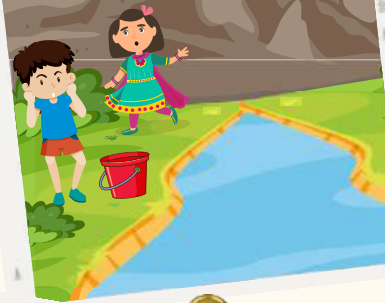


NEW AGE RHYMES FOR TODAY'S CHILD

Jack and Jasmine

(changed version of Jack and Jill)

Jack and Jasmine went to the river,
To fetch a pail of water.
Jack looked worried,
And Jasmine hurried,
To tell everyone to save water.



New Age Humpty Dumpty

(changed version of Humpty Dumpty)

Humpty Dumpty sat on a wall,
Humpty Dumpty did not have a fall!
He knew how to be careful,
He knew how to play,
And that is why,
He is in one piece today!



The Adventures of Three Little Mice

(changed version of Three Blind Mice)

Three little mice, who loved to play,
Lost their cheese, on a sunny day.
They searched high, they searched low,
Till they found it, where the flowers grow!

Three little mice, who loved to explore,
Lost their way, on the kitchen floor.
They searched high, they searched low,
Till they found their path, and scampered back home!



Rock-a-Bye Baby On The Swing

(changed version of Rock-a-Bye Baby)

Rock-a-bye baby, on a playground swing,
Mama's pushing high, with a joyful ring.
When the wind blows strong, the swing goes high,
Rock-a-bye baby, tries to touch the blue sky!



Mother Hubbard's Healthy Snack Hunt

(changed version of Old Mother Hubbard)

Old Mother Hubbard went to the fridge,
To find some healthy snacks to eat and share with her kids.
She looked for fruits and veggies too,
To make a yummy salad for her family to chew.



10 Little Kids with Different Abilities

(changed version of 10 Little Monkeys Jumping on the Bed)

- 10 little kids, with abilities so bright,
Learning together, with hearts full of light.
One used her wheelchair to zoom around the floor,
Her friends cheered her on, as she played some more.
- 9 little kids, with abilities so grand,
Working together, hand in hand.
One used his sign language, to communicate with ease,
His friends learned to sign, and they all had a breeze.
- 8 little kids, with abilities so bold,
Creating art together, young and old.
One used her Braille book, to read with glee,
Her friends listened closely, as she went on a reading spree.
- 7 little kids, with abilities so bright,
Solving puzzles together, with all their might.
One used his assistive tech, to type with speed,
His friends were amazed, by his tech skills indeed.
- 6 little kids, with abilities so unique,
Playing music together, with a harmonious beat.
One used his adaptive instrument, to play with flair,
Her friends joined in, and they created a joyful air.
- 5 little kids, with abilities so strong,
Building bridges together, all day long.
One used his communication device, to express his thoughts,
His friends listened carefully, and they all shared a lot.
- 4 little kids, with abilities so agile,
Dancing together, with a happy giggle.
One used her prosthetic limb, to dance with glee,
Her friends cheered her on, as she twirled wild and free.
- 3 little kids, with abilities so clever,
Conducting science experiments, together forever.
One used his sensory tools, to explore and discover,
His friends joined in, with a sense of wonder.
- 2 little kids, with abilities so bright,
Creating stories together, with all their might.
One used her Braille storybook, to tell her tale,
Her friend listened closely, and on a creative journey, they set sail.
- 1 little kid, with an ability so rare,
Shining bright with kindness, and showing their care.
She used her arms, to light up the day,
And her friends all joined in, in a joyful, inclusive way!



————— www.eca-aper.org —————

@ 2025 by Early Childhood Association

All rights reserved. First edition 2025.

No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photo copying, recording or otherwise, without prior permission of the publisher.

ISBN - 978-81-935998-9-1

Distributed by Early Childhood Association

About the Author

Dr. Swati Popat Vats

Swati, is a teacher, a curriculum developer, an author but most importantly a 'childhood activist', as she stands for child rights and developmentally appropriate practices for children.

Her philosophy of 'Kiducation' has helped her create curriculums for many early childhood centers in India, UAE, Qatar. She has authored more than thirty-five books for children, parents and teachers.

With over 35 years of experience she presently serves as the President of Podar Education Network, and leads more than 490 early childhood centers and teacher training centres. She is also the President of Early Childhood Association and Association for Preparatory Education and Research (India) and serves as National Representative and Planning Committee Member of the World Forum Foundation.

She serves as an educational expert and consultant for Cambridge Early Years Program and is the series editor for their early years books. She is also the advisor for Burlington English.



About the Publisher



————— www.eca-aper.org —————

The Early Childhood Association (ECA) and Association for Preparatory Education and Research (APER) were formed with the goal-
“Let Childhood Be the Right of Every Child, Everywhere.” We are a non-profit Association, with a member base of more than 48,000 members pan India, including preschools, teachers, educators, institutes, NGOs, and corporates. With our work is spearheaded in 48 territories in India, We have touched the lives of more than 15,00,000 children and more than 1,00,000 teachers with our workshops, webinars, conferences, and especially our books and other publications.

About the book

Nursery rhymes have been a staple of childhood for generations, providing a foundation for language, literacy, and social skills. However, many traditional rhymes contain themes and imagery that can be disturbing, depressing, or even violent. Rhymes like "Humpty Dumpty" and "Jack and Jill" feature characters who suffer injuries, losses, and setbacks, often without resolution or redemption.

The Need for Change

In today's world, where children are already exposed to a multitude of challenges and stressors, it's essential to provide them with positive, uplifting, and empowering messages. Our children deserve stories and rhymes that promote resilience, hope, and joy. By reimagining traditional nursery rhymes, we can create a new generation of stories through rhymes that inspire and nurture young minds.

A Fresh Perspective

"New age Rhymes" presents a collection of revised nursery rhymes that maintain the traditional charm and rhythm while infusing new, positive themes and messages. Our reimagined rhymes focus on:

- 1. Empowerment:** Characters who overcome challenges and achieve success.
- 2. Friendship:** Stories that celebrate collaboration, kindness, and compassion.
- 3. Growth:** Tales that promote learning, exploration, and self-improvement.
- 4. Inclusion:** Rhymes that embrace diversity, equity, and social justice.
- 5. Mental Health:** Our new age rhymes ensure that the messages that children learn through the new adaptations help promote mental health thus eliminating negative stressors and depression.

Join the Movement...



Dear Educators and Parents,

We urge you to Join this Movement to ensure that our children learn rhymes, poems and songs that are developmentally appropriate and contribute to their Wellness and Wellbeing.

By embracing these revised nursery rhymes, parents, educators, and caregivers can help shape a more positive, supportive, and inclusive environment for children. Join us in reimagining the world of nursery rhymes and inspiring a brighter, more hopeful future for our young ones.

"New Age Rhymes" is a beautifully illustrated collection of revised nursery rhymes, each one carefully crafted to promote positive values, self-esteem, and social-emotional learning. This book helps all the stakeholders invest in right content for children.

1. Parents seeking positive, uplifting material for their children.
2. Educators looking for innovative ways to teach social-emotional learning.
3. Caregivers who want to provide nurturing, supportive environments for young children.

Join the movement to reimagine nursery rhymes and create a more positive, empowering world for our children. Order "New Age Rhymes" today and discover a fresh, inspiring approach to traditional rhymes and songs!

Yours sincerely,

Dr. Swati Popat Vats- President, ECA-APER, www.eca-aper.org

Index

Sr. no	Title of the old rhyme	Title of the new age rhyme	Why we changed it?	Page number
1	Jack and Jill.	Jack and Jasmine.	So children can learn how to get up after a fall!	1
2	Humpty Dumpty.	1. New Age Humpty Dumpty. 2. Humpty Dumpty Learns To Get Back Up Again.	So children can learn to empathize when someone has a fall and help them.	3
3	Johnny Johnny, Yes Papa.	Johnny Johnny, Yes, I Can.	To teach children healthy eating habits, and positive parent-child relationship.	7
4	Ring a Ring o' Roses.	Round and Round the Rose Bush.	To eliminate disturbing associations with a plague and focus on positive values.	9
5	Three Blind Mice.	1. Three Little Friends. 2. The Adventures of Three Little Mice.	To remove name calling and bias about 'blindness' and ensure values instead of violence.	11
6	Baa, Baa, Black Sheep.	Baa, Baa, Friendly Sheep.	Biases are built with hidden words in rhymes. Fat, black, blind are all to be removed from rhymes .	15
7	Ding Dong Bell.	Ding Dong Bell, Kindness Rings.	To teach children empathy and kindness instead of violence towards animals.	17
8	Georgie Porgie Pudding and Pie.	1. Georgie Porgie Kind and True. 2. Georgie Porgie Healthy Feast.	So that children learn not to tease others and learn about values of kindness and healthy eating.	19

9	Rock-a-Bye Baby.	<ol style="list-style-type: none"> 1. Rock-a-Bye Baby: Growing with Love and Care. 2. Rock-a-Bye Baby On The Swing. 	Why should a baby fall? Now the baby is taken care of.	23
10	Hot Cross Buns.	Hot Tasty Buns: Baked Together.	To remove the son-daughter bias.	27
11	Sing a Song of Sixpence.	<ol style="list-style-type: none"> 1. Sing a Song of Kindness. 2. Six Colorful Pens. 	So that children learn more appropriate values.	29
12	Wee Willie Winkie.	Kind Wee Willie Winkie.	So that children learn to respect the personal space of others.	33
13	There Was an Old Woman Who Lived in a Shoe.	The Friendly Old Woman.	Why give such depressing rhymes at this age?	35
14	Old Mother Hubbard.	<ol style="list-style-type: none"> 1. Mother Hubbard's Healthy Making Choices. 2. Mother Hubbard's Healthy Snack Hunt. 	Dark and depressing rhymes should have no place in the foundational years.	37
15	Hey Diddle Diddle.	<ol style="list-style-type: none"> 1. Hey Diddle Diddle: Time for Teamwork 2. Hey Diddle Diddle: A Hungry Farm. 	Fantasy is fine but why not change it to make a little more sense?	41
16	10 Little Monkeys Jumping on a Bed.	<ol style="list-style-type: none"> 1. 10 Little Kids with Different Abilities. 2. 10 Little Friends from Different Lands. 3. 10 Little Monkeys Sharing Their Toys. 	To remove the dichotomy of telling children not to jump and then making them sing a jumping and falling down song! Let's bring back empathy, sharing and inclusion with our options.	45

17	Rain Rain Go Away.	What Shall We Do on a Rain Day?	Because India is an agricultural country and we need to value the rainy season.	49
18	Twinkle Twinkle Little Star.	The New Version- Twinkle Twinkle Little Star.	How about using this rhyme to teach children how to clear up after playing?	51
19	Where is Thumbkin?	The New Version- Where is Thumbkin?	So that children can also learn about 'emotional labelling' with this new version.	53
20	If You Are Happy And You Know It....	When You are Happy and You Know It.. The One with Feelings!	The new version teaches them socially acceptable ways of showing their emotions.	55
21	Piggy On The Railway.	The New Piggy On the Railway.	To make the response of the engine driver more responsible and caring.	57

Rhyme 1:

- **Jack and Jill.**
Changed To
- **Jack and Jasmine.**

"**Jack and Jill**" is a traditional English nursery rhyme that has been passed down for generations. The exact origin and meaning of the rhyme are unclear, but here's a brief history:

Origin

The earliest known publication of the rhyme is in the 1765 book "Mother Goose's Melodies for Children" in London. However, it is believed to have existed in oral tradition before that.

Possible Inspirations

There are several theories about the inspiration for the rhyme:

- 1. King Charles I:** One theory suggests that the rhyme refers to King Charles I, who introduced a tax on liquid measures in 1634. "Jack" and "Jill" might represent the people who were affected by the tax, with "Jack" falling down (losing money) and "Jill" coming tumbling after (the consequences of the tax).
- 2. Norse Mythology:** Another theory links the rhyme to Norse mythology, where "Jack" and "Jill" might represent the god and goddess of fertility, Freyr and Freyja.
- 3. Local Legend:** A more practical theory suggests that the rhyme originated from a local legend in Kilmersdon, Somerset, England. According to this story, a boy named Jack fell down a hill while trying to fetch a pail of water, and his sister Jill came tumbling after.

Why Should We Change It?

Here are three reasons why "**Jack and Jill**" should be modified or adapted:

- 1. Violence and Injury:** The original rhyme features Jack and Jill's accidents, with Jack breaking his crown and Jill coming tumbling after. This can be frightening and disturbing for young children. A revised version could focus on Jack and Jill's adventure and exploration.
- 2. Negative Consequences and Fear:** The traditional rhyme's tone can be perceived as cautionary and fear-inducing, implying that children will be punished or hurt if they take risks or make mistakes. A revised version could promote a growth mind-set and encourage children to learn from their mistakes.
- 3. Lack of Empathy and Support:** In the original rhyme, Jack and Jill's injuries are presented in a somewhat detached and matter-of-fact way. A revised version could emphasize the importance of empathy, kindness, and support when someone gets hurt.

Original Rhyme

*"Jack and Jill went up the hill
To fetch a pail of water
Jack fell down and broke his crown
And Jill came tumbling after"*

Changed Version 1

*"Jack and Jasmine went to the river
To fetch a pail of water
Jack looked worried
And Jasmine hurried
To tell everyone to save water"*

By adapting traditional rhymes like "**Jack and Jill**," we can create more positive and supportive messages for young children.

The melody remains soothing and easy to remember, making it perfect for young children to learn and sing along!

This version promotes:

- Environmental awareness and responsibility
- Teamwork and cooperation

Jack and Jasmine

(changed version of Jack and Jill)

Jack and Jasmine went to the river,
To fetch a pail of water.
Jack looked worried,
And Jasmine hurried,
To tell everyone to save water.



Rhyme 2:
Humpty Dumpty.
Changed To
• **New Age Humpty Dumpty.**
• **Humpty Dumpty Learns to Get Back Up Again.**

"**Humpty Dumpty**" is a traditional English nursery rhyme that has been passed down for generations. The exact origin and meaning of the rhyme are unclear, but here's a brief history:

Origin

The earliest known publication of the rhyme is in the 1797 book "Mother Goose's Melodies for Children" in London. However, it is believed to have existed in oral tradition before that.

Possible Inspirations

There are several theories about the inspiration for the rhyme:

- 1. English Civil War:** One theory suggests that the rhyme refers to a powerful cannon called the "Humpty Dumpty" used by the Parliamentarian forces during the English Civil War (1642-1651). The cannon was deployed by the Parliamentarian forces during the Siege of Colchester in 1648 and was stationed on top of a church tower. However, the cannon was knocked off the tower and destroyed, much like the egg in the rhyme.
- 2. King Richard III:** Another theory links the rhyme to King Richard III of England, who was defeated at the Battle of Bosworth Field in 1485. According to this theory, "Humpty Dumpty" represents the king, who was knocked off his horse and killed during the battle.
- 3. Norse Mythology:** A more mythological theory suggests that the rhyme is connected to the Norse god Baldur, who was killed by a spear made of mistletoe.

Why Should We Change It?

Traditional nursery rhymes like "**Humpty Dumpty**" can indeed be perceived as depressive or disturbing for young children. Here are three reasons why the rhyme could be modified or adapted for young children:

1. Violence and Trauma: The original rhyme features Humpty Dumpty having a great fall, which can be traumatic for young children. A revised version could focus on Humpty Dumpty's resilience and ability to recover from setbacks.

2. Negative Emotions and Hopelessness: The traditional rhyme's tone can be perceived as bleak and hopeless, which may not be suitable for young children. A revised version could incorporate more positive emotions and a message of hope and recovery.

3. Lack of Agency and Problem-Solving: In the original rhyme, Humpty Dumpty's fate is sealed, and there's no resolution or solution. A revised version could encourage children to think creatively about how Humpty Dumpty could be helped or how similar problems could be solved in real life.

By adapting traditional rhymes like "Humpty Dumpty," we can create more positive and empowering messages for young children.

Original Rhyme

*"Humpty Dumpty sat on a wall,
Humpty Dumpty had a great fall.
All the king's horses, and all the king's men,
Couldn't put Humpty together again!"*

Changed Version 1

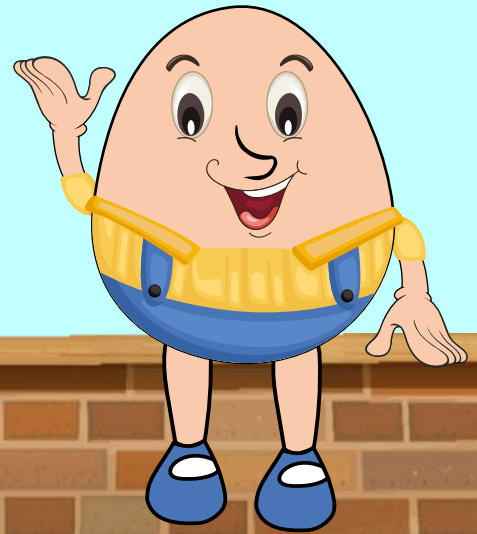
*"Humpty Dumpty sat on a wall,
Humpty Dumpty did not have a fall!
He knew how to be careful,
He knew how to play,
And that is why,
He is in one piece today!"*

By adapting traditional rhymes like "Humpty Dumpty," we can create more positive and empowering messages for young children.

New Age Humpty Dumpty

(changed version of Humpty Dumpty)

Humpty Dumpty sat on a wall,
Humpty Dumpty did not have a fall!
He knew how to be careful,
He knew how to play,
And that is why,
He is in one piece today!



Original Rhyme

*“Humpty Dumpty sat on a wall,
Humpty Dumpty had a great fall.
All the king's horses, and all the king's men,
Couldn't put Humpty together again!”*

Changed Version 2

*Humpty Dumpty learns to get back up again,
Falls down, but doesn't give up the game.
He brushes himself off with a smile so wide,
And tries again, with a courageous stride.*

*His friends and family rally 'round,
Help Humpty Dumpty get back on his feet, safe and sound.
They cheer him on, with a supportive shout,
As Humpty Dumpty learns to bounce back without a doubt.*

By adapting traditional rhymes like "Humpty Dumpty," we can create more positive and empowering messages for young children.

The melody remains soothing and easy to remember, making it perfect for young children to learn and sing along! The new version promotes:

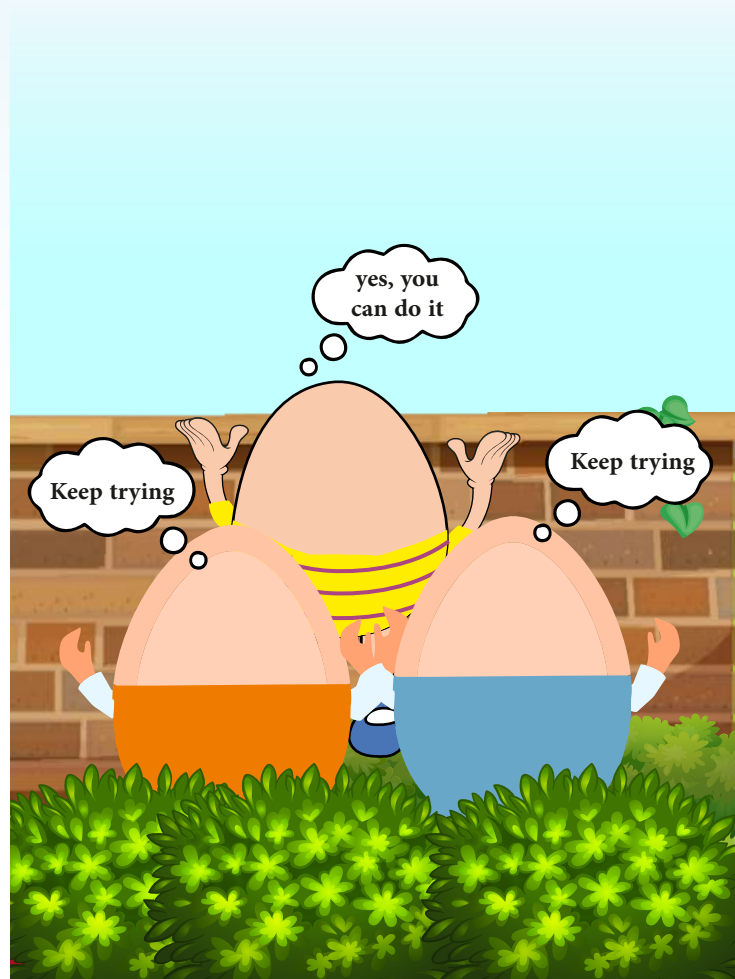
- Safety awareness and caution
- Empowerment through self-care and mindfulness
- Problem-solving and proactive thinking
- Resilience and perseverance
- The importance of community support and encouragement
- Positive problem-solving and a growth mindset

Humpty Dumpty Learns To Get Back Up Again

(changed version of Humpty Dumpty)

Humpty Dumpty learns to get back up again,
Falls down, but doesn't give up the game.
He brushes himself off with a smile so wide,
And tries again, with a courageous stride.

His friends and family rally 'round,
Help Humpty Dumpty get back on his feet, safe and sound.
They cheer him on, with a supportive shout,
As Humpty Dumpty learns to bounce back without a doubt.



Rhyme 3:

- **Johnny, Johnny, Yes Papa.**
Changed To
- **Johnny, Johnny, Yes, I Can.**

"Johnny, Johnny, Yes Papa" is a traditional nursery rhyme that has been passed down for generations. The exact origin and meaning of the rhyme are unclear, but here's a brief history:

Origin

The earliest known publication of the rhyme is in the 1880s in the United States. However, it is believed to have existed in oral tradition before that.

Possible Inspirations

There are several theories about the inspiration for the rhyme:

Reference to Johnnie Walker Whiskey: One theory suggests that the rhyme refers to Johnnie Walker, a brand of Scotch whisky. The "papa" in the rhyme might represent the father figure, while "Johnny" represents the whisky.

Why Should We Change It?

Here are three reasons why this rhyme should be modified or adapted:

1. Promoting Dishonesty: The original rhyme encourages Johnny to eat sugar when his papa isn't looking, promoting dishonest behaviour. A revised version could teach children the importance of honesty and integrity.

2. Negative Parent-Child Relationship: The traditional rhyme portrays Papa as an authority figure who is deceived by Johnny, rather than a nurturing and supportive caregiver. A revised version could emphasize positive communication and trust between parents and children.

3. Unhealthy Eating Habits: The rhyme's focus on eating sugar secretly can promote unhealthy eating habits and reinforce negative attitudes towards food. A revised version could encourage healthy eating habits and moderation.

Original Rhyme

*"Johnny, Johnny, yes Papa,
Eating sugar, no Papa,
Telling lies, no Papa,
Open your mouth, ha ha ha."*

Changed Version 1

*"Johnny, Johnny, yes, I can,
Eat my veggies, they're good for my plan.
Carrots and broccoli, they make me strong,
Healthy habits all day long."*

*Johnny, Johnny, yes, I will,
Share my toys and take turns still.
Friends are happy when we share,
Kindness and friendship show we care."*

By adapting traditional rhymes like "Johnny, Johnny, Yes Papa," we can promote positive values, healthy habits, and nurturing relationships for young children.

The melody remains catchy and easy to remember, making it perfect for young children to learn and sing along!

This version promotes:

- Healthy eating habits
- Sharing and kindness

Johnny, Johnny, Yes, I can

(changed version of Johnny, Johnny, Yes, Papa)

Johnny, Johnny, yes, I can,
Eat my veggies, they're good for my plan.
Carrots and broccoli, they make me strong,
Healthy habits all day long.

Johnny, Johnny, yes, I will,
Share my toys and take turns still.
Friends are happy when we share,
Kindness and friendship show we care.



Rhyme 4:

• Ring a Ring o' Roses.

Changed To

• Round and Round the Rose Bush.

"Ring a Ring o' Roses" is a traditional nursery rhyme that has been passed down for generations. The exact origin and meaning of the rhyme are unclear, but here's a brief history:

Origin

The earliest known publication of the rhyme is in the 1880s in England. However, it is believed to have existed in oral tradition before that.

Possible Inspirations

There are several theories about the inspiration for the rhyme:

Black Death Theory: One of the most popular theories suggests that the rhyme refers to the Black Death, a pandemic that swept through Europe in the 14th century. According to this theory:

- "Ring a ring o' roses" represents the red rash that appeared on the skin of those infected.
- "A pocket full of posies" represents the herbs and flowers people carried to ward off the disease.
- "Ashes, ashes" represents the massive number of cremations that took place during the plague.
- "We all fall down" represents the high mortality rate of the plague.

Why Should We Change It?

Here are three reasons why this rhyme should be modified or adapted:

1. Association with the Black Death: One of the most widely-accepted interpretations of the rhyme is that it refers to the Black Death, the pandemic that devastated Europe in the 14th century. The lines "Ring-a-ring-a-roses" allegedly represent the red rash that appeared on the skin of those infected, "A pocket full of posies" represents the herbs people carried to ward off the disease, and "Ashes, ashes" represents the massive number of cremations that took place during the pandemic. This interpretation can be disturbing and frightening for young children.

2. Morbidity and Mortality: Even if the Black Death interpretation is not explicitly taught, the rhyme's lyrics can still be perceived as morbid and focused on death. This can be unsettling for children and may not be suitable for young ages.

3. Lack of Positive Message: Unlike many other nursery rhymes, "Ring-a-Ring-a-Roses" doesn't convey a positive message or teach a valuable lesson. A revised version could focus on promoting friendship, kindness, or other positive values.

Original Rhyme

*"Ring a ring o' roses,
A pocket full of posies,
Ashes, ashes,
We all fall down."*

Changed Version 1

*"Round and Round the rose bush,
We like to smell the roses,
Hulla gulla,
We never pluck the roses."*

By adapting traditional rhymes like "Ring-a-Ring-a-Roses," we can create more positive and uplifting messages for young children.

The melody remains simple and engaging, making it perfect for young children to learn and sing along! This version promotes:

- Respect for nature and the environment
- Kindness and mindfulness

Round and Round the Rose Bush

(changed version of Ring a Ring o' Roses)

Round and Round the rose bush,
We like to smell the roses,
Hulla gulla,
We never pluck the roses.



Rhyme 5:
Three Blind Mice.
Changed To
• **Three Little Friends.**
• **The Adventures of Three Little Mice.**

"**Three Blind Mice**" is a traditional English nursery rhyme that has been passed down for generations. The exact origin and meaning of the rhyme are unclear, but here's a brief history:

Origin

The earliest known publication of the rhyme is in the 1600s in England. However, it is believed to have existed in oral tradition before that.

Possible Inspirations

There are several theories about the inspiration for the rhyme:

- 1. Persecution of a certain religion:** One theory suggests that the rhyme refers to the persecution of a certain religion during the English Civil War (1642-1651). According to this theory, the "three blind mice" represent three religious priests who were hunted down and executed.
- 2. Medieval Taxation:** Another theory proposes that the rhyme refers to the taxation policies of King Henry I (1100-1135). According to this theory, the "three blind mice" represent three taxpayers who were unable to pay their taxes and were subsequently punished.

Why Should We Change It?

Here are three reasons why this rhyme should be modified or adapted:

- 1. Violence and Cruelty:** The original rhyme features the three blind mice being chased by a farmer's wife, who cuts off their tails with a carving knife. This can be perceived as a violent and cruel act, which may not be suitable for young children.
 - 2. Negative Portrayal of Disability:** The rhyme's title and lyrics focus on the mice's blindness, which can be seen as perpetuating negative stereotypes about people with disabilities. A revised version could promote inclusivity and diversity.
 - 3. Lack of Empathy and Kindness:** The traditional rhyme's tone can be perceived as callous and unsympathetic towards the mice. A revised version could emphasize empathy, kindness, and compassion towards all living creatures.
- By adapting traditional rhymes like "Three Blind Mice," we can create more positive and inclusive messages for young children.

Original Rhyme

*"Three blind mice, three blind mice,
See how they run, see how they run!
They all ran after the farmer's wife,
Who cut off their tails with a carving knife?
Did you ever see such a sight in your life?
As three blind mice?"*

Changed Version 1

*"Three little friends, who loved to play,
Worked together every single day.
They helped each other, hand in hand,
Showing teamwork, and lending a hand.*

*Three little friends, who loved to play,
They practiced kindness, and empathy too,
Being good friends, that's what they do."*

By adapting traditional rhymes like "Ring-a-Ring-a-Roses," we can create more positive and uplifting messages for young children.

Three Little Friends

(changed version of Three Blind Mice)

Three little friends, who loved to play,
Worked together every single day.
They helped each other, hand in hand,
Showing teamwork, and lending a hand.

Three little friends, who loved to play,
They practiced kindness, and empathy too,
Being good friends, that's what they do.



Original Rhyme

*“Three blind mice, three blind mice,
See how they run, see how they run!
They all ran after the farmer’s wife,
Who cut off their tails with a carving knife?
Did you ever see such a sight in your life?
As three blind mice?”*

Changed Version 2

*Three little mice, who loved to play,
Lost their cheese, on a sunny day.
They searched high, they searched low,
Till they found it, where the flowers grow!*

*Three little mice, who loved to explore,
Lost their way, on the kitchen floor.
They searched high, they searched low,
Till they found their path, and scampered back home!*

The melody remains catchy and easy to remember, making it perfect for young children to learn and sing along!

These versions promote:

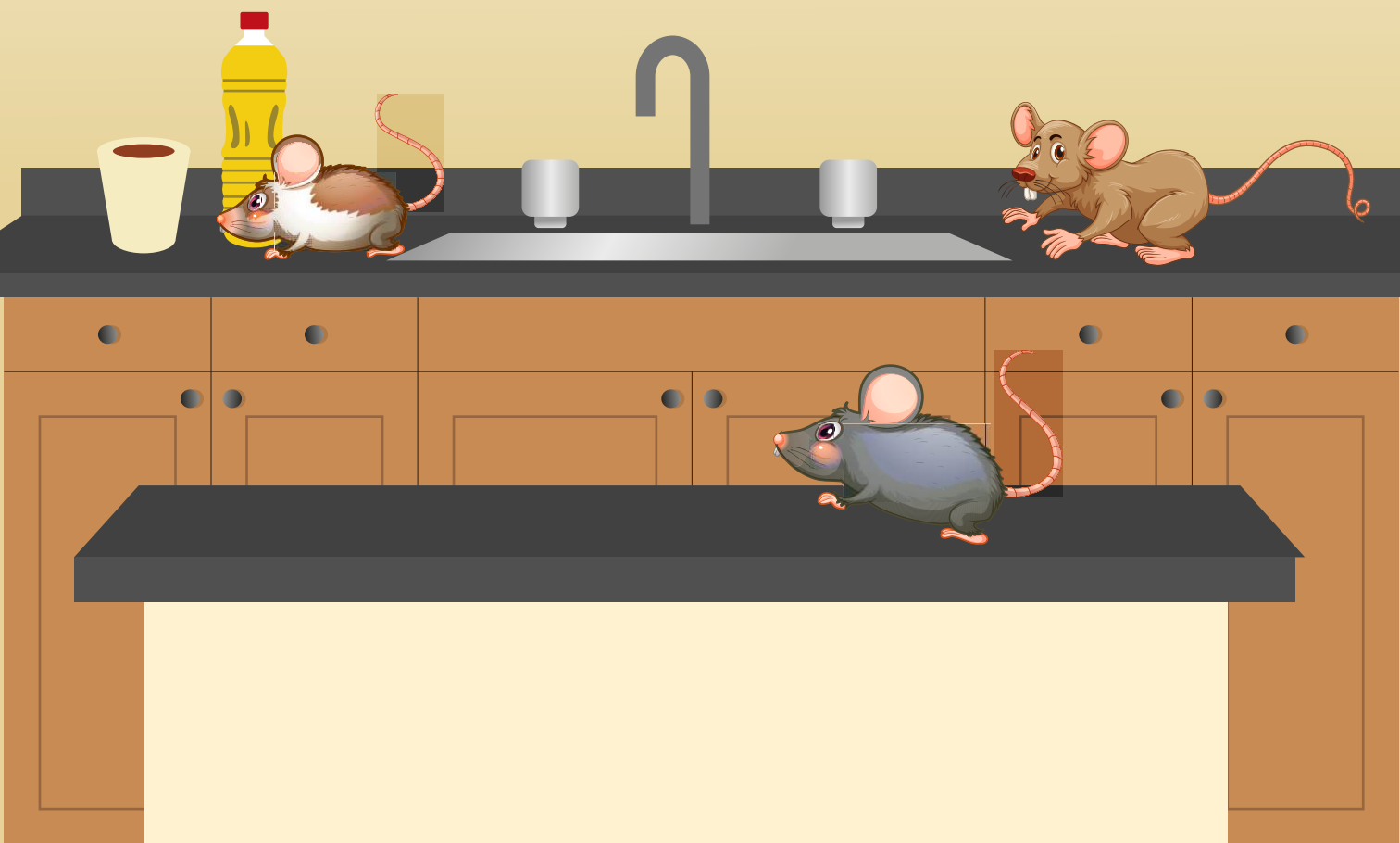
- Teamwork and collaboration
- Empathy and kindness
- Positive relationships and friendships
- Problem-Solving Skills
- Resilience and Perseverance

The Adventures of Three Little Mice

(changed version of Three Blind Mice)

Three little mice, who loved to play,
Lost their cheese, on a sunny day.
They searched high, they searched low,
Till they found it, where the flowers grow!

Three little mice, who loved to explore,
Lost their way, on the kitchen floor.
They searched high, they searched low,
Till they found their path, and scampered back home!



Rhyme 6:

- **Baa, Baa, Black Sheep.**
Changed To
- **Baa, Baa, Friendly Sheep.**

"Baa, Baa, Black Sheep" is a traditional English nursery rhyme that has been passed down for generations. The exact origin and meaning of the rhyme are unclear, but here's a brief history:

Origin

The earliest known publication of the rhyme is in the 1760s in England. However, it is believed to have existed in oral tradition before that.

Possible Inspirations

Medieval Wool Tax: One theory suggests that the rhyme refers to the medieval wool tax imposed by King Edward I (1272-1307). According to this theory, the "black sheep" represents the sheep that were subject to the tax, while the "master" and "dame" represent the wealthy landowners who benefited from the tax.

Why Should We Change It?

Here are three reasons why this rhyme should be modified or adapted:

1. Perpetuation of Classism and Inequality: The original rhyme features the black sheep's wool being distributed unequally among the master, the dame, and the little boy who lives down the lane. This can perpetuate negative attitudes towards social class and economic inequality.

2. Lack of Diversity and Representation: The traditional rhyme's focus on a black sheep can be seen as perpetuating a lack of diversity and representation. A revised version could incorporate more diverse characters and perspectives.

3. Negative Connotations of Blackness: The rhyme's use of the term "black sheep" can be perceived as having negative connotations, implying that being different or "black" is undesirable. A revised version could promote positivity and inclusivity.

Original Rhyme

*"Baa, Baa, black sheep,
Have you any wool?
Yes, sir, yes, sir,
Three bags full.
One for the master,
One for the dame,
And one for the little boy
Who lives down the lane."*

Changed Version 1

*"Baa Baa friendly sheep, have you any care?
Yes, I share my kindness everywhere.
One for the people, who help us grow,
One for the environment, where we love to go."*

*Baa Baa friendly sheep, have you any fun?
Yes, I play with friends beneath the bright warm sun.
We laugh and graze together, every single day,
And eat, sleep and enjoy along the way."*

By adapting traditional rhymes like "Baa Baa Black Sheep," we can create more positive and inclusive messages for young children.

**The melody remains catchy and easy to remember, making it perfect for young children to learn and sing along!
This version promotes:**

- Kindness and sharing
- Environmental awareness and appreciation
- Friendship and play-based learning
- Empathy and positive relationships

Baa, Baa, Friendly Sheep

(changed version of Baa, Baa, Black Sheep)

Baa Baa friendly sheep, have you any care?

Yes, I share my kindness everywhere.

One for the people, who help us grow,
One for the environment, where we love to go.

Baa Baa friendly sheep, have you any fun?

Yes, I play with friends beneath the bright warm sun.

We laugh and graze together, every single day,
And eat, sleep and enjoy along the way.



Rhyme 7:
• Ding Dong Bell.
Changed To
• Ding Dong Bell, Kindness Rings.

"Ding Dong Bell" is a traditional English nursery rhyme that has been passed down for generations. The exact origin and meaning of the rhyme are unclear, but here's a brief history:

Origin

The earliest known publication of the rhyme is in the 1580s in England. However, it is believed to have existed in oral tradition before that.

Why Should We Change It?

1. Promoting Cruelty to Animals: The original rhyme features a cat stuck in a well, which can be perceived as promoting cruelty to animals. A revised version could focus on rescuing the cat or promoting kindness to animals.

2. Lack of Empathy and Responsibility: The traditional rhyme's tone can be perceived as callous and unsympathetic towards the cat's plight. A revised version could emphasize empathy, responsibility, and compassion towards all living creatures.

3. Negative Portrayal of Children's Behaviour: The rhyme's lyrics imply that the children are more interested in hearing the bell than in helping the cat. A revised version could promote positive behaviours, such as kindness, helpfulness, and community involvement.

Original Rhyme

*"Ding, dong, bell,
Pussy's in the well.
Who put her in?
Little Johnny Green.
Who pulled her out?
Little Tommy Stout."*

Changed Version 1

*"Ding dong bell, kindness rings,
Friends helping friends, joy that brings.
We all share, with a happy grin,
Showing empathy, and kindness within."*

*Ding dong bell, respect we show,
To everyone, wherever we go.
We listen and learn, with open hearts,
And treat others kindly, right from the start."*

By adapting traditional rhymes like "Ding Dong Bell," we can create more positive and compassionate messages for young children.

The melody remains catchy and easy to remember, making it perfect for young children to learn and sing along!

This version promotes:

- Kindness and empathy
- Respect and inclusivity
- Community involvement and social responsibility
- Positive relationships and friendships

Ding Dong Bell, Kindness Rings

(changed version of Ding Dong Bell)

Ding dong bell, kindness rings,
Friends helping friends, joy that brings.

We all share, with a happy grin,
Showing empathy, and kindness within.

Ding dong bell, respect we show,
To everyone, wherever we go.

We listen and learn, with open hearts,
And treat others kindly, right from the start.



Rhyme 8:
Georgie Porgie Pudding and Pie.
Changed To
• **Georgie Porgie Kind and True.**
• **Georgie Porgie's Healthy Feast.**

"Georgie Porgie" is a traditional English nursery rhyme that has been passed down for generations. The exact origin and meaning of the rhyme are unclear, but here's a brief history:

Origin

The earliest known publication of the rhyme is in the 1840s in England.

Possible Inspirations

Prince George, Duke of Bedford: One theory suggests that the rhyme refers to Prince George, Duke of Bedford (1749-1805), who was known for his aggressive behaviour.

Why Should We Change It?

Here are three reasons why this rhyme should be modified or adapted:

1. Promoting Bullying and Aggression: The original rhyme features Georgie Porgie kissing the girls and making them cry, which can be perceived as promoting bullying and aggression. A revised version could focus on kindness, respect, and consent.

2. Negative Portrayal of Masculinity: The traditional rhyme's portrayal of Georgie Porgie as a bully can perpetuate negative stereotypes about masculinity. A revised version could promote positive masculinity, emphasizing empathy, kindness, and respect.

3. Lack of Accountability and Consequences: The rhyme's lyrics imply that Georgie Porgie faces no consequences for his actions. A revised version could emphasize the importance of accountability, apologies, and making amends for hurtful behaviour.

Original Rhyme

*"Georgie Porgie, pudding and pie,
Kissed the girls and made them cry.
When the boys came out to play,
Georgie Porgie ran away."*

Changed Version 1

*"Georgie Porgie, kind and true,
Respects his friends, and thinks of others too.
He shares his toys, and takes turns with glee,
Showing kindness, wherever he may be."*

*Georgie Porgie, gentle as can be,
Uses his words, to communicate with me.
He says "please" and "thank you" with a smile so wide,
Practicing good manners, with kindness inside."*

By adapting traditional rhymes like "Georgie Porgie," we can create more positive and inclusive messages for young children.

Georgie Porgie, Kind and True

(changed version of Georgie Porgie Pudding and Pie)

Georgie Porgie, kind and true,
Respects his friends, and thinks of others too.
He shares his toys, and takes turns with glee,
Showing kindness, wherever he may be.

Georgie Porgie, gentle as can be,
Uses his words, to communicate with me.
He says "please" and "thank you" with a smile so wide,
Practicing good manners, with kindness inside.



Original Rhyme

*“Georgie Porgie, pudding and pie,
Kissed the girls and made them cry.
When the boys came out to play,
Georgie Porgie ran away.”*

Changed Version 2

*Georgie Porgie ate a healthy treat,
Fresh fruits and veggies, oh so sweet!
He learned to share with his friends at play,
And they all enjoyed a happy, healthy day.*

The melody remains catchy and easy to remember, making it perfect for young children to learn and sing along! These versions promote:

- Kindness and empathy
- Respect and inclusivity
- Good manners and communication skills
- Healthy Eating Habits
- Sharing and Friendship
- Positive Social Interaction

Georgie Porgie's Healthy Feast

(changed version of Georgie Porgie Pudding and Pie)

Georgie Porgie ate a healthy treat,
Fresh fruits and veggies, oh so sweet!
He learned to share with his friends at play,
And they all enjoyed a happy, healthy day.



Rhyme 9:
Rock-a-Bye Baby.
Changed To
• **Rock-a-Bye Baby: Growing with Love and Care.**
• **Rock-a-Bye Baby On The Swing.**

"Rock-a-Bye Baby" is a traditional English nursery rhyme that has been passed down for generations. The exact origin and meaning of the rhyme are unclear, but here's a brief history:

Origin

The earliest known publication of the rhyme is in 1765 in London.

Possible Inspirations

- 1. Tree Branch Cradles:** One theory suggests that the rhyme refers to the practice of suspending cradles from tree branches, which was common in medieval Europe.
- 2. English Civil War:** Another theory proposes that the rhyme refers to the English Civil War (1642-1651), with "baby" representing the future King Charles II, who was in hiding during the war.

Why should we change it?

Here are three reasons why this rhyme should be modified or adapted:

- 1. Violence and Danger:** The original rhyme features a baby in a treetop cradle, rocked by the wind, and potentially falling. This can be perceived as violent and disturbing. A revised version could focus on safety and security.
- 2. Neglect and Abandonment:** The traditional rhyme's lyrics imply that the baby is left unattended in the treetop cradle, which can perpetuate negative attitudes towards parenting and childcare. A revised version could emphasize nurturing and care.
- 3. Lack of Emotional Support:** The rhyme's tone can be perceived as detached and uncaring. A revised version could promote emotional support, comfort, and reassurance.

Original Rhyme

*"Rock-a-bye baby, on the tree top,
When the wind blows the cradle will rock.
When the bough breaks the cradle will fall,
And down will come baby, cradle and all."*

Changed Version 1

*"Rock-a-bye baby, safe and sound,
Mama's love surrounds you, all around.
Gently swaying, to the rhythm of love,
Feeling secure, and full of love."*

*Rock-a-bye baby, as you grow and play,
Learn to share and care, every single day.
Be kind to others, and respect their space,
Happiness and smiles, on your face."*

By adapting traditional rhymes like "Rock-a-Bye Baby," we can create more positive and nurturing messages for young children.

Rock-a-Bye Baby: Growing with Love and Care

(changed version of Rock-a-Bye Baby)

Rock-a-bye baby, safe and sound,
Mama's love surrounds you, all around.
Gently swaying, to the rhythm of love,
Feeling secure, and full of love.

Rock-a-bye baby, as you grow and play,
Learn to share and care, every single day.
Be kind to others, and respect their space,
Happiness and smiles , on your face.



Original Rhyme

*“Rock-a-bye baby, on the tree top,
When the wind blows the cradle will rock.
When the bough breaks the cradle will fall,
And down will come baby, cradle and all.”*

Changed Version 2

*Rock-a-bye baby, on a playground swing,
Mama's pushing high, with a joyful ring.
When the wind blows strong, the swing goes high,
Rock-a-bye baby, tries to touch the blue sky!*

The melody remains soothing and easy to remember, making it perfect for young children to learn and sing along! These versions promote:

- Emotional safety and security
- Exploration and adventure
- Importance of home and family love
- Encouragement of outdoor activities and exploration
- Imagination and reaching for goals

Rock-a-Bye Baby On The Swing

(changed version of Rock-a-Bye Baby)

Rock-a-bye baby, on a playground swing,
Mama's pushing high, with a joyful ring.
When the wind blows strong, the swing goes high,
Rock-a-bye baby, tries to touch the blue sky!



Rhyme 10:

• Hot Cross Buns.

Changed To

• Hot Tasty Buns: Baked Together.

"Hot Cross Buns" is a traditional English nursery rhyme that has been passed down for generations. Here's a brief history:

Origin

The earliest known publication of the rhyme is in the 1790s in England.

Why should we change it?

Here are three reasons why this rhyme should be modified or adapted:

1. Commercialism and Materialism: The traditional rhyme's repetition of "one a penny, two a penny" can be perceived as promoting commercialism and materialism. A revised version could focus on the value of sharing, generosity, or community.

2. Lack of Nutritional Balance: The rhymes focus on hot cross buns, a sweet treat, can perpetuate unhealthy eating habits. A revised version could promote balanced eating habits or healthy food choices.

Original Rhyme

*"Hot cross buns,
Hot cross buns,
One a penny, two a penny,
Hot cross buns.
If you have no daughters,
Give them to your sons.
One a penny, two a penny,
Hot cross buns."*

Changed Version 1

*"Hot tasty buns, fresh from the oven bright,
Shared with friends and family, a delightful sight.
We work together, to mix and to bake,
Teamwork and kindness, for everyone's sake."*

By adapting traditional rhymes like "Hot Cross Buns," we can create more inclusive, balanced, and positive messages for young children.

The melody remains catchy and easy to remember, making it perfect for young children to learn and sing along!

This version promotes:

- Teamwork and collaboration
- Kindness and generosity
- Empathy and caring for others
- Celebration of community and sharing

Hot Tasty Buns: Baked Together.

(changed version of Hot Cross Buns)

Hot tasty buns, fresh from the oven bright,
Shared with friends and family, a delightful sight.

We work together, to mix and to bake,
Teamwork and kindness, for everyone's sake.



Rhyme 11:
Sing a Song of Sixpence.
Changed To
• **Sing a Song of Kindness.**
• **Six Colourful Pens.**

"Sing a Song of Sixpence" is a traditional English nursery rhyme that has been passed down for generations. Here's a brief history:

Origin

The earliest known publication of the rhyme is in the 1760s in England, but it is believed to have existed in oral tradition before that.

Possible Inspirations

Several theories exist about the inspiration for the rhyme:

- 1. Blackbird Pie:** One theory suggests that the rhyme refers to the tradition of baking blackbird pies, which were considered a delicacy in medieval England.
- 2. Pirate's Treasure:** Another theory proposes that the rhyme originated from the legend of a pirate who buried his treasure, which included sixpence coins.
- 3. Royal Court:** Some researchers believe that the rhyme refers to the lavish feasts held at the royal court, where guests would be served exotic dishes, including blackbirds.

Why Should We Change It?

Here are three reasons why this rhyme should be modified or adapted:

- 1. Violence and Cruelty:** The original rhyme features a gruesome image of "four-and-twenty blackbirds baked in a pie" and later, the birds pecking out the eyes of the maid. This can be perceived as violent and cruel. A revised version could focus on kindness and compassion towards animals.
- 2. Lack of Empathy and Problem-Solving:** The traditional rhyme's tone can be perceived as dismissive and uncaring towards the maid's fate. A revised version could emphasize empathy, problem-solving, and positive conflict resolution.

Original Rhyme

*"Sing a song of sixpence, a pocket full of rye,
Four-and-twenty blackbirds, baked in a pie.
When the pie was opened, the birds began to sing;
Wasn't that a dainty dish, to set before the king?
The king was in his counting house, counting out his money;
The queen was in the parlour, eating bread and honey.
The maid was in the garden, hanging out the clothes;
When down came a blackbird and pecked off her nose."*

Changed Version 1

*"Sing a song of kindness, a pocket full of care,
Helping hands and happy hearts, everywhere.
My friends and me, we work as a team,
Showing respect and empathy, makes our faces beam."*

By adapting traditional rhymes like "Sing a Song of Sixpence," we can create more positive, empathetic, and inclusive messages for young children.

Sing a Song of Kindness

(changed version of Sing a Song of Sixpence)

Sing a song of kindness, a pocket full of care,
Helping hands and happy hearts, everywhere.

My friends and me, we work as a team,
Showing respect and empathy, makes our faces beam.



Original Rhyme

*“Sing a song of sixpence, a pocket full of rye,
Four-and-twenty blackbirds, baked in a pie.
When the pie was opened, the birds began to sing;
Wasn't that a dainty dish, to set before the king?
The king was in his counting house, counting out his money;
The queen was in the parlour, eating bread and honey.
The maid was in the garden, hanging out the clothes;
When down came a blackbird and pecked off her nose.”*

Changed Version 2

*Sing a song of six colorful pens,
I use them to draw and color with my friends.
We draw a cat, and a happy sun,
We love to color, it's so much fun!*

The melody remains catchy and easy to remember, making it perfect for young children to learn and sing along! These versions promote:

- Kindness and empathy
- Teamwork and collaboration
- Creative expression
- Teamwork and collaboration

Six Colorful Pens

(changed version of Sing a Song of Sixpence)

Sing a song of six colorful pens,
I use them to draw and color with my friends.

We draw a cat, and a happy sun,
We love to color, it's so much fun!



Rhyme 12:

- **Wee Willie Winkie.**
Changed To
- **Kind Wee Willie Winkie.**

"Wee Willie Winkie" is a traditional Scottish nursery rhyme that has been passed down for generations. Here's a brief history:

Origin

The earliest known publication of the rhyme is in 1844 in Scotland, but it is believed to have existed in oral tradition before that.

Possible Inspirations

Several theories exist about the inspiration for the rhyme:

- 1. Scottish Folklore:** One theory suggests that the rhyme refers to the Scottish folklore tradition of the "wee folk" or "little people," who were believed to be mischievous and quick to play tricks on humans.
- 3. Satire:** Some researchers believe that the rhyme is a satire of the Scottish upper class, with Wee Willie Winkie representing a caricature of a lazy and indulgent aristocrat.

Why Should We Change It?

Here are three reasons why this rhyme should be modified or adapted:

- 1. Sleep-Shaming and Guilt:** The original rhyme features Wee Willie Winkie trying to wake up children, implying that they are lazy or naughty for sleeping. This can perpetuate negative attitudes towards rest and sleep. A revised version could promote healthy sleep habits and self-care.
- 2. Intrusiveness and Boundaries:** Wee Willie Winkie's actions can be seen as intrusive, as he tries to wake up children who are sleeping. A revised version could emphasize respect for personal boundaries and alone time.
- 3. Negative Portrayal of Night-time:** The traditional rhyme's tone can be perceived as fearful or anxious about night-time, implying that it's a time for worry or stress. A revised version could promote a positive and calming attitude towards night-time, emphasizing relaxation and rest.

Original Rhyme

*"Wee Willie Winkie runs through the town,
Upstairs and downstairs in his nightgown,
Rapping at the window, crying through the lock,
Are the children in their beds,
for now it's past eight o'clock?"*

Changed Version 1

*"Wee Willie Winkie, runs through the town,
Spreading kindness everywhere, never a frown.
He waves to his friends, and says hello with glee,
Being a good neighbour, is what he loves to be.*

*Wee Willie Winkie, goes to bed with a grin,
Feeling happy and proud, of the good he's done within.
He dreams of kindness, and wakes up with cheer,
Spreading joy and love, is what he holds dear."*

By adapting traditional rhymes like "Wee Willie Winkie," we can create more positive, respectful, and calming messages for young children.

The melody remains catchy and easy to remember, making it perfect for young children to learn and sing along!

This version promotes:

- Kindness and empathy
- Helping others and lending a hand
- Positive relationships and friendships

Kind Wee Willie Winkie

(changed version of Wee Willie Winkie)

Wee Willie Winkie, runs through the town,
Spreading kindness everywhere, never a frown.
He waves to his friends, and says hello with glee,
Being a good neighbour, is what he loves to be.

Wee Willie Winkie, goes to bed with a grin,
Feeling happy and proud, of the good he's done within.
He dreams of kindness, and wakes up with cheer,
Spreading joy and love, is what he holds dear.



Rhyme 13:

- **There Was an Old Woman Who Lived in a Shoe.**
Changed To
- **The Friendly Old Woman.**

"There Was an Old Woman Who Lived in a Shoe" is a traditional English nursery rhyme that has been passed down for generations. Here's a brief history:

Origin

The earliest known publication of the rhyme is in 1765 in England.

Possible Inspirations

- 1. Overpopulation:** One theory suggests that the rhyme refers to the rapid population growth in England during the 18th century, with the old woman representing a symbol of poverty and overcrowding.
- 2. King Henry VIII's Wives:** Another theory proposes that the rhyme originated from the story of King Henry VIII's six wives, with the old woman representing Catherine of Aragon, who was divorced by the king.

Why Should We Change It?

Here are three reasons why this rhyme should be modified or adapted:

- 1. Negative Portrayal of Motherhood and Parenting:** The original rhyme features an old woman who lives in a shoe with "so many children she didn't know what to do." This can perpetuate negative stereotypes about motherhood, parenting, and family size. A revised version could promote positive and empowering messages about family and parenting.
- 2. Lack of Problem-Solving and Resourcefulness:** The traditional rhyme's tone can be perceived as helpless and overwhelmed, implying that the old woman is unable to cope with her circumstances. A revised version could emphasize resourcefulness, resilience, and community support.
- 3. Perpetuation of Poverty and Homelessness Stereotypes:** The rhyme's portrayal of the old woman living in a shoe can perpetuate negative stereotypes about poverty and homelessness. A revised version could promote empathy, understanding, and social awareness.

Original Rhyme

*"There was an old woman who lived in a shoe,
She had so many children she didn't know what to do.
She gave them some broth without any bread,
And whipped them all soundly, and put them to bed."*

Changed Version 1

*"There was an old woman, who lived in a place,
Where kindness and love, filled every face.
She welcomed her neighbours, with a smile so wide,
And showed them all, the joy of being a good friend inside.

She had a big garden, where flowers bloomed every day,
And she shared them with others, to brighten up their day.
She taught the children, the value of sharing and care,
And showed them all, the happiness that comes from showing
we truly care."*

By adapting traditional rhymes like "There Was an Old Woman Who Lived in a Shoe," we can create more positive, empowering, and inclusive messages for young children.

The melody remains catchy and easy to remember, making it perfect for young children to learn and sing along!
This version promotes:

- Kindness and empathy
- Good neighbourliness and community spirit
- Sharing and generosity
- Positive relationships and friendships

The Friendly Old Woman

(changed version of There Was an Old Woman)

There was an old woman, who lived in a place,
Where kindness and love, filled every face.
She welcomed her neighbours, with a smile so wide,
And showed them all, the joy of being a good friend inside.

She had a big garden, where flowers bloomed every day,
And she shared them with others, to brighten up their day.

She taught the children, the value of sharing and care,
And showed them all, the happiness that comes from showing we truly care.



Rhyme 14: Old Mother Hubbard.

Changed To

- Mother Hubbard's Healthy Making Choices.
- Mother Hubbard's Healthy Snack Hunt.

"Old Mother Hubbard" is a traditional English nursery rhyme that has been passed down for generations. Here's a brief history:

Origin

The earliest known publication of the rhyme is in 1805 in England.

Possible Inspirations

Several theories exist about the inspiration for the rhyme:

- 1. Caricature of a Real Person:** One theory suggests that the rhyme refers to a real person, possibly a caricature of a woman who lived in the village of Kettering, Northamptonshire.
- 2. Folkloric Origins:** Some researchers believe that the rhyme has folkloric origins, with Old Mother Hubbard representing a wise woman or a witch.

Why should we change it?

Here are three reasons why this rhyme should be modified or adapted:

- 1. Negative Portrayal of Aging and Poverty:** The original rhyme features Old Mother Hubbard as a poor, elderly woman who can't even afford a bone for her dog. This can perpetuate negative stereotypes about aging, poverty, and social isolation. A revised version could promote positive and empowering messages about aging and community support.
- 2. Perpetuation of Animal Neglect Stereotypes:** The rhyme's portrayal of Old Mother Hubbard's dog being deprived of a bone can perpetuate negative stereotypes about animal neglect. A revised version could promote empathy, kindness, and responsible pet ownership.

Original Rhyme

*"Old Mother Hubbard
Went to the cupboard
To get her poor doggie a bone.
When she got there,
The cupboard was bare,
So the poor little doggie had none."*

Changed Version 1

*"Old Mother Hubbard, went to the store,
To buy some fresh food, for her family to share once more.
She chose healthy options, with care and with might,
Teaching her children, the importance of eating right.*

*She went to the park, to walk with her friends,
And showed them all, the joy that never ends.
They walked together, with laughter and glee,
Celebrating friendship, and community."*

By adapting traditional rhymes like "Old Mother Hubbard," we can create more positive, empowering, and inclusive messages for young children.

Mother Hubbard's Healthy making Choices

(changed version of Old Mother Hubbard)

Old Mother Hubbard, went to the store,
To buy some fresh food, for her family to share once more.
She chose healthy options, with care and with might,
Teaching her children, the importance of eating right.

She went to the park, to walk with her friends,
And showed them all, the joy that never ends.
They walked together, with laughter and glee,
Celebrating friendship, and community.



Original Rhyme

*“Old Mother Hubbard
Went to the cupboard
To get her poor doggie a bone.
When she got there,
The cupboard was bare,
So the poor little doggie had none.”*

Changed Version 2

*Old Mother Hubbard went to the fridge,
To find some healthy snacks to eat and share with her kids.
She looked for fruits and veggies too,
To make a yummy salad for her family to chew.*

The melody remains catchy and easy to remember, it perfect for young children to learn and sing along! These versions promote:

- Healthy eating habits
- Importance of physical activity and play
- Value of friendship and community
- Positive relationships and social skills
- Healthy eating habits to encourage nutritious food choices.
- Physical well-being through outdoor activities like walking.

Mother Hubbard's Healthy Snack Hunt

(changed version of Old Mother Hubbard)

Old Mother Hubbard went to the fridge,
To find some healthy snacks to eat and share with her kids.

She looked for fruits and veggies too,
To make a yummy salad for her family to chew.



Rhyme 15: Hey Diddle Diddle

Changed To

- **Hey Diddle Diddle: Time for Teamwork**
- **Hey Diddle Diddle: A Hungry Farm**

"**Hey Diddle Diddle**" is a traditional English nursery rhyme that has been passed down for generations. The exact origin and meaning of the rhyme are unclear, but here's a brief history:

Origin

- The earliest known publication of the rhyme is in a book called "Mother Goose's Melodies for Children" in London around 1765.
- However, it's believed that the rhyme may have originated earlier, possibly in the 16th or 17th century.

Possible Inspirations

1. One theory is that the rhyme refers to the English Civil War (1642-1651), with the "cat and fiddle" representing the Parliamentary forces and the "cow jumping over the moon" symbolizing the Royalist forces.

Why should we change it?

Here are three reasons why this rhyme should be modified or adapted:

1. Promoting Unrealistic Expectations and Fantasies: The original rhyme features a fantastical and unrealistic scenario, including a cat playing a fiddle, a cow jumping over the moon, and a dish running away with a spoon. While imagination is valuable, a revised version could promote more realistic and achievable goals.

3. Perpetuation of Stereotypes and Chaos: The rhyme's portrayal of chaotic and fantastical events can perpetuate negative stereotypes about noise, mess, and disorder. A revised version could promote positive values like harmony, cooperation, and mutual respect.

Original Rhyme

*"Hey Diddle Diddle.
The cat and fiddle.
The cow jumped over the moon.
The little dog laughed to see such fun.
And the dish ran away with the spoon."*

Changed Version 1

*"Hey Diddle Diddle,
The cat and dog play with glee.
Let's show them kindness,
That is the only way to be."*

*Hey Diddle Diddle,
The fiddle plays a happy tune,
Reminding us to share and be in tune."*

*Hey Diddle Diddle,
The dish and spoon, they work as a team,
Showing cooperation is the dream."*

By adapting traditional rhymes like "Hey Diddle Diddle," we can create more positive, inclusive, and empowering messages for young children.

Hey Diddle Diddle: Time for Teamwork

(changed version of Hey Diddle Diddle)

Hey Diddle Diddle,
The cat and dog play with glee.
Let's show them kindness,
That is the only way to be.

Hey Diddle Diddle,
The fiddle plays a happy tune,
Reminding us to share and be in tune.

Hey Diddle Diddle,
The dish and spoon, they work as a team,
Showing cooperation is the dream.



Original Rhyme

*“Hey Diddle Diddle.
The cat and fiddle.
The cow jumped over the moon.
The little dog laughed to see such fun.
And the dish ran away with the spoon.”*

Changed Version 2

*Hey Diddle Diddle
The farmer is feeding the cow,
All the animals are hungry right now.*

*Hey Diddle Diddle she feeds the cat too.
The cow is happy and says, 'moo, moo'.*

The melody remains catchy and easy to remember, making it perfect for young children to learn and sing along! These versions promote:

- Friendship and inclusivity
- Kindness and empathy
- Celebration of differences
- Teamwork and cooperation
- Care for animals and responsible feeding

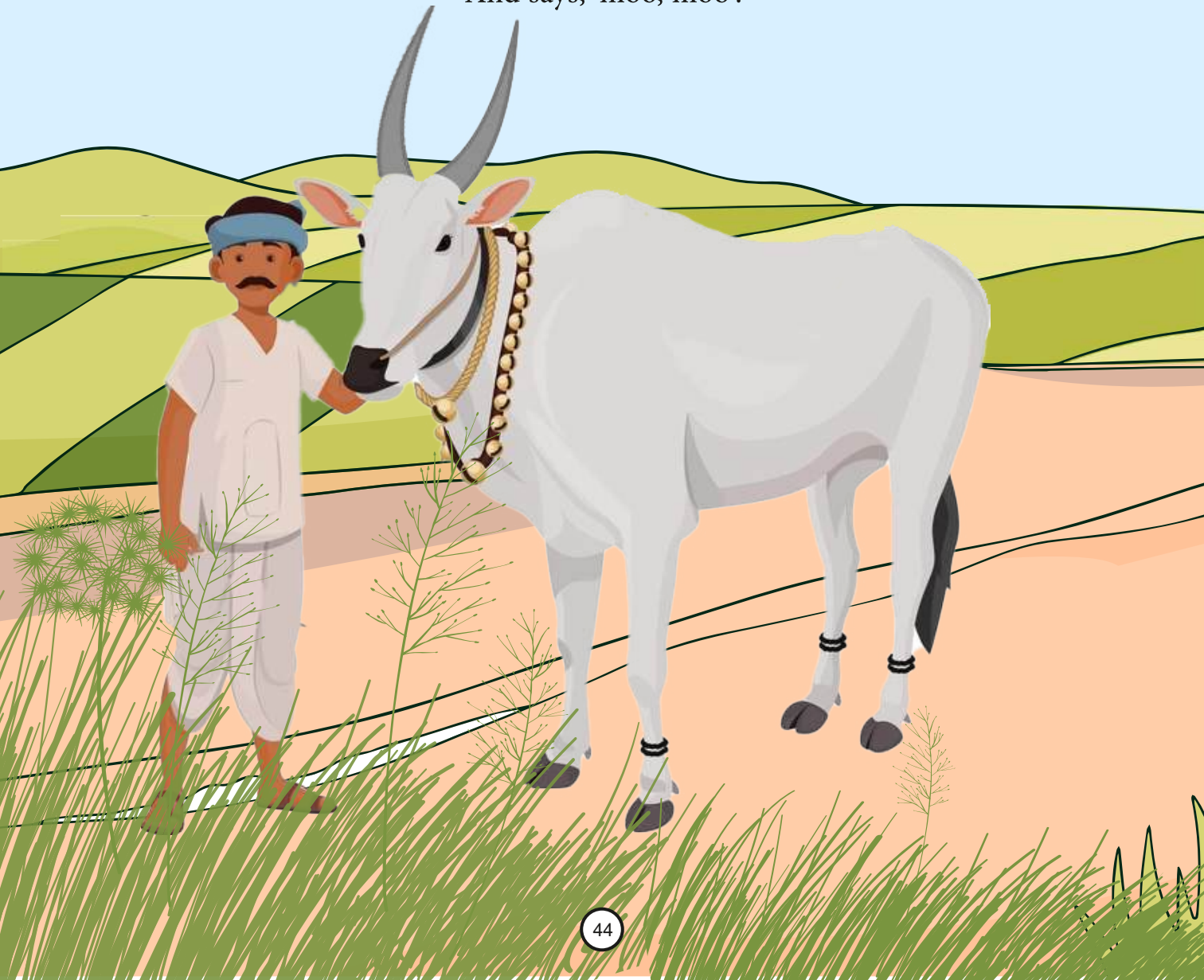
Hey Diddle Diddle: A Hungry Farm

(changed version of Hey Diddle Diddle)

Hey Diddle Diddle

The farmer is feeding the cow,
All the animals are hungry right now.

Hey Diddle Diddle,
She feeds the cat too,
The cow is happy,
And says, 'moo, moo'.



Rhyme 16:

10 Little Monkeys Jumping on the Bed.

Changed To

- 10 Little Kids with Different Abilities.
- 10 Little Friends from Different Lands.
- 10 Little Monkeys Sharing Their Toys.

"10 Little Monkeys Jumping on the Bed" is a popular children's nursery rhyme that has been passed down for generations. The exact origin and meaning of the rhyme are unclear, but here's a brief history:

Origin

The rhyme is believed to have originated in the United States in the early 20th century. The earliest known publication dates back to the 1940s.

Possible Inspirations

There are several theories about the inspiration for the rhyme:

1. Folkloric Origins: Researchers believe the rhyme has folkloric origins, with "Ten Little Monkeys" representing a generic name for mischievous children.

Why should we change it?

Here are three reasons why this rhyme should be modified or adapted:

- 1. Promoting Risky Behavior:** The original rhyme features monkeys jumping on the bed, which can promote risky behavior.
- 2. Lack of Emotional Intelligence:** The traditional rhyme doesn't address the monkey's feelings after falling off the bed.

Original Rhyme

*"Ten little monkeys jumping on the bed,
One fell off and bumped his head.
Mama called the doctor, and the doctor said,
'No more monkeys jumping on the bed!'"*
(This rhyme continues with nine, eight, seven, etc. little monkeys)

Changed Version 1

Given on page number 46

Changed Version 2

Given on page number 47

Changed Version 3

Given on page number 48

The melody remains catchy and easy to remember, making it perfect for young children to learn and sing along! These versions promote:

- Friendship and Unity
- Celebration of Diversity
- Sharing and Generosity
- Teamwork and Collaboration
- Kindness and Empathy
- Empowerment and Confidence

10 Little Kids with Different Abilities

(changed version of 10 Little Monkeys Jumping on the Bed)



10 little kids, with abilities so bright,
Learning together, with hearts full of light.
One used her wheelchair, to zoom around the floor,
Her friends cheered her on, as she played some more.



9 little kids, with abilities so grand,
Working together, hand in hand.
One used his sign language, to communicate with ease,
His friends learned to sign, and they all had a breeze.



8 little kids, with abilities so bold,
Creating art together, young and old.
One used her Braille book, to read with glee,
Her friends listened closely, as she went on a reading spree.



7 little kids, with abilities so bright,
Solving puzzles together, with all their might.
One used his assistive tech, to type with speed,
His friends were amazed, by his tech skills indeed.



6 little kids, with abilities so unique,
Playing music together, with a harmonious beat.
One used her adaptive instrument, to play with flair,
Her friends joined in, and they created a joyful air.



5 little kids, with abilities so strong,
Building bridges together, all day long.
One used his communication device, to express his thoughts,
His friends listened carefully, and they all shared a lot.



4 little kids, with abilities so agile,
Dancing together, with a happy giggle.
One used her prosthetic limb, to dance with glee,
Her friends cheered her on, as she twirled wild and free.



3 little kids, with abilities so clever,
Conducting science experiments, together forever.
One used his sensory tools, to explore and discover,
His friends joined in, with a sense of wonder.



2 little kids, with abilities so bright,
Creating stories together, with all their might.
One used her augmentative app, to tell her tale,
Her friend listened closely, and on a creative journey, they set sail.



1 little kid, with an ability so rare,
Shining bright with kindness, and showing they care.
She used her smile, to light up the day,
And her friends all joined in, in a joyful, inclusive way!

10 Little Friends from Different Lands

(changed version of 10 Little Monkeys Jumping on the Bed)



10 little friends from different lands,
Dancing together, hand in hand.
One fell down, and skinned her knee,
Her friends helped her up, and made her feel free.



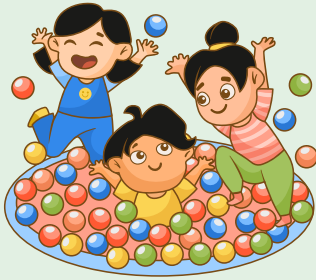
9 little friends from different lands,
Dancing together, hand in hand.
One spun around, and got a bit dizzy too,
Her friends caught her, and said "We're here for you!"



8 little friends from different lands,
Dancing together, hand in hand.
One got thirsty, and needed a drink,
Her friends shared their water, with a happy blink.



7 little friends from different lands,
Dancing together, hand in hand.
One felt sad, and needed a friend,
Her friends gave her a hug that never ends.



6 little friends from different lands,
Dancing together, hand in hand.
One had an idea, for a new game to play,
Her friends joined in, and they danced all day.



5 little friends from different lands,
Dancing together, hand in hand.
One brought some snacks, to share with glee,
Her friends thanked her, and danced wild and free.



4 little friends from different lands,
Dancing together, hand in hand.
One sang a song, with a voice so sweet,
Her friends joined in, and they skipped to the beat.

3 little friends from different lands,
Dancing together, hand in hand.
One told a joke, that made them all smile,
Her friends laughed together, for a long while.



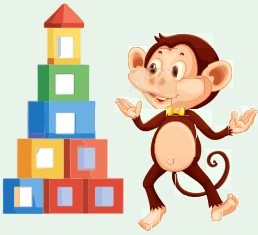
2 little friends from different lands,
Dancing together, hand in hand.
One twirled around, with a spin so fine,
Her friend cheered her on, with a happy sign.



1 little friend from a different land,
Dancing alone, with a happy hand.
She danced with joy, and a heart so free,
And her friends all joined in, for a dance party spree!

10 Little Monkeys Sharing Their Toys

(changed version of 10 Little Monkeys Jumping on the Bed)



10 little monkeys, with toys galore,
Sharing with friends, and showing they care.
One shared her blocks, and built a tall tower,
Her friends helped her build, for each and every hour.



9 little monkeys, with toys to share,
Taking turns, and showing they truly care.
One shared her cars, and they had a big race,
Her friends cheered her on, with a happy face.



8 little monkeys, with toys to lend,
Helping each other, until the very end.
One shared his dolls, and they had a tea party,
His friends joined in, and said, 'What a party!'.



7 little monkeys, with toys to spare,
Donating to others, with kindness to share.
One shared his books, and they read with glee,
His friends thanked him, for sharing it for free.



6 little monkeys, with toys to trade,
Exchanging with friends, oh, what a wonderful display.
One shared her crayons, and they coloured with flair,
Her friends created art, without a single care.



5 little monkeys, with toys to give,
Showing kindness, for everyone to thrive.
One shared his ball, and they played outside all day,
His friends thanked him, for sharing in a loving way.



4 little monkeys, with toys to show,
Displaying their favourites, with pride and aglow.
One shared her puzzle, and they worked as a team,
Her friends helped her solve, according to the theme.



3 little monkeys, with toys to lend a hand,
Helping each other, in a toy-sharing band.
One shared his game, and they played until night,
His friends thanked him, for sharing with all his might.



2 little monkeys, with toys to share with glee,
Taking turns, and being kind, as bright as can be.
One shared her teddy, and they cuddled up tight,
Her friend thanked her, for sharing with love and delight.



1 little monkey, with a toy to share,
Showing kindness, and a heart that truly cares.
She shared her toy, with a smile so wide,
And her friends all joined in, with a toy-sharing pride!

Rhyme 17:
Rain Rain Go Away.

Changed To

• What Shall We Do on a Rainy Day?

This rhyme should be changed as we are an agricultural country and we cannot teach our children to hate the rain because they cannot play! Here is our changed version that helps children understand what to do when it rains. This changed version will help them grow up with an understanding of the importance of rain for India and also the cognitive flexibility of what to do when it rains.

Old version:

*Rain, rain go away,
Come again another day.
Little Johnny wants to play,
Rain, rain go away!*

Changed version:

*What shall we do on a rainy day
rainy day, rainy day?*

*What shall we do on a rainy day?
When we can't go out and play.*

*We can clean our room on a rainy day,
rainy day, rainy day.*

*We can clean our room on a rainy day,
When we can't go out and play.*

*What shall we do on a rainy day
rainy day, rainy day?*

What shall we do on a rainy day?

*We'll make some toast on a rainy day,
rainy day, rainy day.*

*We'll make some toast on a rainy day,
when we can't go out and play.*

*What shall we do on a rainy day
rainy day, rainy day?*

*What shall we do on a rainy day?
When we can't go out and play.*

*We'll read a book on a rainy day,
rainy day, rainy day.*

*We'll read a book on a rainy day,
when we can't go out and play.*

What Shall We Do on a Rainy Day?

(changed version of Rain Rain Go Away)



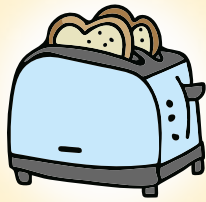
What shall we do on a rainy day
rainy day, rainy day?
What shall we do on a rainy day?
When we can't go out and play.

We can clean our room on a rainy day,
rainy day, rainy day.
We can clean our room on a rainy day,
When we can't go out and play.



What shall we do on a rainy day
rainy day, rainy day?
What shall we do on a rainy day?
When we can't go out and play.

We'll make some toast on a rainy day,
rainy day, rainy day.
We'll make some toast on a rainy day,
when we can't go out and play.



What shall we do on a rainy day
rainy day, rainy day?
What shall we do on a rainy day?
When we can't go out and play.

We'll read a book on a rainy day,
rainy day, rainy day.
We'll read a book on a rainy day,
when we can't go out and play.



Rhyme 18:

- **Twinkle Twinkle Little Star.**

Changed To

- **The New Version- Twinkle Twinkle Little Star**

This is an interesting rhyme and once children know how to sing it, how about using it to teach children how to clear up after playing? Using the teaching maxim of 'known to unknown' will help children connect to the socio-emotional skill of independence, and learning to clear up their mess.

Old version:

*Twinkle Twinkle little star,
How I wonder what you are?
Up above the world so high,
Like a diamond in the sky.*

Changed version:

*Twinkle Twinkle little star,
Time to clean up where you are.
Put each toy back in it's place,
Keep a smile up on your face.
Twinkle Twinkle little star,
Time to clean up where you are.*

The New Version - Twinkle Twinkle Little Star

(changed version of Twinkle Twinkle Little Star)

Twinkle Twinkle little star,
Time to clean up where you are.
Put each toy back in it's place,
Keep a smile up on your face.
Twinkle Twinkle little star,
Time to clean up where you are.



Rhyme 19:

- **Where is Thumbkin?**

Changed To

- **The New Version- Where is Thumbkin?**

This is another favourite of children, teachers and parents and a small tweak and it can help children to identify and label emotions. The new version teaches them socially acceptable ways of showing their emotions. After all it is not wrong to feel emotions like anger, sadness, etc. we just need more songs that teach children how to express them.

Old version:

*Where is Thumbkin?
Where is Thumbkin?
Here I am, here I am.
How are you this morning?
Very well, I thank you.
Run away, run away.*

(this version continues in the same way for Pointer, Tall man, Ring finger, Pinkie)

Changed version:

*Where is Thumbkin?
Where is Thumbkin?
Here I am. Here I am.
How are you this morning?
I am feeling happy.
Give a smile, do a dance.*

*Where is Pointer?
Where is Pointer?
Here I am. Here I am.
How are you this morning?
I am feeling angry
Take a deep breath. Punch a pillow.*

*Where is Tall man?
Where is Tall man?
Here I am. Here I am.*

*How are you this morning?
I am feeling scared.
Mummy is here, daddy is here, teacher is here.*

*Where is Ring man?
Where is Ring man?
Here I am. Here I am.
How are you this morning?
I am feeling bored.
Play with your toys. Do a dance.*

*Where is baby/Pinky?
Where is baby/Pinky?
Here I am. Here I am.
How are you this morning?
I am feeling sad.
Sing a song. Draw and paint.*

The New Version- Where is Thumbkin?

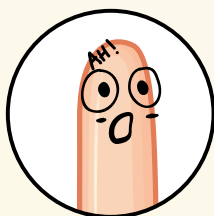
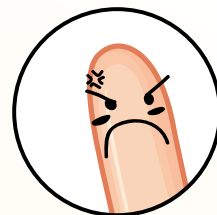
(changed version of Where is Thumbkin?)



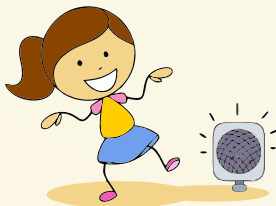
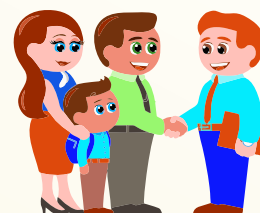
Where is Thumbkin?
Where is Thumbkin?
Here I am. Here I am.
How are you this morning?
I am feeling happy.
Give a smile, do a dance.



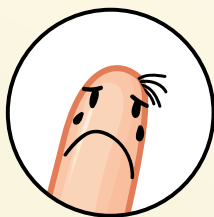
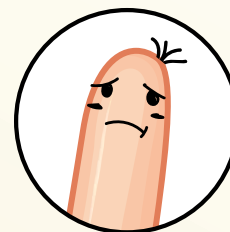
Where is Pointer?
Where is Pointer?
Here I am. Here I am.
How are you this morning?
I am feeling angry
Take a deep breath. Punch a pillow.



Where is Tall man?
Where is Tall man?
Here I am. Here I am.
How are you this morning?
I am feeling scared.
Mummy is here, daddy is here, teacher is here.



Where is Ring man?
Where is Ring man?
Here I am. Here I am.
How are you this morning?
I am feeling bored.
Play with your toys. Do a dance.



Where is baby/Pinky?
Where is baby/Pinky?
Here I am. Here I am.
How are you this morning?
I am feeling sad.
Sing a song. Draw and paint.



Rhyme 20:

• If You Are Happy And You Know It....

Changed To

• When You are Happy and You Know It.. The One with Feelings!

This is another favourite of children, teachers and parents and a small tweak and it can help children to identify and label emotions. The new version teaches them socially acceptable ways of showing their emotions. Afterall it is not wrong to feel emotions like anger, sadness, etc. we just need more songs that teach children how to express them.

Old version:

*If you're happy and you know it, clap your hands,
If you're happy and you know it, clap your hands,
If you're happy and you know it,
And you really want to show it,
If you're happy and you know it, clap your hands.*

*If you're happy and you know it, stamp your feet
If you're happy and you know it, stamp your feet
If you're happy and you know it
And you really want to show it
If you're happy and you know it, stamp your feet.*

*If you're happy and you know it, shout 'Hurray!'
If you're happy and you know it, shout 'Hurray!'
If you're happy and you know it
And you really want to show it
If you're happy and you know it, shout 'Hurray!'*

*If you're happy and you know it, do all three
If you're happy and you know it, do all three
If you're happy and you know it
And you really want to show it
If you're happy and you know it, do all three.*

Changed version:

*If you're happy and you know it, laugh out loud.
If you're happy and you know it, laugh out loud.
If you're happy and you know it and you really want to
show it,
If you're happy and you know it, laugh out loud.*

*If you're angry and you know it, stomp your feet.
If you're angry and you know it, stomp your feet.
If you're angry and you know it and you really want to
show it,
If you're angry and you know it, stomp your feet.*

*If you're sad and you know it, heave a sigh.
If you're sad and you know it, heave a sigh.
If you're sad and you know it, and you really what to
show it,
If you're sad and you know it, heave a sigh.*

*IF you're bored and you know it, clap your hands.
If you're bored and you know it, clap your hands.
If you're bored and you know it and you really want to
show it,
If you're bored and you know it, clap your hands.*

*If you're happy and you know it, shout hooray!
If you're happy and you know it, shout hooray!
If you're happy and you know it, and you really want to
show it,
If you're happy and you know it, shout hooray!*

When You are Happy and You Know It.. The One with Feelings!

(changed version of If You Are Happy And You Know It....)



If you're happy and you know it, laugh out loud.
If you're happy and you know it, laugh out loud.
If you're happy and you know it and you really want to show it,
If you're happy and you know it, laugh out loud.

If you're angry and you know it, stomp your feet.

If you're angry and you know it, stomp your feet.

If you're angry and you know it and you really want to show it,

If you're angry and you know it, stomp your feet.



If you're sad and you know it, heave a sigh.

If you're sad and you know it, heave a sigh.

If you're sad and you know it, and you really what to show it,

If you're sad and you know it, heave a sigh.

If you're bored and you know it, clap your hands.

If you're bored and you know it, clap your hands.

If you're bored and you know it and you really want to show it,

If you're bored and you know it, clap your hands.



If you're happy and you know it, shout hooray!

If you're happy and you know it, shout hooray!

If you're happy and you know it, and you really want to show it,

If you're happy and you know it, shout hooray!



Rhyme 21:

- **Piggy On The Railway.**
Changed To
- **The New Piggy On the Railway.**

This one definitely needs to change as it teaches children that it is ok to harm/hit someone without feeling sorry or remorse. We changed the last two lines only to make it more relevant and caring. This new version now teaches children that it is important to acknowledge when you harm someone and take adequate measures not to do it again.

Old version:

*Piggy on the railway.
Picking up the stones.
Down came the engine,
And broke Piggy's bones.
"Ah!" said the Piggy, "That's not fair".
"Oh!" said the engine driver, "I don't care".*

Changed version:

*Piggy on the railway,
Picking up stones.
Down came an engine,
And broke Piggy's bones.
"Ouch"! said the Piggy,
"That's not fair."
"Sorry", said the engine driver,
"I will take more care!"*

The New Piggy on the Railway.

(changed version of Piggy on the Railway.)

Piggy on the railway,
Picking up stones.
Down came an engine,
And broke Piggy's bones.
“Ouch”! said the Piggy,
“That's not fair.”
“Sorry”, said the engine driver,
“I will take more care!”



Rhymes Reimagined: A Fresh Take for Today's Child

Join ECA-APER on a journey to revolutionize traditional nursery rhymes! In this delightful collection, old classics are transformed into uplifting, empowering, and fun experiences for today's child.

Say goodbye to outdated, scary, and nonsensical rhymes that can confuse and frighten young minds. Instead, discover refreshed versions of Humpty Dumpty, Jack and Jill, Old Mother Hubbard and more, that promote positivity, kindness, and critical thinking.

With *'New Age Rhymes for Today's Child'*, Dr. Swati Popat Vats brings her expertise and passion for child development to create a treasure trove of engaging, educational, and entertaining rhymes that will:

- Foster a love for learning and language.
- Encourage social-emotional growth and empathy.
- Support positive mental health in young children.
- Develop critical thinking and problem-solving skills

This beautifully illustrated book is perfect for parents, educators, and caregivers seeking to provide young children with a strong foundation for lifelong learning and happiness.

Get ready to rediscover the magic of nursery rhymes in a developmentally appropriate new Avatar!