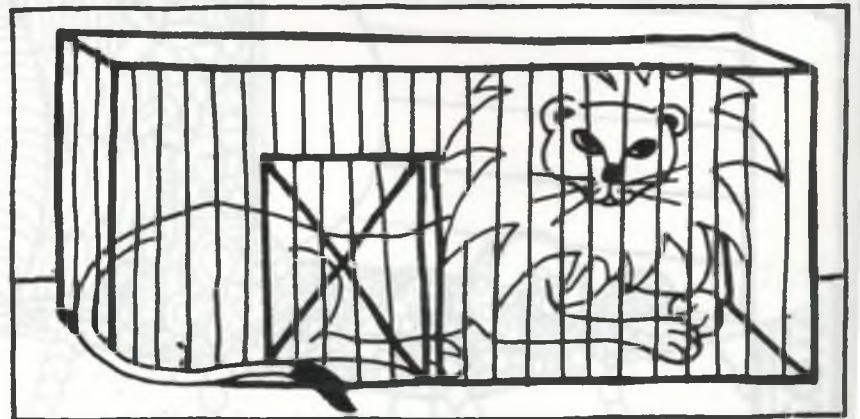
She is holding a book.



A cat is sitting on a chair.



There are four pencils in the box.



The lion is in the cage.





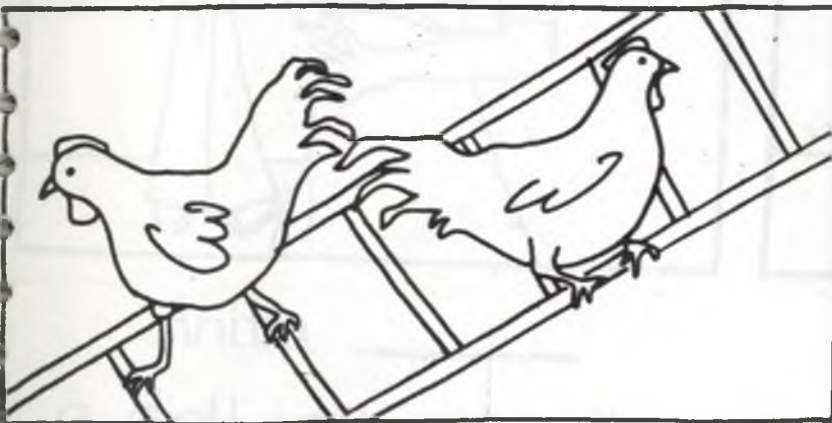




Draw a line joining the correct sentence to each picture. Color the pictures.



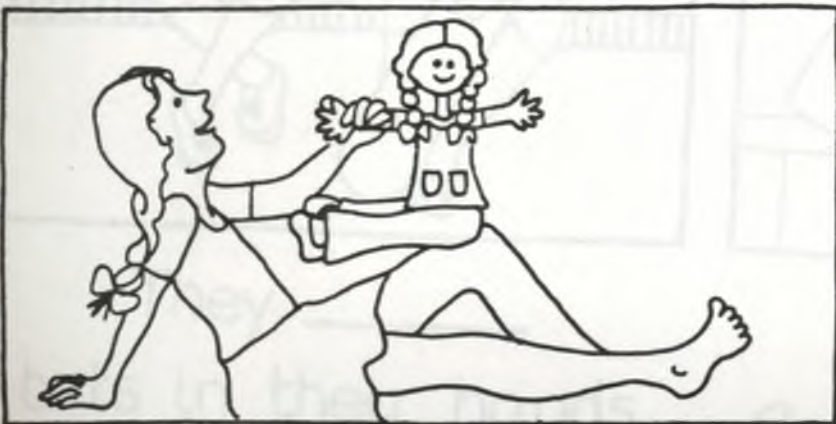
A girl is playing with her doll.



How funny the three clowns look!



Two hens are sitting on a ladder.



A glass is on the table.



Write  
the missing words

Write **have**

Write **has**



Anita \_\_\_\_\_  
a doll in her hand.

We \_\_\_\_\_  
cups in our hands.



They \_\_\_\_\_  
bats in their hands.

She \_\_\_\_\_  
a book in her hand.

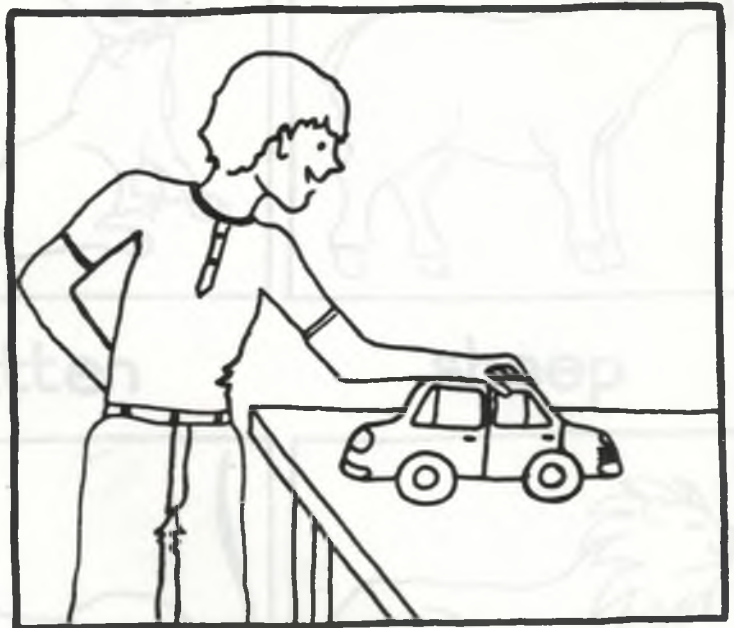


Write the missing words

Color the pictures.

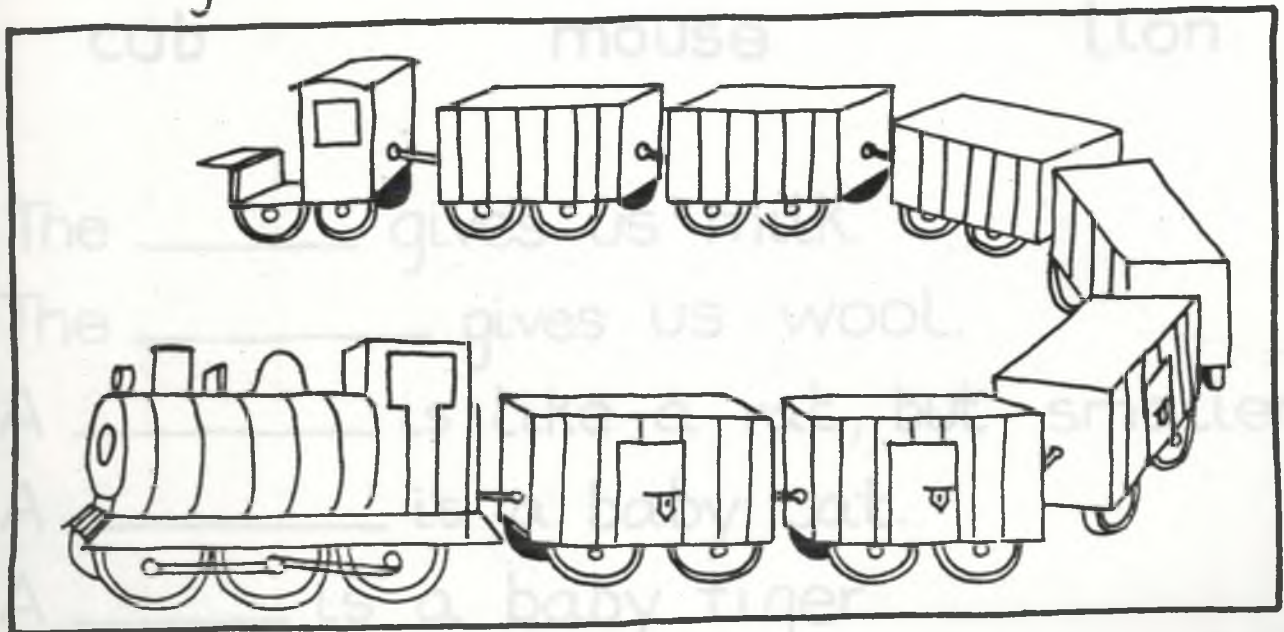
Write **have**

Write **has**



They \_\_\_\_\_  
long tails.

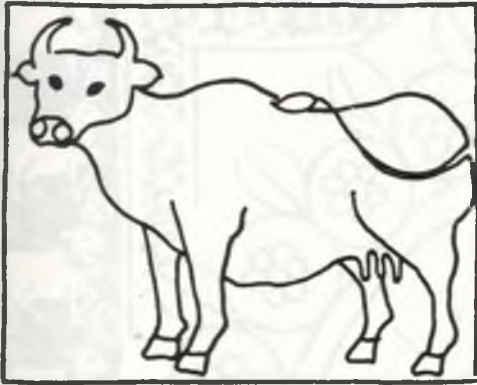
Govinda \_\_\_\_\_  
a red car.



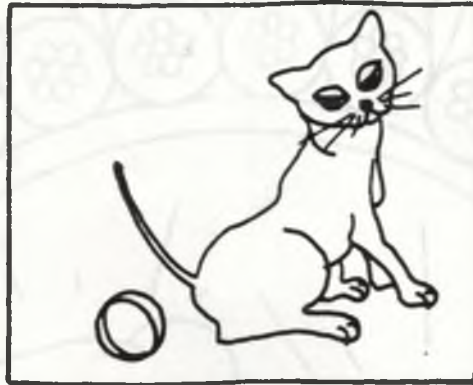
This train \_\_\_\_\_  
many wagons.



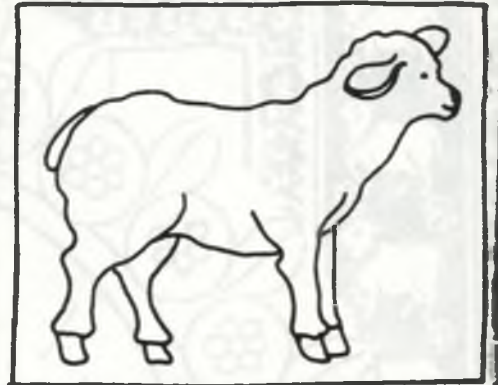
Fill in the blanks  
with the help of the pictures.



cow



kitten



sheep



cub



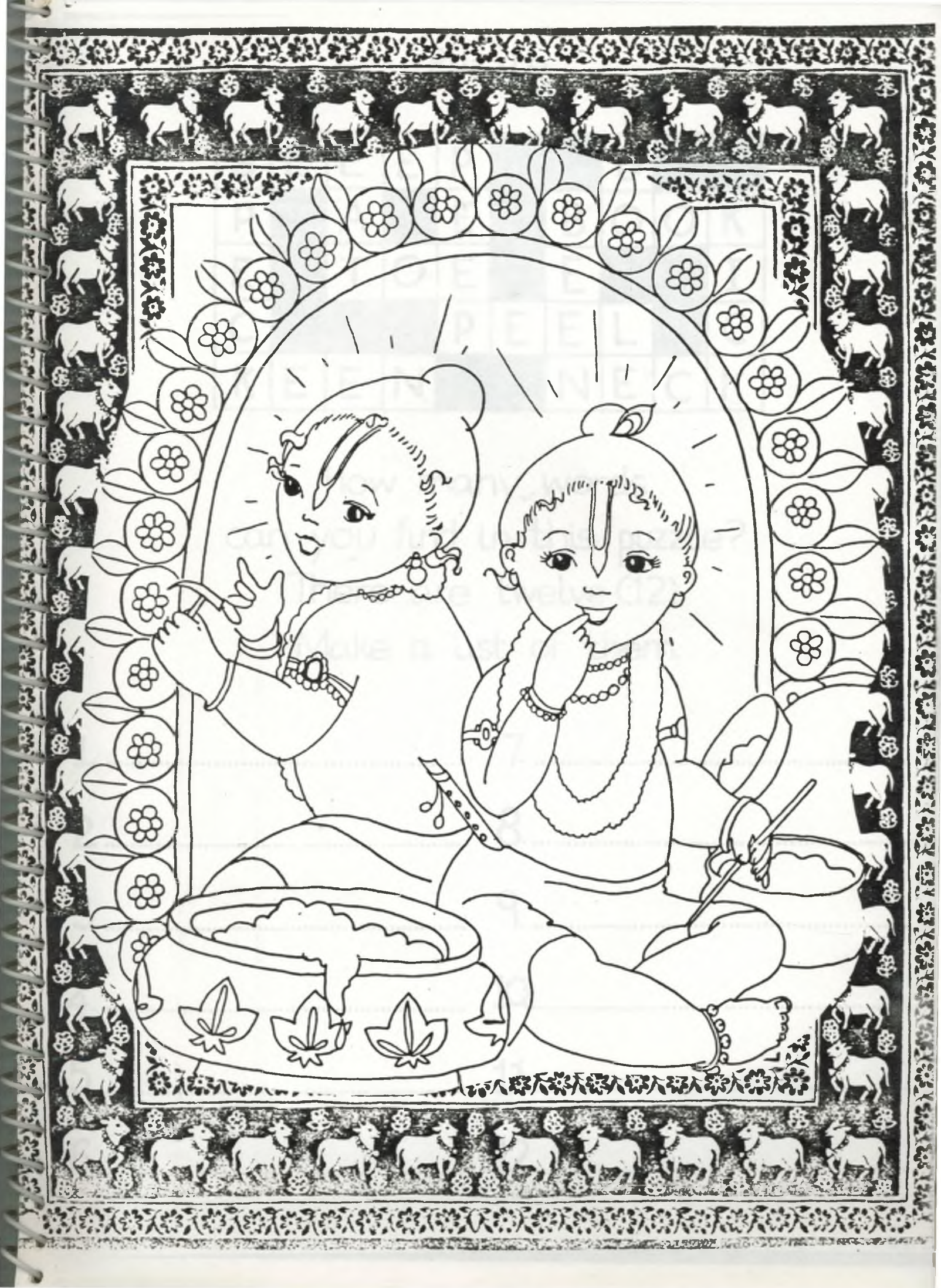
mouse



Lion

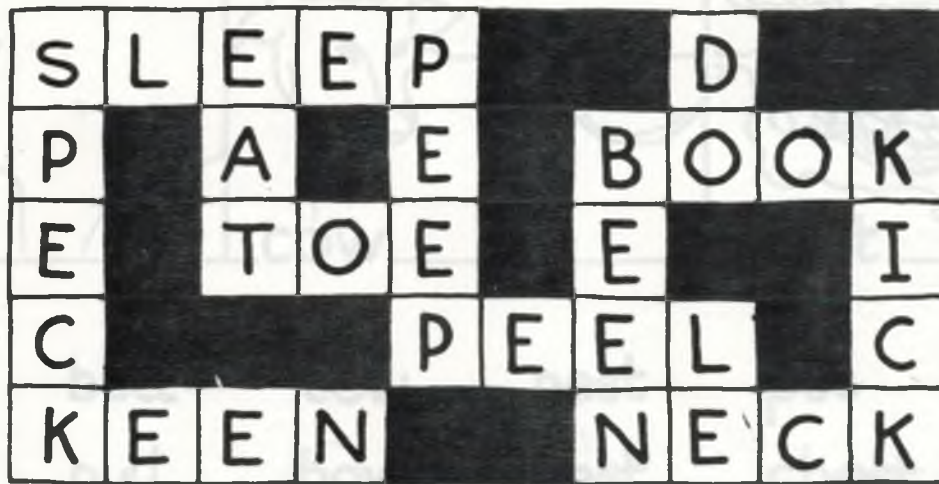
1. The \_\_\_\_\_ gives us milk.
2. The \_\_\_\_\_ gives us wool.
3. A \_\_\_\_\_ is like a rat, but smaller.
4. A \_\_\_\_\_ is a baby cat.
5. A \_\_\_\_\_ is a baby tiger.
6. In the picture, the \_\_\_\_\_ is just below the baby cat.







# Puzzle



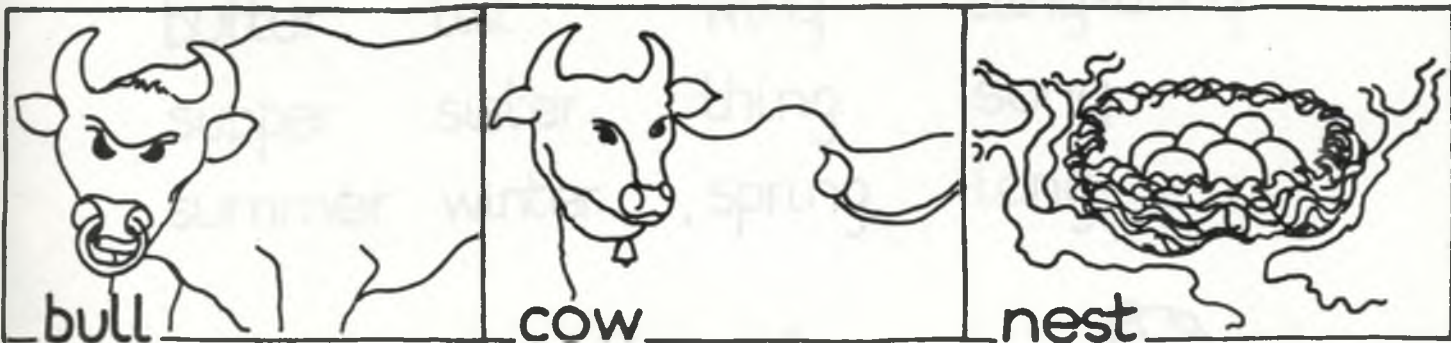
How many words  
can you find in this puzzle?

There are twelve (12).

Make a list of them.

1. ....
2. ....
3. ....
4. ....
5. ....
6. ....
7. ....
8. ....
9. ....
10. ....
11. ....
12. ....





bull

cow

nest

bull

cow

nest

put

pull

how

best

chest

full

now

vest

down

If you add 's' to 'nest' it means more than one.

**nest - nests**

Now write these words so that they mean more than one.

1. bull .....

2. cow .....

3. vest .....

4. chest .....

5. I am the father of a calf. Write my name.

6. I am the mother of a calf. Write mine too.

.....

.....

Put the letters right in these words.

7. lluf .....

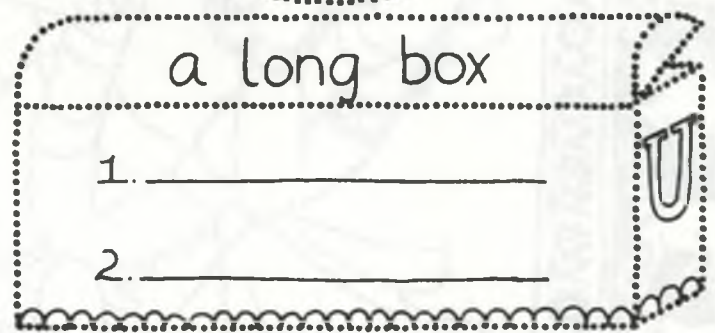
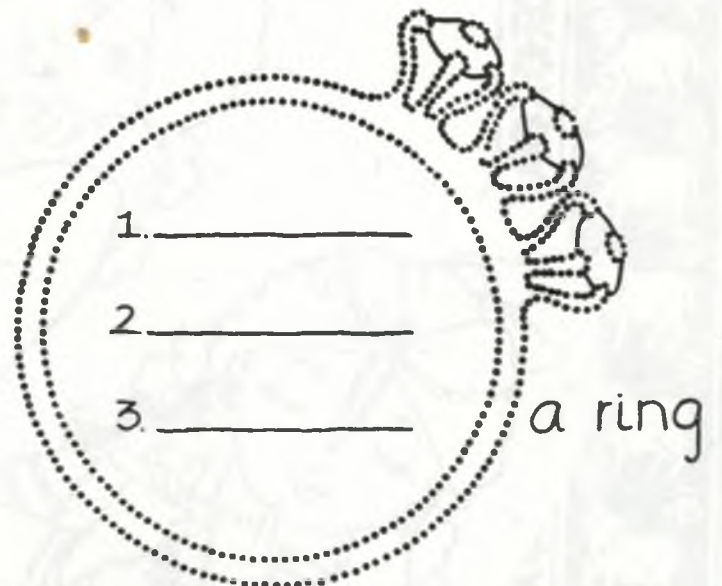
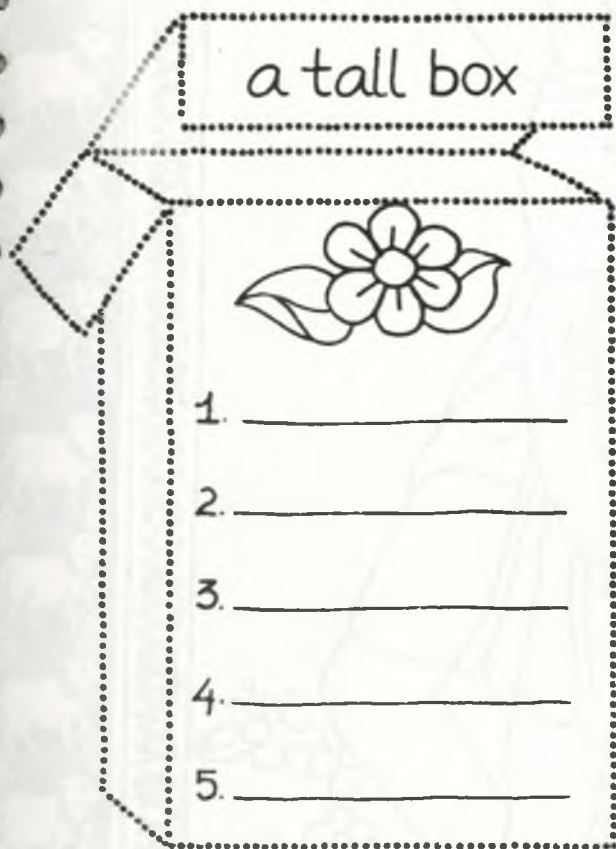
8. onw .....

9. ohw .....

10. owdn .....



butter list wing ding-dong  
supper sister thing song  
summer winter spring long

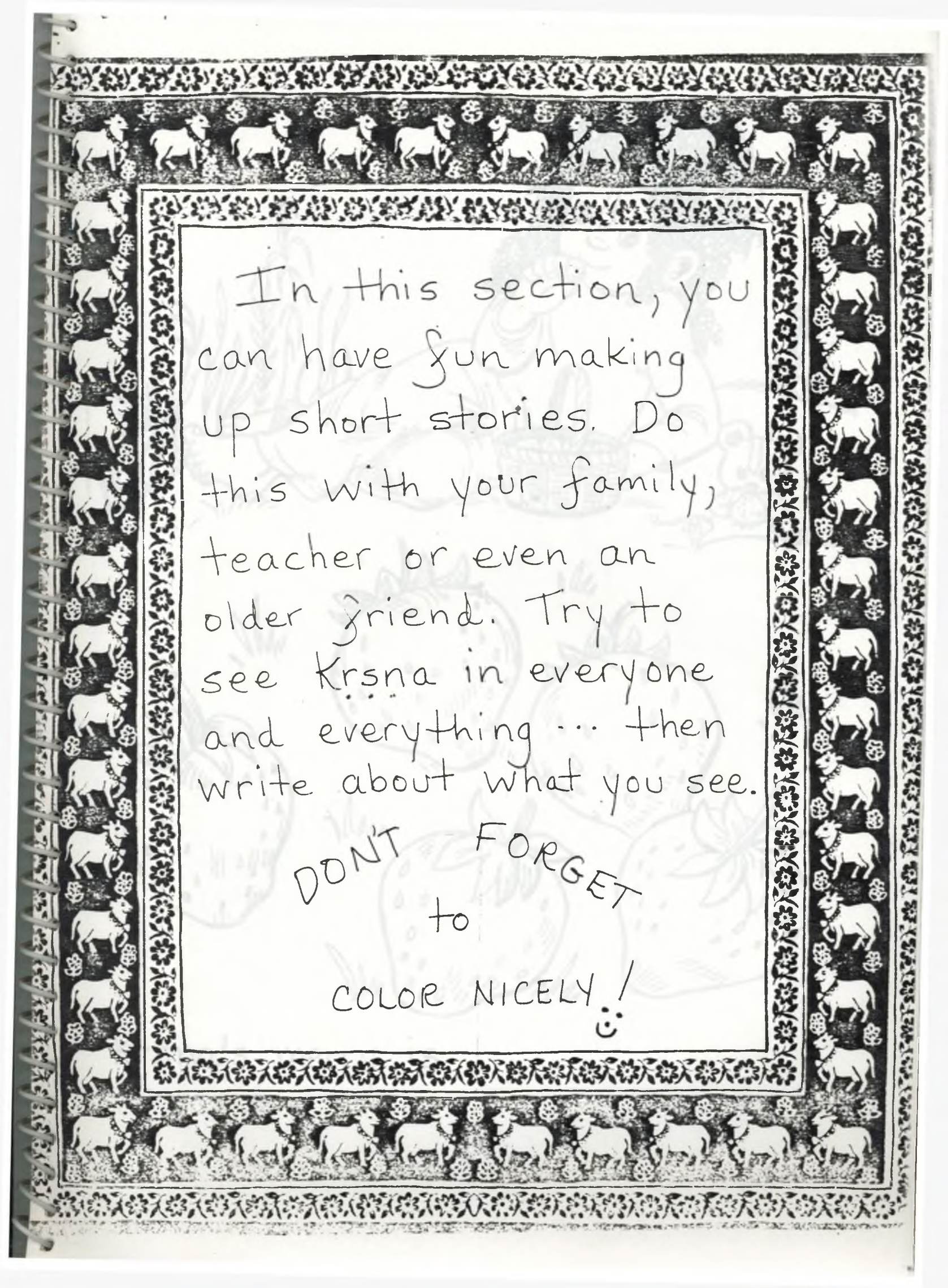


1. Write in the tall box all the words that end in **-er**.
2. Write in the ring the three words that end in **-ing**.
3. Write in the long box the two words that begin with **su-**









In this section, you  
can have fun making  
up short stories. Do  
this with your family,  
teacher or even an  
older friend. Try to  
see Kṛṣṇa in everyone  
and everything ... then  
write about what you see.

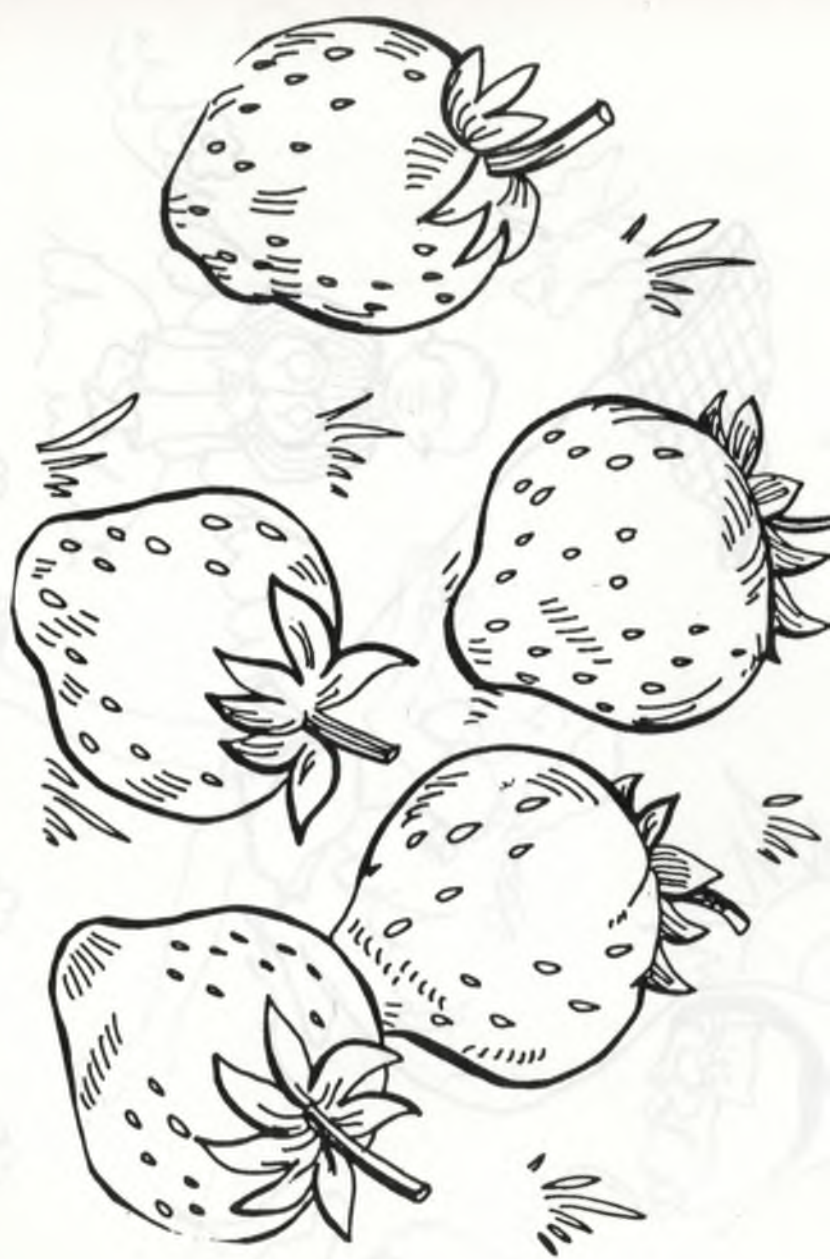
DON'T FORGET  
to

COLOR NICELY!





One day,  
Krsna's mercy is











One day,



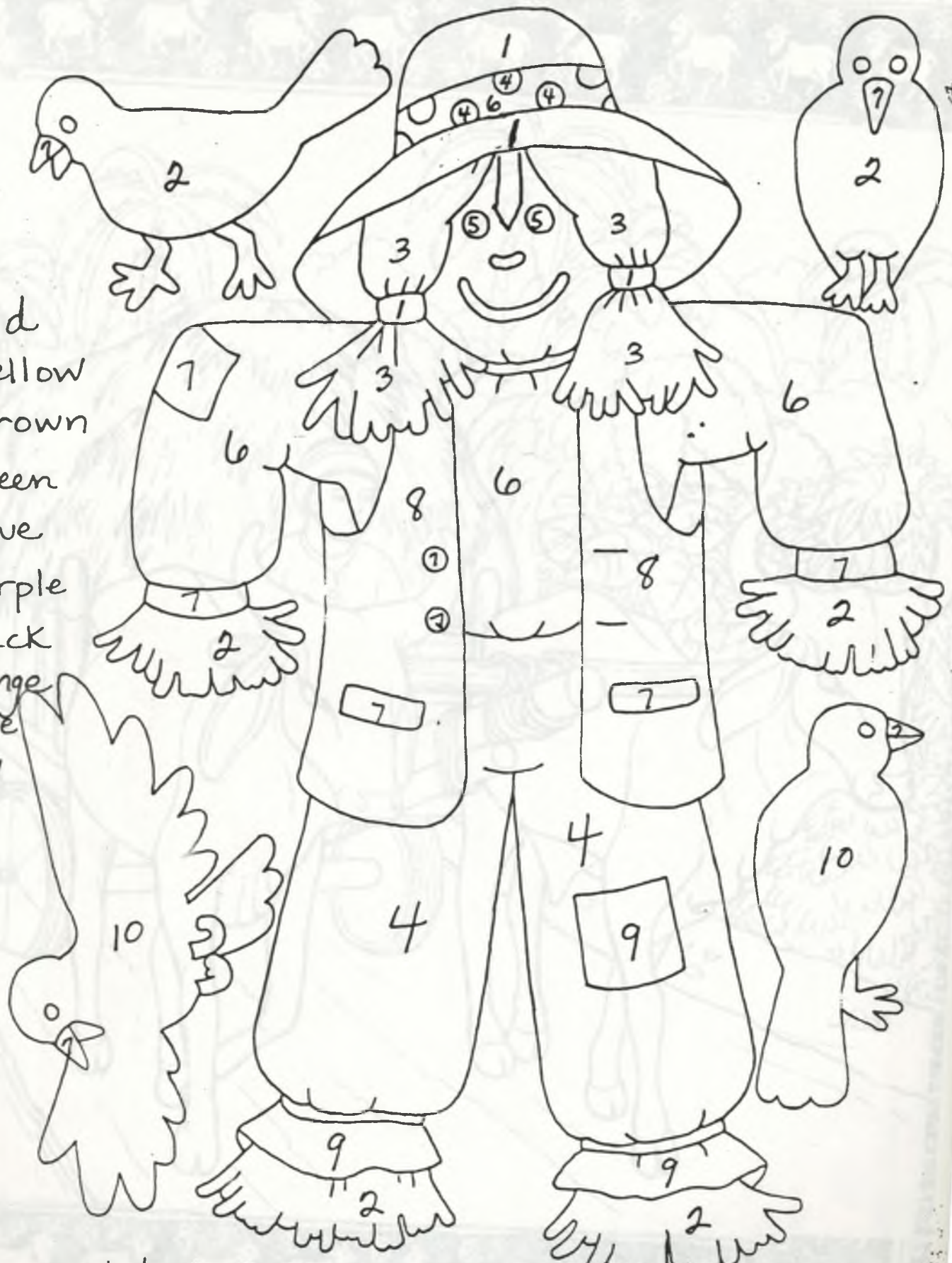


I like to

HARE KRSNA

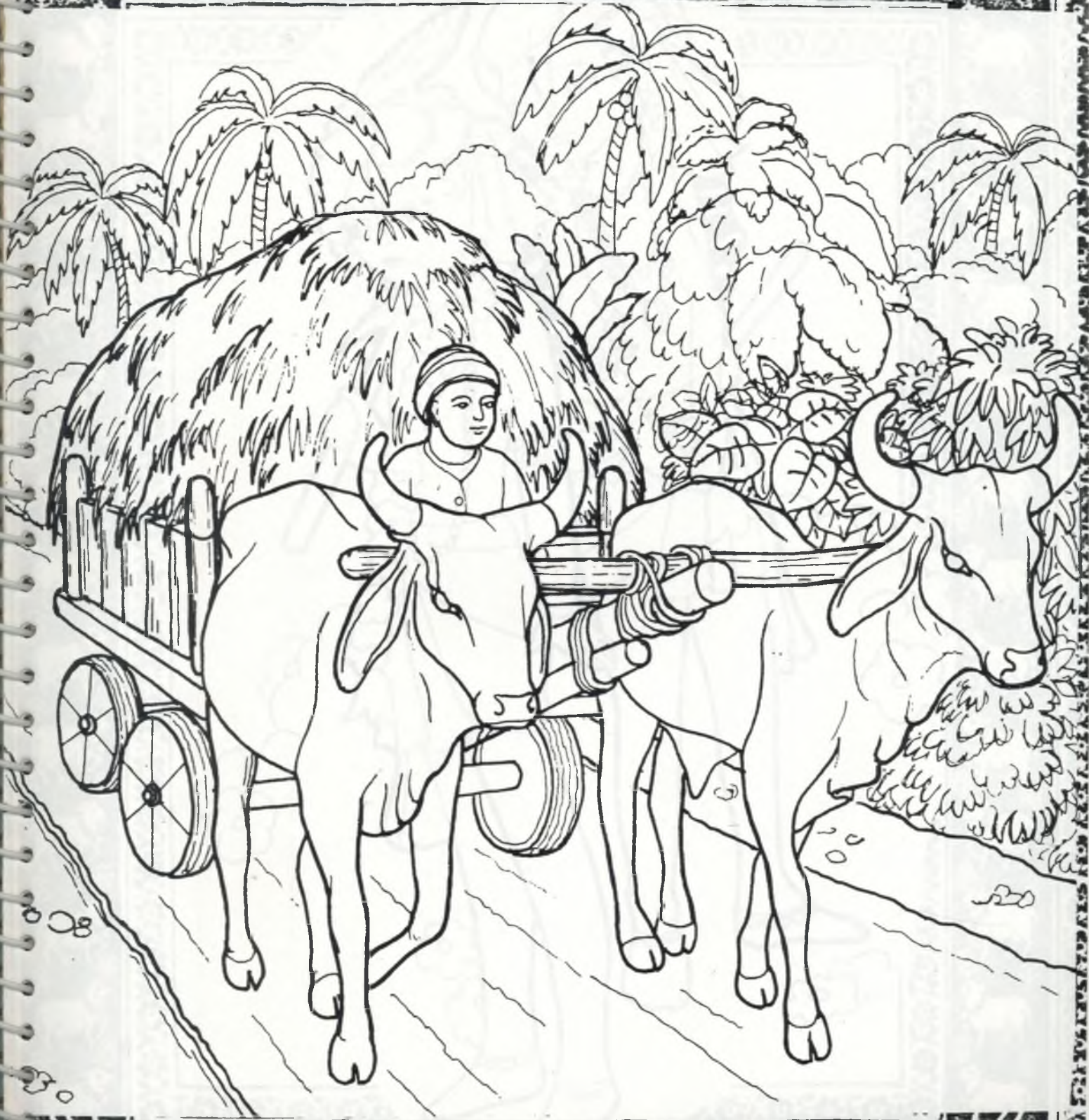


- 1. red
- 2. yellow
- 3. brown
- 4. green
- 5. blue
- 6. purple
- 7. black
- 8. orange
- 9. white
- 10. grey



HARE KṚṢṂA

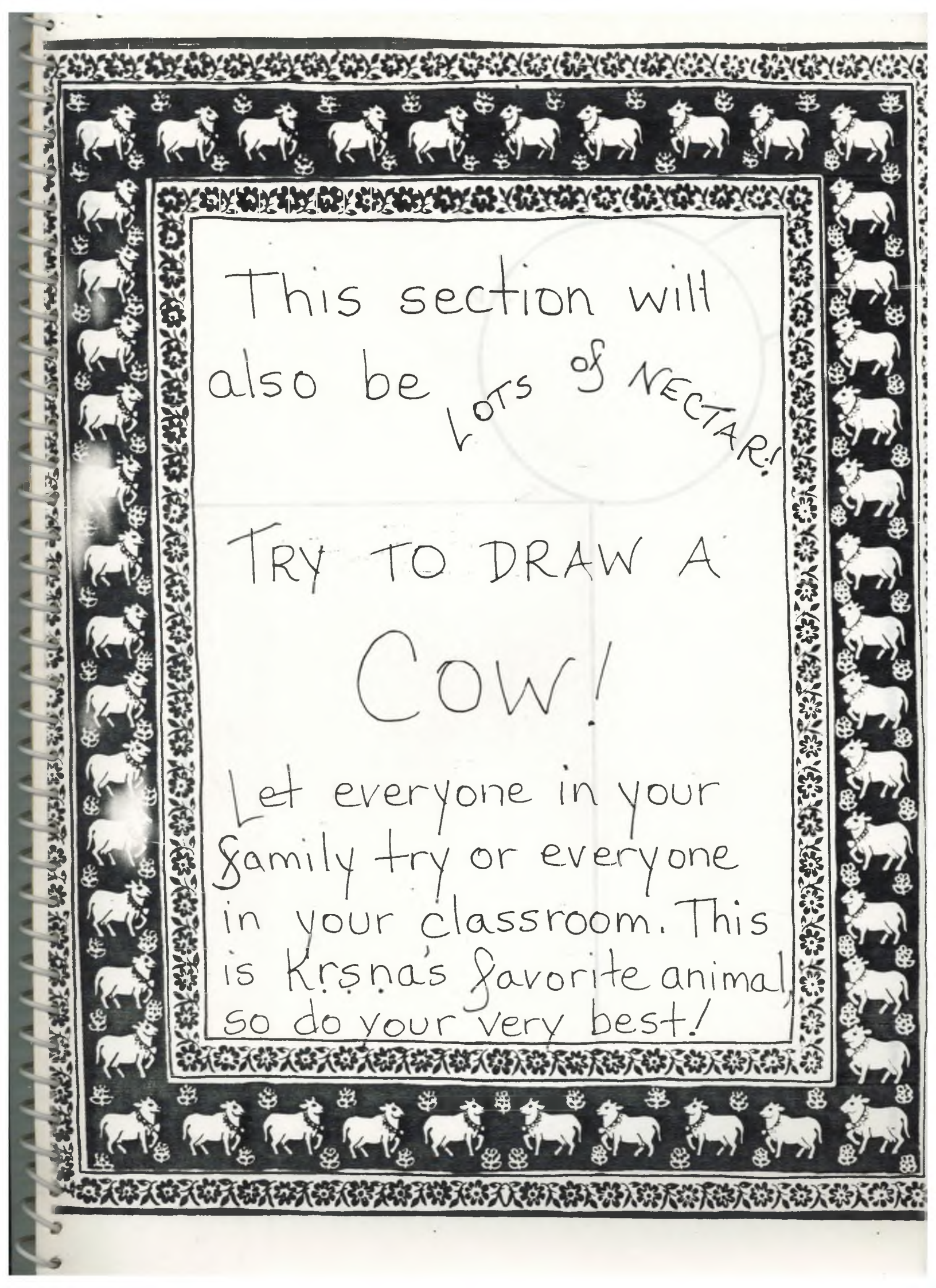










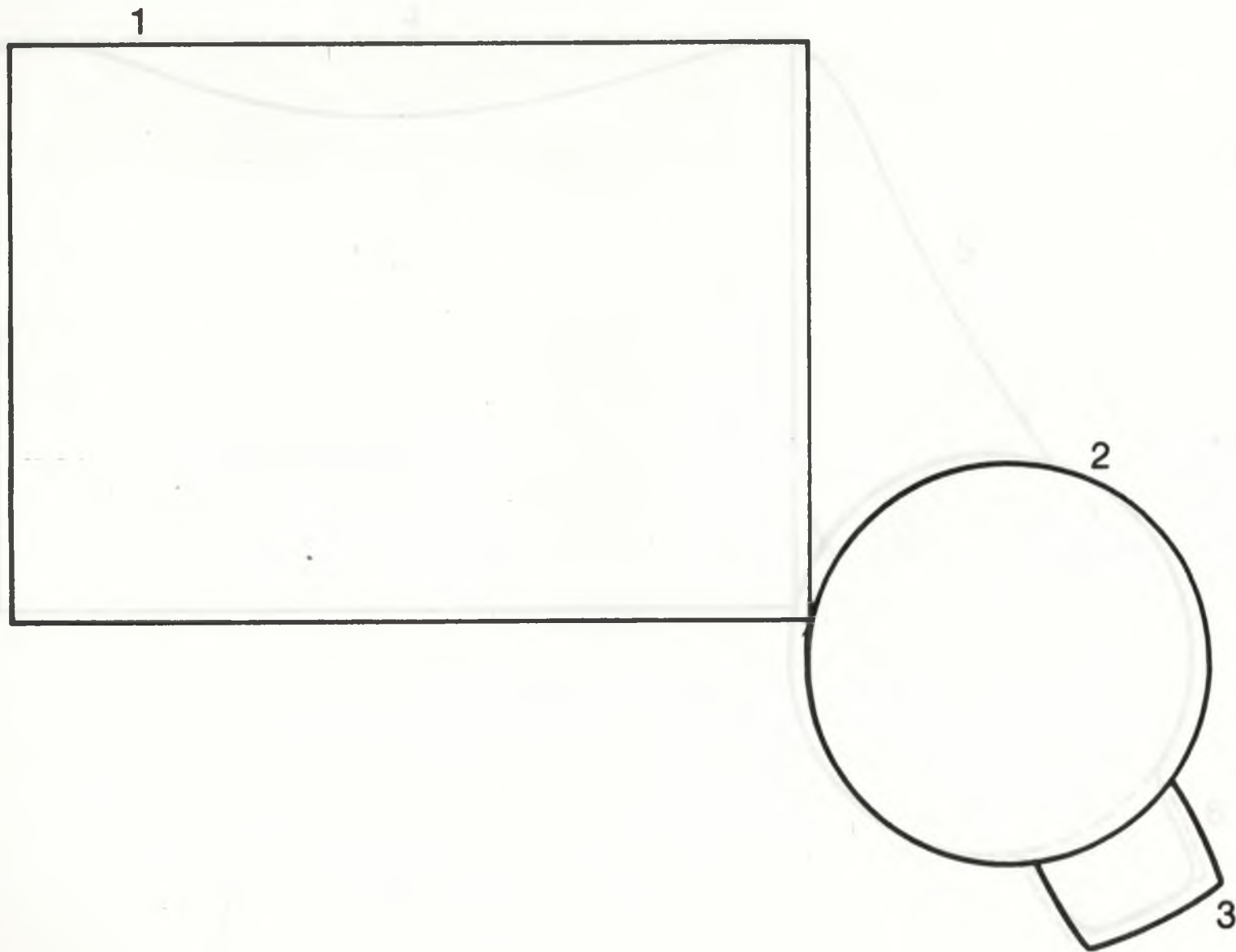


This section will  
also be *lots of* NECTAR!

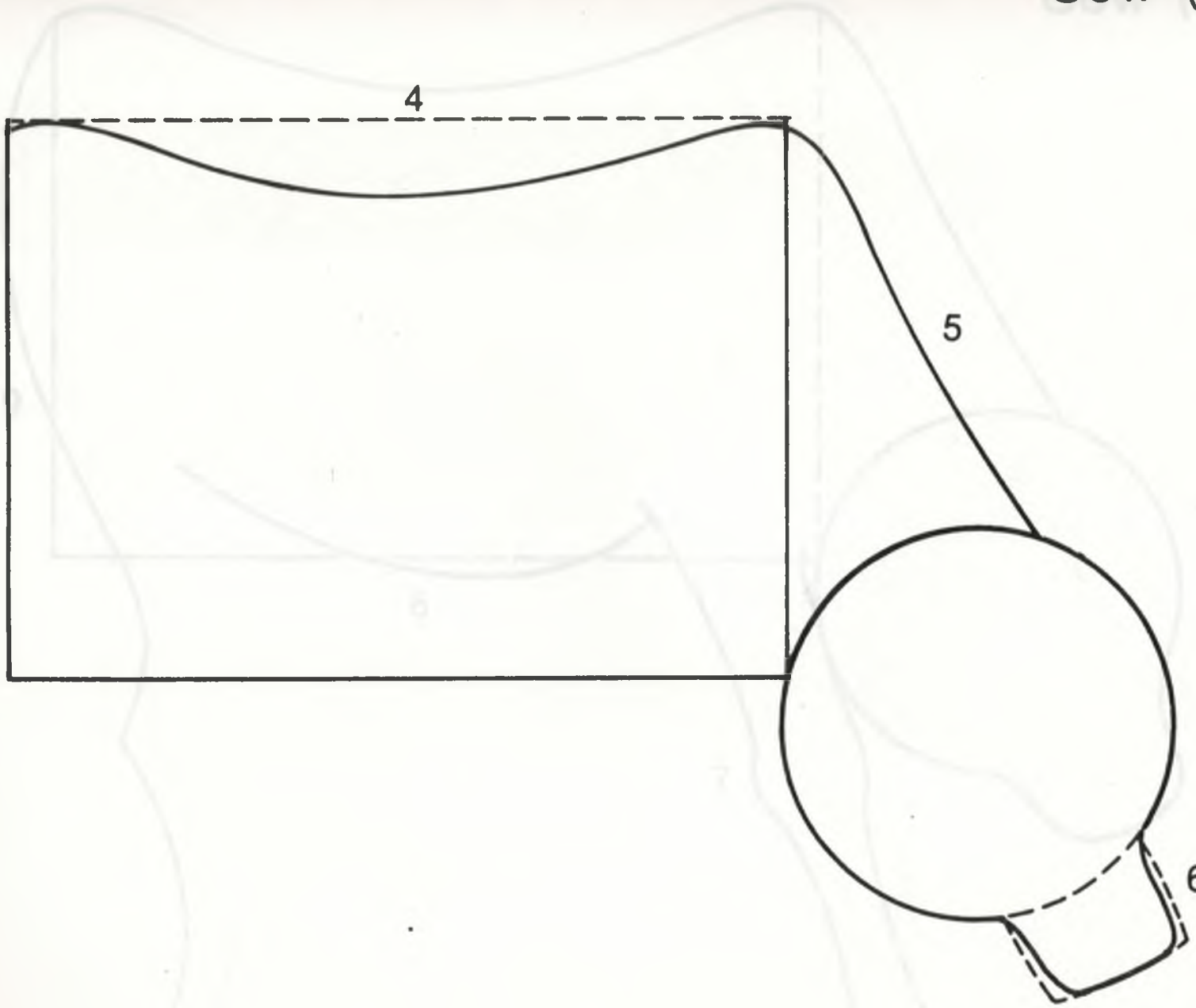
TRY TO DRAW A  
COW!

Let everyone in your  
family try or everyone  
in your classroom. This  
is Kṛṣṇa's favorite animal,  
so do your very best!

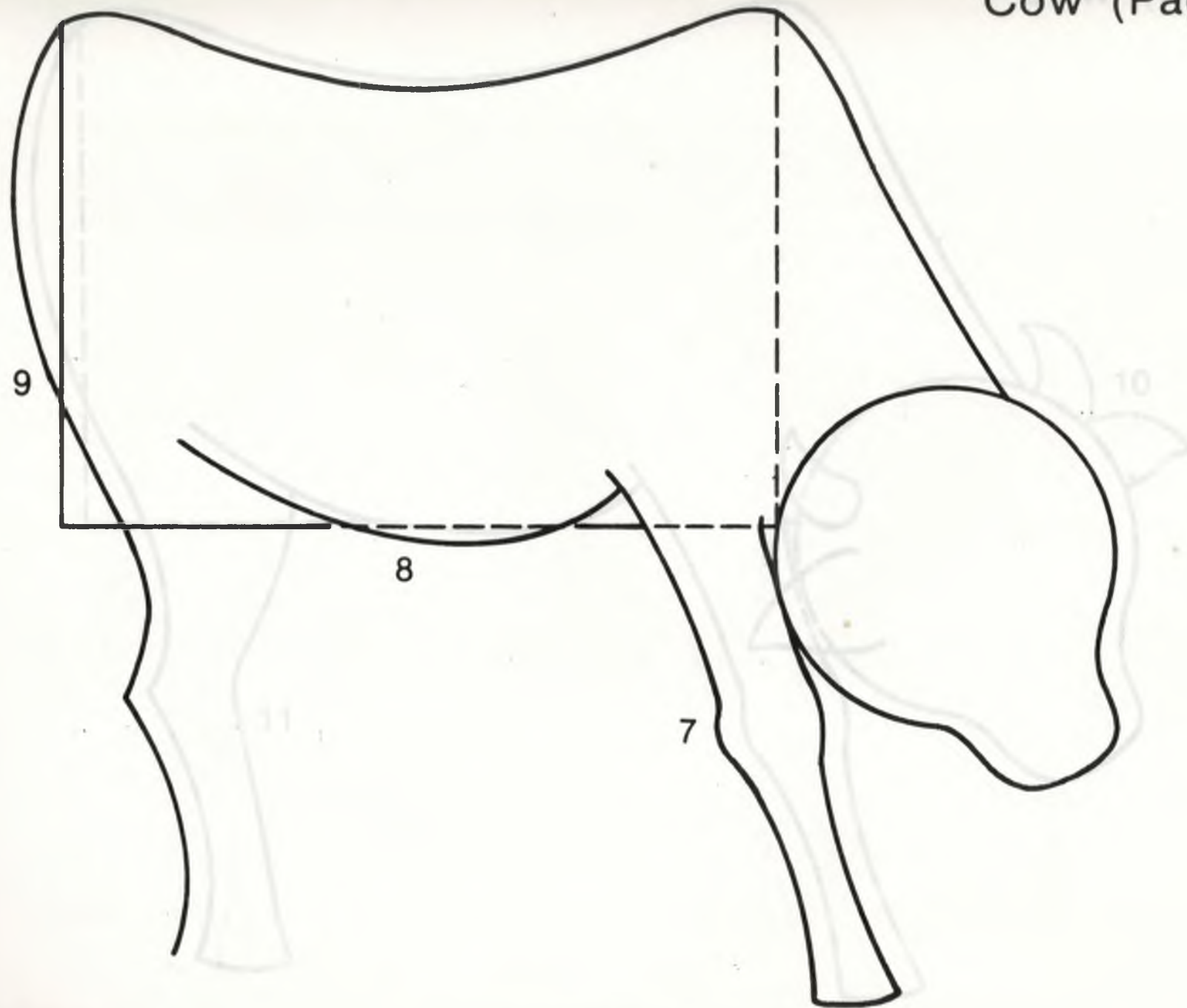




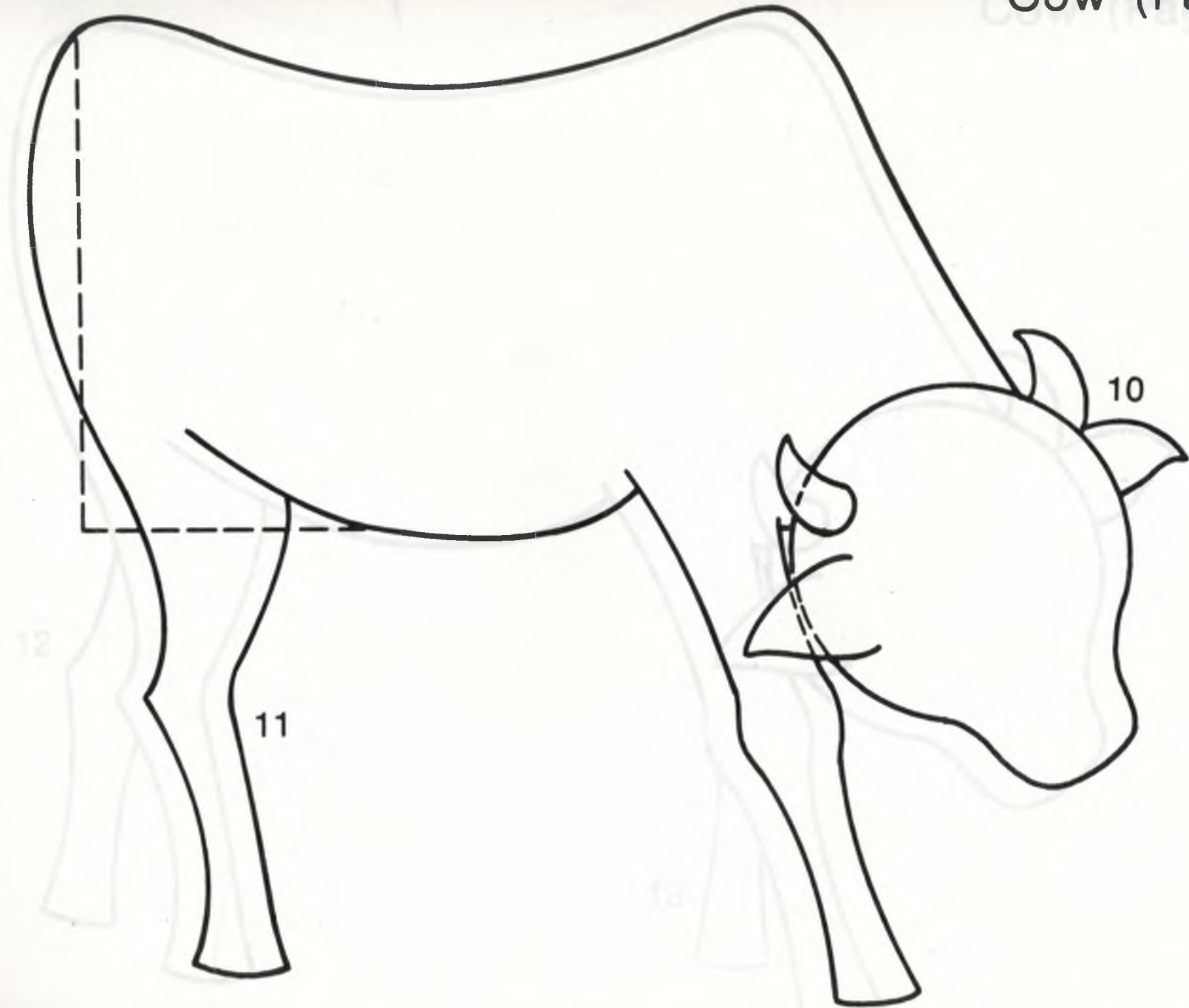






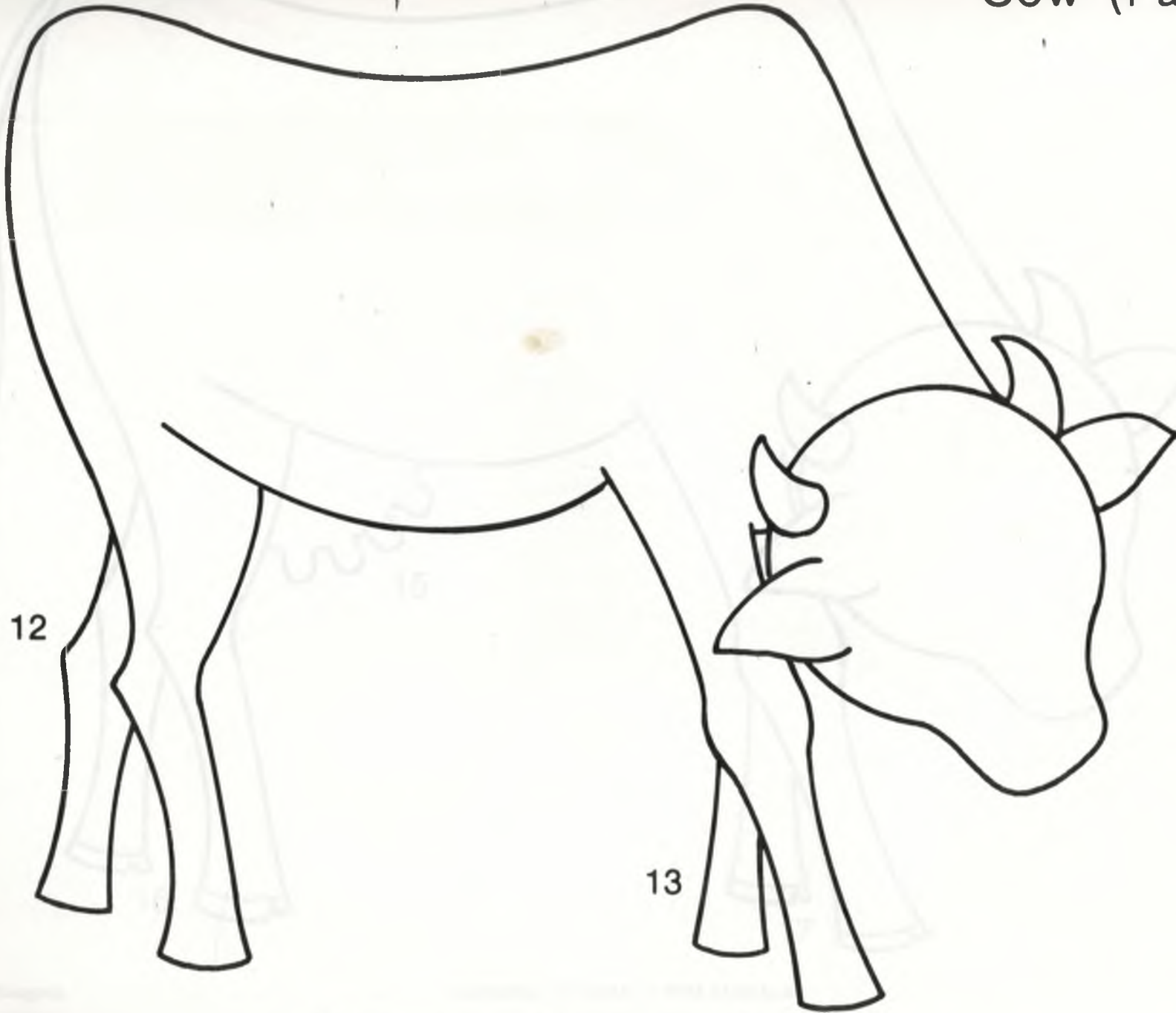




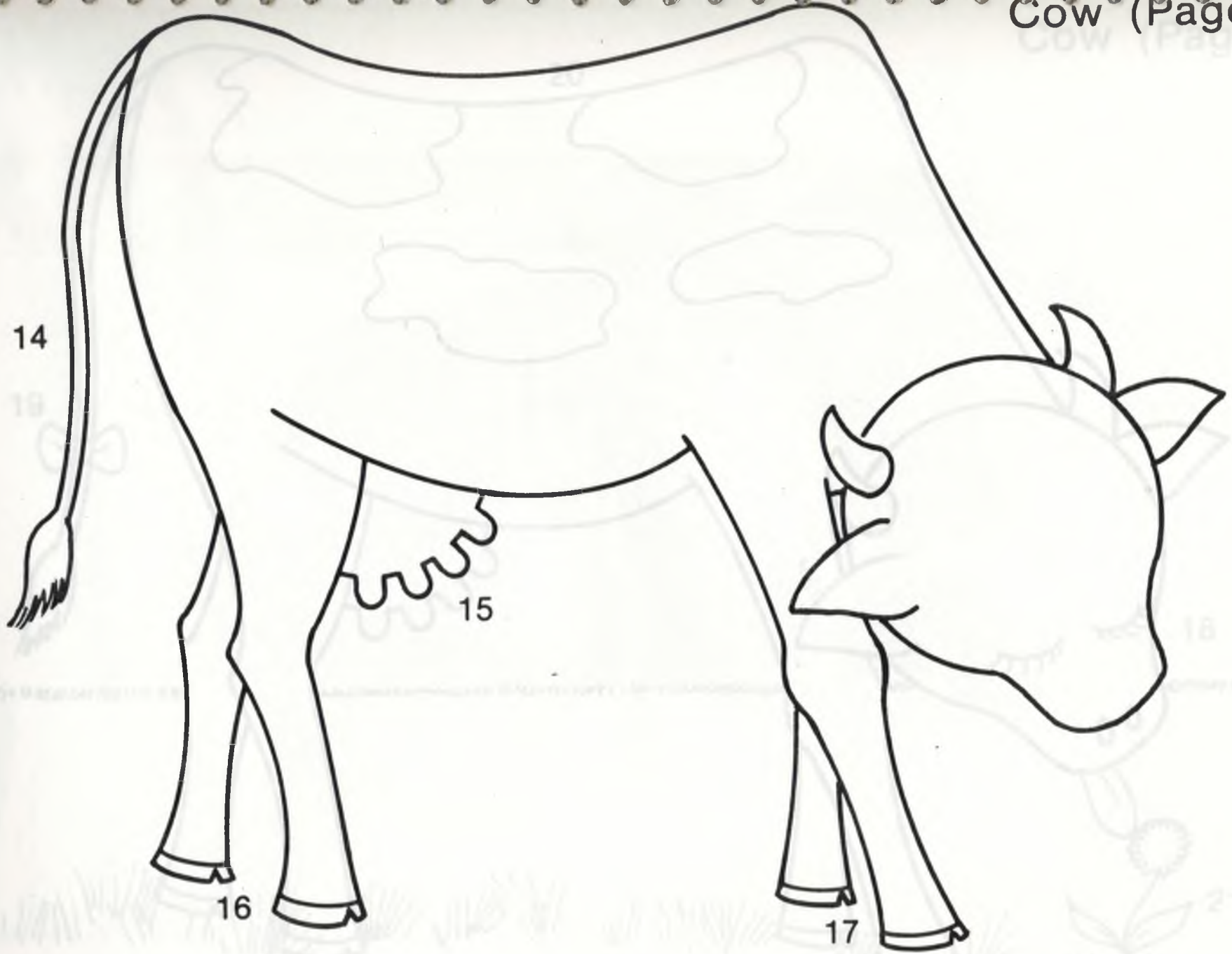




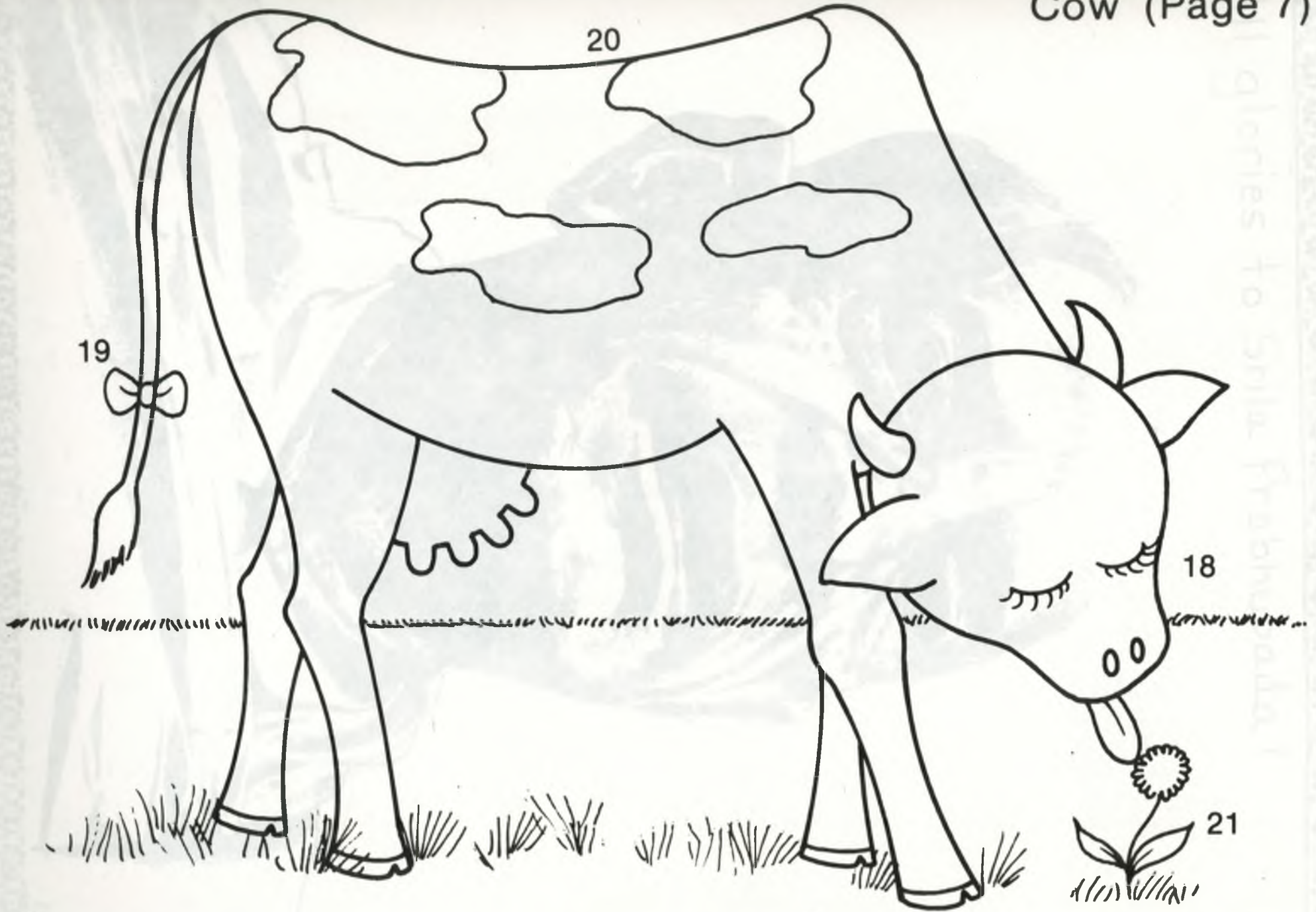
Cow (Page 5)















# Lots of Research



VOL. II