

# Kishor Kishori Lesson Plans

- [Kishor Kishori #7](#)
- [Bound Yet Free — The Damodara Secret of True Freedom](#)

# Kishor Kishori #7

## Syllabus

7	<i>Bhagavad-gita</i> 5.18	Parama Karuna	Seeing Krishna in Everyone	<b>Role Play:</b> <del>Krishna's Mercy to Sudama</del>
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## Learning Objectives

- Understand what **“equal vision” (sama-darśinaḥ)** means in bhakti-yoga.
- Discuss how **knowledge + humility** changes how we see others.
- Apply the teaching to **real-life school, family, and social situations.**

## Shloka

### Icebreaker Question

Before verse, ask:

*“If you had to sit at a dinner table with five people — a rich businessman, a beggar, a cow, a sweeper, and your best friend — who would you treat best?”*

This hooks them immediately and sets up the debate later.

Bg. 5.18

समं दृष्ट्वा तु पाण्डुपुत्रो पाण्डुपुत्रोऽपि  
पाण्डुपुत्रोऽपि पाण्डुपुत्रोऽपि पाण्डुपुत्रोऽपि

**The humble sages, by virtue of true knowledge, see with equal vision a learned and gentle brāhmaṇa, a cow, an elephant, a dog and a dog-eater [outcaste].**

Ask: “What do you think ‘equal vision’ means?” – let students guess freely.

## A. Śrīla Prabhupāda’s Equal Vision

- When **Prabhupāda went to America**, he didn’t go only to universities or temples.
- He sat under a tree in Tompkins Square Park and sang Hare Krishna.
- Who came? Hippies, drug addicts, businessmen, professors, children.
- He gave Krishna to *all*, without asking for money, caste, or qualification.

- Key line for children: *“For Prabhupāda, a hippie on the street and a big professor were both souls needing Krishna’s love.”*

## B. Gaura-Nitai’s Equal Mercy

- Tell short **Jagāi-Mādhāi story**: Two drunkards who insulted devotees. Everyone avoided them.
- But Nityānanda still approached them. Even when hit, He begged Mahāprabhu to forgive them.
- Finally, both were delivered and became devotees.
- Key line: *“Even those everyone else rejected were accepted by Gaura-Nitai.”*

## Song - Parama Karuna

Teacher : *“Prabhupāda gave Krishna to hippies and professors. Gaura-Nitai gave Krishna to drunkards like Jagāi-Mādhāi. This song — Parama Karuṇā — celebrates that mercy given to all without discrimination.”*

This makes the song feel like a natural continuation, not a separate block.

<https://kksongs.org/songs/p/paramakaruna.html>

parama karuṇa, pahū dui jana  
nitāi gauracandra  
saba avatāra-sāra śiromaṇi  
kevala ānanda-kanda

### LYRICS:

(1)

parama karuṇa—supremely merciful; pah dui jana—the two Lords; nitāi gauracandra—Lord Nityānanda and Lord Gauracandra; saba avatāra—of all incarnations; sāra—They are the essence; śiromaṇi—and the crest jewels; kevala ānanda-kanda—exclusive fountains of bliss.

1) The two Lords, Nitai-Gauracandra, are very merciful. They are the essence of all incarnations. The specific significance of these incarnations is that They introduced a process of chanting and dancing that is simply joyful.

## Debate Activity - “Who Deserves Respect?”

- Split class into two groups.

- Give them a scenario:
  - A school principal, a sweeper, a rich businessman, a beggar, and a cow - you see them all near your home/school.
- Group A argues **why some deserve more respect.**
- Group B argues **why all should be respected equally.**
- After debate, teacher sums up: In material society respect is unequal, but **spiritual vision is equal** because everyone is part of Krishna.

### Game - "Soul Glasses" (10 min)

#### Material Needed

Soul glasses (make from paper or bring a buy a plastic one)

#### Start

- Give one student "soul glasses" (can be a paper frame).
- Others act out roles: doctor, beggar, dog, cow, friend, enemy.
- The student with the glasses must greet each one as **"You are a soul, part of Krishna."**
- Rotate students.
  - Reinforces that vision changes when we see through knowledge.

### Practical application in real life

#### Discussion prompts

- How do we treat classmates who are poor, weak in studies, or of different background?
- Do we sometimes treat people differently based on money, power, or looks?
- What can we do to change that in our school and home?

### Closing & Take-Home Challenge (5 min)

- Key takeaway: **True knowledge + humility = equal vision.**
- Challenge: *"This week, practice treating one person you normally ignore with respect and note what happens."*
- End with chanting one round. As we chant, let's remember we are not just chanting for ourselves. We chant for every soul — classmates, parents, animals, even those we don't like — because everyone belongs to Krishna.
- *"Let me see every soul as Krishna's child."*

# Bound Yet Free — The Damodara Secret of True Freedom

## Core verse

Bhagavad-gītā 2.64

“rāga-dveṣa-vimuktais tu  
viṣayān indriyaiś caran  
ātma-vaśyair vidheyātmā  
prasādam adhigacchati

### Meaning:

“One who restrains his senses, free from attachment and aversion, and acts with self-control, attains the Lord’s grace and peace.”

## SESSION FLOW (≈60 min)

Segment	Time	Mode
1□ Recite & Discuss BG 2.64	10 min	Chant + meaning + reflection
2□ Damodara Līlā Storytelling	15 min	Gestures + short enactment
3□ Full Debate Activity	20 min	Scripted team debate
4□ Gītā Connection & Reflection	10 min	Synthesis
5□ Damodara Vows of Freedom	5 min	Personal pledges + lamp

# 1 Verse Recitation & Meaning (10 min)

- Chant the verse three times together.
- Use gestures:
  - *rāga-dveṣa-vimuktaḥ* — open palms, releasing attachment.
  - *indriyaiś caran* — walk fingers forward.
  - *ātma-vaśyair* — hands on heart, calm breath.
  - *prasādam adhiḡacchati* — palms open, serene smile.

## Teacher cue:

“Freedom isn’t running wild; it’s steering yourself with love.”

## Ask:

- “When have you felt peaceful after following a rule?”
- “Why does Krishna call self-control *prasāda* — grace?”

# 2 Damodara Līlā with Gestures & Drama (15 min)

Use volunteers for Krishna & Yashodā.

1. **Churning** — mime circular arms, hum softly.
2. **Mischief** — Krishna “steals butter.”
3. **Chase** — Yashodā runs; class claps rhythmically.
4. **Catching & Rope Too Short** — show two fingers gap.
5. **Finally Bound** — gently tie scarf around “Krishna.”
6. **Trees Delivered** — two students fall like trees.

## Explain:

“The rope was always two fingers short — one for our effort, one for Krishna’s mercy.  
When both meet, love binds even God.”

## 3 DEBATE ACTIVITY (20 min)

### Topic

“Choosing to be bound by commitments, relationships, and values is a sign of strength, not weakness.”

### Teacher’s Framing & Introduction (3 – 5 min)

“Team India lived in tight discipline before the World Cup — no phones after curfew, fixed diets. Outsiders said ‘No freedom!’ Yet that discipline brought glory.

Similarly, many teens now take *social-media fasts* or Kārtika vows — they choose restraint for peace.

So today we ask: When we tie ourselves to values or vows, are we limiting life — or unlocking real power?

Krishna Himself let Mother Yashodā bind Him. Let’s debate whether that kind of ‘bond’ shows weakness ... or strength.”

## Debate Flow

Segment	Time	Roles
Prep	5 min	Divide into “For” / “Against”

Segment	Time	Roles
Round 1	8 min	Two speakers per side - opening
Round 2	10 min	Rebuttals & cross-questions
Round 3	2 min	Audience vote + comments

# FOR the Motion - “Being Bound = Strength”

## Opening Idea:

“True freedom is doing what’s right even when it’s hard. Soldiers, athletes, and Krishna Himself prove that discipline is strength.”

## Key Points

1. **Self-control is power** - Saying ‘no’ takes more courage than saying ‘yes’.
2. **Love and duty build character** - Relationships train patience.
3. **Values anchor the mind** - Principles > peer pressure.
4. **Krishna’s Example** - He chose to be bound by love; that is divine strength.

## Closing Line:

“Chains of love are stronger than swords of pride.”

# AGAINST the Motion - “Being Bound = Weakness”

## Opening Idea:

“Freedom is the soul’s nature. Progress begins when someone breaks a chain.”

## Key Points

1. **Over-discipline kills creativity.**
2. **Not all bonds are healthy — some must be broken.**
3. **Personal growth needs space.**
4. **Even Krishna breaks rules** — He steals butter and plays beyond limits.

## Closing Line:

“Sometimes strength is the courage to untie the ropes that no longer serve love.”

## Rebuttal Prompts

- “If discipline gives strength, why do disciplined people burn out?”
- “If freedom is power, why do the freest often feel lost?”
- “Is surrender weakness — or trust?”

Encourage quoting athletes, saints, or family examples.

## Teacher’s Closing Reflection (5 min)

“Both sides spoke well. Some bonds enslave, but some bonds empower. Krishna’s rope was not force — it was love freely accepted. BG 2.64 says that one who controls the senses attains *prasādam* — grace. Discipline guided by love doesn’t imprison us; it sets us free from anger, greed, and chaos.”

## 4 Gītā Connection & Reflection (10 min)

Re-chant BG 2.64 together.

Teacher connects:

Gītā Word	Damodara Symbol	Meaning
<i>ātma-vaśyair</i>	Yashodā's rope	Self-control born of love
<i>vidheyātmā</i>	Yashodā's patience	Obedient heart wins Krishna
<i>prasādam</i>	Krishna's smile	Peace through loving discipline

**Key takeaway:**

“Freedom without rules brings chaos; rules followed with love bring peace.”

## 5 [ Damodara Vows of Freedom (5 min)

Give each student a small card:

1. □ “My rope of effort this month ...”  
(e.g., chant one extra round, help parents cheerfully, no phone after 9 pm)
2. □□ “My prayer for Krishna’s mercy ...”

Collect near the Damodara picture.

Light a single ghee lamp while everyone softly sings the first verse of **Damodarāṣṭakam**.

**Teacher’s closing words:**

“Mother Yashodā’s rope did not limit Krishna; it revealed His love.  
When we tie ourselves to truth, duty, and devotion, we taste the same freedom  
He taught in the Gītā.”

## [ Final Quote to Read Aloud

“Rules followed with love bring peace;  
freedom without rules brings chaos.”  
— Inspired by Bhagavad-gītā 2.64

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Would you like me to format this into a **print-ready facilitator handout (A4 PDF)** with timing boxes, cue lines, and a small sidebar for gestures and debate structure? It can be printed and used directly in class.