

Excerpted from *The Rhythm of Virtue* by Denise Flora
Appendix D: Children's Rhymes and Games
on the occasion of the FDCW
Growing Compassionate Hearts Conference

The Rhythm of Virtue helps adults recall and embody positive virtues cued by sounds and physical movements of their day. May the activities in this excerpt and the links to audio/video be of benefit for those also working and playing with children.

- Denise Flora, Oct 2023

[The Rhythm of Virtue:](#)

Your Chants and Verses for Meaningful Movement

Florasabi Creative 2018

“How can we become a happier human being with a big heart? The cause of happiness is positive thought, positive thinking. A negative thought and a positive thought cannot arise simultaneously. So we need to keep positive thoughts in mind throughout the day. *The Rhythm of Virtue*. Very good. Wonderful. Think something positive.”

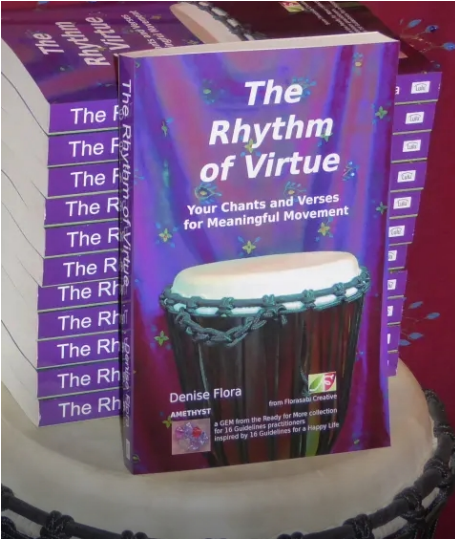
– Geshe Gelek Chodha

Resident teacher at Kadampa Center for the Practice of Tibetan Buddhism

"What a pleasure to read this book, *The Rhythm of Virtue*. How delightful to pore over these verses and to be inspired again and again! Reading before bed even brought an auspicious dream in which all of my movements were connected with virtuous rhymes."

– Karen Edwards

Occupational Therapy, University of North Carolina, Chapel Hill



Samples from *The Rhythm of Virtue*, customizable practices to develop virtue during rhythmic activities of daily life –

As you walk or pedal, step every second syllable with a virtue-inspired verse you choose or write in the workbook here such as:

With kindness as my guiding star
I steer away from causing harm.
A caring act or friendly word
can nourish hope, dispel alarm.

When you notice the tick of a clock, think how everything changes, or think, “My time to make positive change is not unlimited.” Or match four ticks per line to contemplate your chosen verse of the day such as:

What makes a life that’s meaningful?
What inner learning plays a part?
Compassion, wisdom, mindfulness,
A clear mind and an open heart.

Before you use the stairs, notice your intention. Are you thinking of yourself as higher or lower than others? Then walk up mindfully, attentively. Or match stepping with the bold syllables of a verse like this:

Days when I am **h**umble
I **l**earn from every **p**erson –
not **a**rrogant, but **e**qual,
strong, unmasked and **f**ree.

When you need a stretch break, match your breathing to the motions of the Awakening Salutation you create in the workbook (one posture for each virtue on your list).

Collected Links – Remember, everything changes/breaks.

Go first to florasabi.org for live, updated links for *The Rhythm of Virtue*, or to connect through the contact page (or write info@florasabi.org).

Florasabi direct links at time of this printing:

audio on Soundcloud

<https://soundcloud.com/florasabi>



audio

community on Facebook

<https://www.facebook.com/Florasabi-277811772246305/>

photos (and a few videos) as [dflora_pix](#) on Flickr

<https://www.flickr.com/photos/25434820@N00/>

print books and downloads on Lulu

Florasabi Creative Spotlight page:

<http://www.lulu.com/spotlight/florasabi>

video on Vimeo

<https://vimeo.com/florasabi>



video

website

<http://florasabi.org/>

Related sites' addresses at time of this printing:

16 Guidelines website <http://www.16guidelines.org/>

Foundation for Developing Compassion and Wisdom website

<http://www.compassionandwisdom.org/>

Three Wishes for a Meaningful Life (iapp retired)

landing page <https://sentosa.us/apps/wishes/>

content archive <https://www.flickr.com/photos/25434820@N00/albums/72157688643360424>

Three Wishes for a Meaningful Life community on Facebook

<https://www.facebook.com/Three-Wishes-for-a-Meaningful-Life-166681300081360/>

Appendix D – Children’s Rhymes and Games

Merge message and movement with the children in your life using these games/chants designed to build familiarity with virtuous subjects and encourage physical motion – something positive for body, speech, and mind. Chants, poems, songs, dances, and games for various ages and group sizes illustrate Universal Education themes keyed to the 16 Guidelines and the Seven Steps to Knowledge, Strength and Compassion.

Activities keyed to the Seven Steps were composed specifically for *The Rhythm of Virtue* and are presented for the first time here as The Seven Steps Swing Set. Thanks to Pam Cayton for developing this Seven Steps structure as well as Creating Compassionate Cultures.

Many activities keyed to 16 Guidelines are new for this 20 Peace Set. Others were first shared in *Ready Set Happy* from the Foundation for Developing Compassion and Wisdom and are marked with *.

Audio and video for many of these activities are available where noted. A summary of the items in this Appendix keyed to these two Universal Education systems is given in Tables D-1 and D-2. Use these ideas or create your own to use with children if you are inspired to do so.

Table D-1. Message/Movement Rhythmic Activities for Children in the “Seven Steps Swing Set”

Subject/Step	Activity	Format
1. Mindful Intention	Split the Orange, Cross Wish	hopscotch, threshold rhyme
2. Interconnection	Connect the Drops +	jump-rope gesture rhyme+
3. Change	“What’s next?”	hand-clap
4. Perception	Yummy/Apples/View +	swing rhymes +
5. Transformation	Red and Green +	ball-bouncing chant +
6. Empathy	Just like You	beanbag toss call/response
7. Compassion	Gonggi Gatti	jacks-like game

Table D-2. Message/Movement Rhythmic Activities for Children in the 16G-inspired “20 Peace Set”

Subject		Activity	Format
1	How we THINK	Points of View*, Apples Reality Puzzle*, +	poems, swing rhymes
2	Humility	Humble Cake	jump-rope rhyme
3	Patience	5678 Tolerate	line dance
4	Contentment	Peek-a-Blue, Belly Blues*	peek-a-boo, song
5	Delight	Giggle Rap*, +Red/Green	rap, bounce game
6	How we ACT	Ripples*	poem
7	Kindness	Gonggi Gatti	jacks-like game
8	Honesty	Pocket Change*	chant/rap
9	Generosity	Cross Wish	threshold chant
10	Thoughtful Speech	Clap Echo, Haiku, +	clap game, haiku +
11	How we RELATE	Village Sandwich, +	floor-clap +
12	Respect	Everyone, Connect Drops	lullaby, jump-rope
13	Forgiveness	Lighten up snake	movement
14	Gratitude	If I were a Slug*	poem
15	Responsibility	Response Ability*	call/response
16	Find MEANING	Tend the Fire, What’s Next	juggling game +
17	Principles	It’s In My Hands*, and...	hand-clap, chants
18	Aspiration	Cup-ola	cup game
19	Service	Where... good day go?* +	poem
20	Courage	The Begin Conga	poem/conga-line

Note: For 16G for children we used Responsibility for Loyalty,

Thoughtful Speech for Right Speech, and Principles before Aspiration.

* indicates activities which originally appeared in *Ready Set Happy*.

+ indicates additional activities from the other Set will also work with this guideline (or step) and are noted below.

Seven Steps Swing Set



See links to audio for this entire set in Appendix A.

This “Swing Set” includes rhythmic activities for the playground – a hopscotch game, a jump-rope rhyme, a hand-clap, swing rhymes, a ball-bouncing chant, a beanbag-tossing chant, and a jacks-like game – all inspired by the Seven Steps to Knowledge, Strength and Compassion.

1/7. Mindful Intention

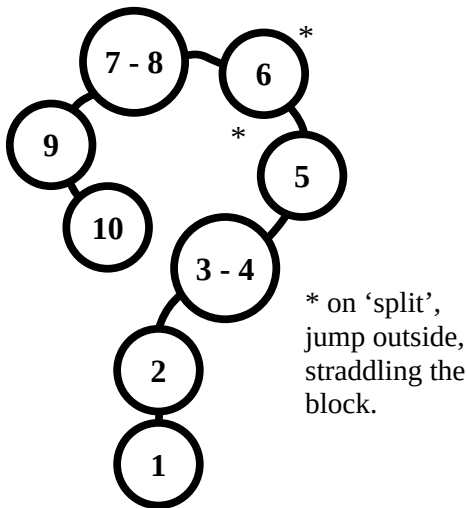
“Split the Orange” – a cooperative hopscotch game/chant

Use an orange pebble and chalk. Draw a question mark path. Say the rhyme hopping on each number in the doubles before landing on both on the way up, (but regular on the way back down).

An orange is orange as it is round.
Who wants the orange on this playground?
You want a snack! And I want the skin!
Split the orange so both of us can win.

Note:

See also *Cross Wish* in The 20 Peace Set.



1 an **o**-range
2 is **o**-range as
3 **it**
4 **is**
3-4 **round.**
5 **Who** wants the
6 **o**-range on
7 **this**
8 **play**
7-8 **ground?**
9 **You** want a
10 **snack** and
9 **I** want the
7-8 **skin.**
6 **Split** the *
5 **o**-range so
3-4 **both** of
2 **us** can
1 **win.**

First all players jump the rhyme with no marker. Then play normally, except players choose to take a turn or just jump the rhyme to let others catch up. Cooperative goal: All finish same round.

2/7. Interconnection

“Connect the Drops” – a jump-rope rhyme with hand motions

Two players swing ropes, a third jumps in doing motions at the underlines. Couplet rhythm is (long short-short)x3, long. For bridge verses it’s ||: strong short³ long short² :||³ strong short³ long.

Note:

See also *Village Sandwich* in The 20 Peace Set.

||: **Rain** comes from drops
little drops in the sky.
The **drops** come from clouds
floating there way up high.
The **clouds** come from lakes
when the lakes evaporate
but **where** does the water start
that goes in the lake?

[hands up on “sky”]

[point 45° on “there”]

[straight fingers ‘rain’ up]

[smooth over water]

The **lake** comes from streams
flowing down toward the sea.
The **streams** bubble up
from the ground, naturally. **
So **where** does the water start
before it’s in the ground?
It **comes** from little raindrops
a fallin’ all around.
And : ||

[flow side to side]

[curved fingers ‘bubble’ up]

[point go ground]

[fingers ‘rain’ down]

(Add these optional bridge verses at the ** or at the end.)

Keep the water clean, won’t cha?

[clap on each ‘clean’]

Keep the water clean, will ya?

Note:

Keep the water clean. I will

Also works to push on a swing on bold syllables.

Keep the water clean.

Take a drink and ahhh, won’t cha?

[pretend to drink]

Take a bath and ahhh, will ya?

[pretend to wash]

Take a breath and thank those who

[hand to chest]

keep the water clean.

[clap]



audio

3/7. Change

“What’s next?” – a hand-clap

Chorus: If **something** good can **happen anytime** to **anyone**,
then **change** is a **good** thing. And, **change** will **come**.

What’s **next** for the **grass** if we **trample** it **below**
if it **stayed** just the **same** and **couldn’t** change and **grow**?

What’s **next** if the **sun** is **always** shining **bright**
with no **time** for the **lives** of the **creatures** out at **night**?

Chorus

What’s **next** if the **birds** soaring **way up high**
could **never** rest their **feet** and had to **live up** in the **sky**?

What’s **next** if the **sun** could **never rise**
no **crops** could **grow**, no **light** could reach our **eyes**?

Chorus

What’s **next** for my **hands** if this **rhyme** never **ends**?

What’s **next** for the **strangers** who will **never** be **friends**?

What’s **next** for a **river** that will **never** see the **sea**?

What’s **next** for a **child** always **changing** like **me**?

Chorus

Note:

Emphasize
bold
syllables.

Match to
claps on the
following
page.

Claps – Three of the types of claps you do yourself:

- cross – cross your arms over your chest.
- lap – touch your palms to the tops of your thighs.
- clap – do a regular clap, palms together.

...and four you do while facing (or imagining) a partner:

- R – clap your right palm to your partner’s right palm.
- L – same as R but with left hands.
- back – touch backs of your hands to backs of your
partner's hands (thumbs to the outside).
- front – clap both palms to partner's palms (thumbs inside).

Claps for “What’s next?”



audio

Chorus:

cross lap *clap* *R* *clap L* *clap clap*
/ / / /

If something good can happen anytime to any one,

back front clap *R clap* *L* *clap clap*
/ / / /

then change is a good thing. And, change will come.

Sample verse:

back front clap *R* *clap L* *clap clap*
/ / / /

What’s next for the grass if we trample it below

back front clap *R* *clap L* *clap* *clap*
/ / / /

if it stayed just the same and couldn’t change and grow?

back front clap *R clap L* *clap* *clap*
/ / / /

What’s next if the sun is always shining bright

back front clap *R clap* *L* *clap* *clap*
/ / / /

with no time for the lives of the creatures out at night?

... and so on.

Note: on last Chorus, for ‘will come’ can do ‘cross lap’ to finish.

4/7. Perception

Swing rhymes

Say these rhymes as you are pushing someone on a swing or swinging yourself. Push forward on the bold syllables.

* * *

“Yummy flavor treats”

I like **choc**'late you like **cherry**
mom likes **lemon**, and dad straw**ber**ry.
Where **exactly** is the **yummy**?
In my **mind** or in my **tummy**?

* * *

“Apple pictures”

|| : **Make** an apple picture
In your mind.
What **color** is the apple
that you find?
Now **tell** me the color
of the **one** I see.
How can you know
what '**apple**' means to me?
And **where** is my apple
in my **hand** or in a tree? : ||

* * *

“Swing view”

What can I/you see as the world rushes by?
Looking to the left, looking to the right.
Every view gives a brand new sight.
One is not all wrong, and the other's not all right.

Note:

See also poems
in How we Think
in The 20 Peace Set.

(or if this is too fast, just
push on the first syllable
of each line.)

(if this one is too fast, just
push on every other
bold syllable.)

(repeat with other items, like
'Make a squirrel picture...')

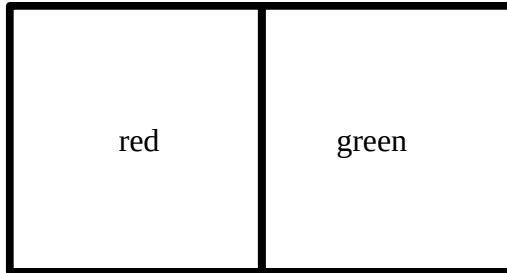


audio

5/7. Transformation

“Red and Green” – a ball-bouncing chant

Bounce to yourself or bounce back and forth with a partner. If you have red and green chalk, mark one square with red and another with green (or use white and just label them as such). Say the chant and bounce on the first underlined word in each line in one square (or to one partner) and on the second underlined word in the other square (or to the other partner).



Note:

See also activities here for Patience, Forgiveness and Service in The 20 Peace Set that follows.

|| : Balls bounce red, and balls bounce green,

happy, angry, all between.

How long will a feeling stay?

Shall I watch it fade away?

Or take a pause and make a choice?

Drop ‘jealousy’, and catch ‘rejoice’?

I can choose instead of follow,

which response will help tomorrow.

I can come back from the brink

not believing all I think. : ||

View the TEDxMarin talk by Rick Hanson called Hardwiring Happiness to learn the HEAL process to take in the good. Perhaps show the video to these children when they are older.



audio

6/7. Empathy

“Just like You” – a beanbag toss call/response



You are A. Sit across from your partner (B). Toss the beanbag (or ball or small stuffed animal) back and forth after you say your line. Take turns leading/echoing. Mix and match partners to learn about others.

A leads

I like _____. What’s your fav’rite color?
I am _____. How old are you?
I want to be safe. How about you?

B echoes

I like _____. Ask me another.
I am _____. Once more from you.
I want to be safe. Just like you.

B leads

I like _____. What game do you play?
I eat _____. What do you like to eat?
I want to be happy. How about you?

A echoes

I like _____. At least today.
I like _____ as my favorite treat.
I want to be happy. Just like you.

A leads

I have _____ sisters and brothers. You?
The month of _____ is my birthday. Mine’s in _____.
I want to have friends. How about U?

B echoes

I have _____. Ask me another two.
Mine’s in _____. What else do you say?
I want to have friends. Just like U.

optional fourth round:

B leads

Did someone help you some small way?
_____ helped me by _____ too.
I want to help. How about you?

A echoes

_____ was kind by _____ today.
Glad to hear that they helped you.
I want to be a helper. Just like you.

If you have a caller for the group, the caller can model so the partners don’t have to read or remember (or teach it ahead). For example...

Note:

Caller: I like blue. What’s your favorite color?
A’s: I like _____. What’s your favorite color?
Caller: I like red. Ask me another.
B’s: I like _____. Ask me another.

See also
Cross Wish
in *The 20*
Peace Set.

And so on... To make it more physically challenging, stand, and back up after each response. No one gets out if they miss. Just keep playing.

7/7. Compassion

“Gonggi Gatti” – a jacks-like game using 5 small ‘pebbles’ each

I learned Gonggi from a Korean friend when I was a child. It’s like jacks but using small stones. We used acorns. The unique part is that at the end you toss all the ‘stones’ up and catch them on the back of your hand, then toss them again and catch in your palm or even downward like a cobra. The number you catch is your final score. Variations will do for this purpose as long as you can work out the words. Say as you play:

Action	Words
cast five stones	how can I help
pick up one stone	this one will <u>tell</u> me
: toss one, pick up one, catch : ⁴	then I can help this one (4 times)
cast five stones	how can I help
pick up one stone	this one will <u>show</u> me
: toss one, pick up two, catch :	then I can help these two (twice)
cast five stones	how can I help
pick up one stone	this one will <u>help with</u> me
toss one, pick up three, catch	we can help these three
: toss one, pick up one, catch :	we can help this one (twice)
toss one, place four, catch	how can we help
toss one, pick up cluster, catch	we can help these four
toss five, catch on back or hand	helping others comes back
toss all from back, catch in palm	to help ourselves
count score in palm	(see key to interpret score)

Key

- 1 helping others helps this one (myself)
- 2 helping two serves me and you
- 3 helping three makes community
- 4 helping four serves even more
- 5 helping everyone is the most fun.



audio

Note:

See also activities for Generosity, Aspiration, and Service in The 20 Peace Set.

* ‘Gonggi’ Korean, ‘Gatti’ Nepalese, two different names for the traditional versions of this game.

16 Guidelines for Children – the 20 Peace Set

This “20 Peace Set”, inspired by the 16 Guidelines for Life, includes poems, chants, raps, songs, hand-claps, jump-rope rhymes, hopscotch, throwing and hand games, line dances and more. Activities first shared in *Ready Set Happy* (RSH) are marked * and are available to download in English and Spanish from 16guidelines.org.

1/20. How we THINK

“Points of View”* and “Reality Puzzle”* – poems from RSH.

“Apple Pictures” and the other two new swing rhymes already mentioned in 4/7 Perception on page 189 also fit with How we Think.

Points of View

A book on plants, a simple thing,
it sits right next to me.

You'd think on what it really is
we'd easily agree.

But like so many bigger things
we don't all see the same,
each viewer who describes the book
may choose a different name.

This book is called 'a mountain' to
an ant upon the ground.

Doc Jo might say it's 'medicine'
to cure a snake-bit hound.

Some bugs would eat the book for lunch.

I'd rather read an hour.

My dad said, “Use it as a tool
to press a special flower.”

My brother said, “Think what it was
while it was still a tree.

And think of how it looks today
and what will someday be.”

Note:

Also see
“Lighten up Snake”
for 13/20 Forgiveness
to go with
How we Think.

So if we rip some pages out
and tear off half the back
at what point is the 'bookness' gone
and what will bring it back?

Can it be tree and cure and food?
What's real about this book?
It may take many points of view
And not just my first look

Note:

Use the poems
separately or string
them together.

Variation:
Have a different person
memorize each stanza.
Stand in a circle.
Take turns stepping into
the center to recite.

Reality Puzzle (adapted from Patience Puzzle)

Am I the only one to judge
what's real in what I see?
or can I pause and take a breath
or maybe two or three?

For if I take a moment now,
not rushing to my view,
I may just learn another has
a point that's just as true.

So tell me what the world is like
from where you are today
and if I do the same for you
we'll both know more that way.

And if we ask some others who
are from another place
we'll gain another piece of truth
with each new voice and face.

So plan to take a moment
as you name what fills your view.
The truth comes unassembled
and the rest is up to you!

Note:

to encourage
movement, try
reading these
poems while
walking,
marching,
drumming,
clapping, or
tapping, or
ask the child
to make up
hand motions
that go with
the words.

audio links in
Appendix A

2/20. Humility

“Humble Cake” – a jump-rope rhyme
and see “Positive Chants” for each in 17/20 Principles.



1	2	3	4	5	6	7	8
/	/	/	/	/	/	/	/
Humble cake,	I will bake,	rise	just	right.			
If too tall,	it will fall	from	the	height.			
If too low,	it won't grow	as	it	might.			
Humble cake,	double take,	day	and	night.			

Humble cake, lessons take, from each one.

If I learn, it won't burn, 'fore its done.

Knead the dough, nice and slow, well begun.

Humble cake, give and take, everyone.

If I'm full of
humble cake
I might not
need to eat
humble pie.

Humble cake, weed and rake, harmonize.

Not too proud, say it loud, apologize.

Gardens grow, what we sow, no surprise.

Soil and sun, water some, feast your eyes.

+ (reap the prize, kind and wise)

+ These extra
two rhymes
are alternates,
or you can
add them in to
pause here.

Humble cake, bend or break, with a thought.

Find the right garden light. That's the spot.

Look for leaks, through the weeks, check the pot.

Follow through, keep it new, mind the plot.

Note:

Humble cake, no mistake not up or down.

Middle way takes the day, no rags no crown.

Not too high, not too low, not more not less.

I'm o-kay, you're o-kay, that's the best.

To start just use one
or two stanzas to
learn and jump.
Add motions like
turning around on
'spin', up and down
on 'high' and 'low',
etc. and/or add more
stanzas when ready.

Humble cake, wide awake, jump and spin.

Choose the best flavor to bake right in.

Take a break, goodness sake, I can grin.

Drop the mask, see the task, and begin.

(For fun, repeat faster from beginning.)

3/20. Patience

“5678 Tolerate” – a line dance (turn to R 90° end of each stanza)

chant

dance steps

(facing ‘East’...)

Golden rule, do no harm

(step L side, touch R together, step R, touch L)

Gives me power like a charm

(step L, cross R behind, step L, touch R)

to forebear 5 6 7 8,

(step R, cross L behind, step R, touch L)

undisturbed, I tolerate.

(step L, step R back, pivot on L heel so
L toes point ‘South’, stomp R to close)

With a smile, when it’s tough
steering o’er roads so rough
mind made up, vision clear
hang in there, I persevere.

(facing ‘South’ now, repeat as above)

Full of joy, working strong

(facing ‘West’ now, repeat as above)

find a way to get along.

Over time, concentrate,

grow wise as I tolerate.

Facing ‘North’, start round 2. Four rounds puts you back at ‘East’
having done all stanzas in all directions. Stop here or do it all again.

Table D-3		Round Directions for “5678 Tolerate” line dance	
Round	Stanza	Direction	Last line of Stanza 3
1	1, 2, 3	E, S, W	grow wise as I tolerate.
2	1, 2, 3	N, E, S	grow wise. We are doing great!
3	1, 2, 3	W, N, E	wisdom moves from state to trait.
4	1, 2, 3	S, W, N	kind and wise. No need to wait!

Optional – invent hand/arm motions to add like these:

at ‘charm’– hand holding pendant, ‘5’– hold up five+ fingers, ‘tolerate’– hands smooth water, ‘smile’– smile, ‘tough’– backhand to forehead, ‘steering’– drive, ‘rough’– shake body, ‘mind’– point to temple, ‘vision’– shield eyes, ‘persevere’– fists circle and go up on ‘joy’, ‘strong’– curl arm/s, ‘get along’– offer hand to the one to your right, ‘concentrate’– fingers to forehead, ‘wise’– stroke chin.

4/20. Contentment

“Peek-a-Blue” – a quick peek-a-boo modification
and “Belly Blues”* – a song from RSH

Peek-a-Blue

Hand motions for two lines, each with the accent pattern x/x/x/x/.

Words: Contentment comes from gratitude
for all the things that make me smile.

OR (with a rhythm for Line 1 of /x/x/x/x/)
Happy grows when saying thanks
for all the things that make me smile.

Motions: Line 1 – covering my face with hands, putting a
little pressure with my fingertips on my forehead to
emphasize thinking of what I’m grateful for.

Line 2 – dropping my hands ‘round the sides of my
face so palms cup cheeks, open eyes and smile big.

Belly Blues Song

When I see something
I like a lot
I want to remember
I’m glad for what I’ve got.
If I don’t look out,
if I am unwise,
I might take too much,
and end up twice my size!

Greedy makes me sorry.
It gives me the blues.
Take, take, take
makes my tummy ache.
(Take, take, take
makes my tummy ache.)

links to audio
in Appendix A



I I I I
IV IV I I
V⁷ IV I I

These words/chords are a
standard “12-bar blues”
song. Play along with the
recording in the key of E:
I chord = E, IV chord = A,
V⁷ chord = B⁷.

Lyrics are also available in
Spanish at the download
page for *Ready Set Happy*
at the 16G website.

5/20. Delight

“Giggle Rap”* (see below)
and “Red and Green” – ball-bouncing chant already presented
on page 190.

Giggle Rap

If you're little or you're grown
you have got a funny bone
and you can giggle.....yeah, yeah, yeah.

If it's bubbles or a swing,
or balloons, just find your thing
and you can giggle.....yeah, yeah, yeah.

Rainbows in the light
or stars may give delight
so find your giggle.....yeah, yeah, yeah.

Music is a treat
or a puppy's big old feet
can make you giggle....yeah, yeah, yeah.

Waves of ocean foam
or an ice cream on a cone
can make you giggle....yeah, yeah, yeah.

Flowers on your path,
silly jokes that make you laugh
take time to giggle.....yeah, yeah, yeah.

Help another smile this way
for a double joy today
and share a giggle.... Oh, yeah!

Fun to use
with a young
child when
you're both in
a giggly-tickly
mood.

6/20. How we Act

“Ripples”* – a poem from RSH

Ripples

If I can make a ripple,
with a stone thrown in the lake,
what ripples in my real life
do my thoughts and actions make?

My rocket climbs then dives down.
If I push you, will you fall?
To see the glass half empty,
does it change the thing at all?

Will one good turn bring others?
Is it just like people say?
Will all I think and do soon
circle 'round back into play?

Does generous or greedy
make a difference here and now?
Can butterfly wings beating
make a storm somewhere somehow?

I question and I wonder
is it just a simple fact?
Does cause-effect apply to
what I think and how I act?

I can't unplash a ripple
and I can't unspeak a word.
So I will act my best in case
the universe has heard.

How might
you work this
into a day at
the beach,
pool, lake or
wherever you
swim? Find a
way to make
some ripples.

7/20. Kindness

“Gonggi Gatti” – a jacks-like game with pebbles
already presented on page 192.

8/20. Honesty

“Pocket Change”* – a chant/rap adapted from RSH

This chant is fun to say with some coins in your hand, tossing them gently and letting them fall back into your palm on the first word in each cell below.

The chant is split into Tables D-4A and D-4B.

Table D-4A. Pocket Change Chant			
“Ching,	ching,	ching.”	–
Can you	hear the	coins that	ring
clinking	in my	pock-	et?
“Ching,	ching,	ching.”	–
Can you	hear coins	begging,	“More!”
taunting,	“Life is	rough!	You'll
never	have e-	nough!”	–
Oh, the	spell that	it can	hold
over	us this	silver/	gold!
Who re-	members	what is	real ?
That can	help us	not to	steal...
“Ching,	ching,	ching.”	–
Free us	from the	money	sting.
Taking,	hoarding,	lost in	fear,
not en-	joying	what's right	here.

To be continued in Table D-4B...

Continued from Table D-4A...

Table D-4B. Pocket Change Chant (Ctd.)			
Coins so	greedy	for at-	tention,
Crying,	“Wolf!” with	bad in-	tention.
Then our	need is	real but	no coins
left to	help us	heal.	–
“Ching,	ching,	ching.”	– What
'precious'	are we	clinging	to that
makes us	throw a-	way the	truth?
What is	it we're	grasping	for with
hands that	spend our	youth?	–
“Ching,	ching,	ching.”	–
Money	can be	strange.	– So
cling to	truth with	both your	hands. Let
go of	pock-et	change!	–

9/20. Generosity

“Cross Wish” – a chant to do as you cross a threshold

What if you could give everyone anything they needed? If you could grant wishes? A giving mind can be prepared so it is ready at the right moment. To build this muscle, use crossing from one surface to another, a threshold, as your trigger.

When you move from inside to outside, from grass to pavement to gravel to dirt to brick to cobblestone to sand to sea, from one room to another, or from carpet to hardwood to tile, notice what you want on the other side of that threshold. Why are you crossing? Then imagine giving everyone their wish who at this moment wants what you want, including yourself.

///// | ~ ~ ~
///// | ~ ~ ~
///// | ~ ~ ~
///// | ~ ~ ~
///// | ~ ~ ~
///// | ~ ~ ~

Here are several little chants you could use to be mindful, to strengthen your giving mind, to expand out to others, and to keep that idea ringing in your mind for a bit after crossing. (Without all that explanation, adults can just model this for children. They’ll get it eventually.)

“Over back.

What I lack,
wish for all.”

(can step on start of each phrase, straddling over, back, forward)

OR “Crossing over. Give to all.”
(can bring hands together before
and open right after boundary)

Note:

Thinking what you are
wanting in the moment
also goes nicely with
1/7 Mindful Intention
from the Swing Set.
Expanding out to
others goes with
6/7 Empathy as well.

OR any one line like these:
“Wish for me, grant to all.”
“What I wish, grant to all.”
“For me, to all.” (4me 2all)
“From me to all.”

10/20. Thoughtful Speech

“Clap Echo”* game and “Gentle Haiku”* adapted from RSH. and “Split the Orange” – cooperative hopscotch game/chant already presented in 1/7 Mindful Intention on page 185.

Clap Echo

Listening is an important part of Thoughtful Speech. This is a simple group echo game with variations to practice listening.

Variation 1. One person claps a short pattern and the others echo; the clapper does a little more, the others copy it. Take turns being the clapper.

Variation 2. Stand and include stomps as well as claps.

Variation 3. Have two leaders. One does the first phrase, the other does the second phrase, all echo the combination of both.

Variation 4. Take a walk where you might hear birds. Note the rhythm in their calls. Quietly clap, echoing the sounds of nature, but not so loud as to disturb the birds.

Variation 5. Make up your own variation.

Gentle Haiku

Gentle to the ears,
honest, thoughtful, wise words rest
warmly in my heart.

Note:

Use this for an introduction to dinner conversation, for example, or anytime something particularly thoughtful is said.

11/20. How we Relate

“Village Sandwich” – a floor-clap, inspired by
“Who touched my lunch?” in RSH,
and “Just like You” – a beanbag toss group call/response already
presented in 6/7 Empathy on page 191.

Village Sandwich

This floor-clap is a way to think about how
interdependent we are. There are two Versions.
In the first the interconnections are spelled out.
In the second you make those yourself.

This also
works with 2/7
Interconnection
in the Swing Set.

Version 1. Sit on the floor (perhaps with your feet under you, knees
to the front, together). Get the rhythm going by slapping the
ground on either side twice, then clapping together. Repeating
gives a line of rhythm: slap slap clap rest, slap slap clap rest.

MENU	I'll have a sandwich, if you please butter and honey and bread for me.
THANKS	Thanks to the bakery, thanks to the bees, Thanks to the grocery who held it for me. Thanks to the drivers and the farmers and the one who bought it from the store. Thanks rain and sun.
END	So many animals and people made my lunch. One big village. Thanks a bunch.

Version 2. As above but sit in a circle and clap your neighbor's out-
stretched hands instead of your own. Say the rhyme above to-
gether. Then do a round of each person filling in the menu blanks.

I'll have a _____ if you please, _____ for me.

After all say their menu (and ingredients), go around again saying
both the menu and the “Thanks to the ___” listing four in rhythm.
It's ok not to rhyme. All do the END after each player thanks four.

12/20. Respect

“Everyone” – a lullaby (below)
and “Connect the Drops” – jump-rope rhyme with gestures
already presented in 2/7 Interconnection on page 186.

Everyone

Everyone I’ll ever see
needs mostly just the same as me:
food to eat, a home and friends,
smiles and hugs when this day ends.

I can help all those I know
to feel respected as we go.
This gives joy much more than gold.
I’m not grown, but this I know.

Everyone I’ll ever see
needs mostly just the same as me:
food to eat, a home and friends,
smiles and hugs when this day ends.

A kind of music notation for this lullaby is given on the next page.
You can also listen to the audio at the links in Appendix A.



audio

Table D-5		“Everyone” lullaby		Music Notation		(chords bold)	
1	+	2	+ a	3	+	4	+ a
C chord		G chord				C chord	
E	^C	B	A	G	F	E	E
Ev-	ry	one	I’ll	ev-	er	see	needs
F		G		C		Em	
F	A	G	F	E	F	G	
most-	ly	just	the	same	as	me:	
Am				C			
E	D	C	D	C	D	E	
food	to	eat,	a	home	and	friends,	
F			Dm		G		
F	F	A	A	FE	D	C	
smiles	and	hugs	when	this	day	ends.	<i>fine</i>
C		G				C	
E	^C	B	A	G	F	E	E
I	can	help	all	those	I	know	to
F		G		C		Em	
F	A	G	F	E	F	G	
feel	re-	spec-	ted	as	we	go.	
Am				C			
E	D	C	D	C	D	E	
This	gives	joy	much	more	than	gold.	
F			Dm		G		
F	F	A	A	FE	D	C	
I’m	not	grown,	but	this	I	know.	<i>DC al fine</i>

13/20. Forgiveness

“Lighten up snake” – a group cooperative movement activity

Find a stack of books or something similar you can safely hand back and forth to a partner. Pair up except for one who keeps a drum beat going about once every second. First just try all clapping with the drum beat.

Phase 1:

Each person find how many books they can comfortably hold for five drum beats, set down for three, hold for five and so on. All start, then see if you can sync up so you are lifting and setting down at the same time (on the same beat).

Phase 2:

Agree with your partner how many books to pass back and forth for phases 2-5. You pick up that number of books and hold for five beats, take three beats to pass to your partner, then they hold for five, pass back in three. Repeat back and forth.

Phase 3:

Now the giver chooses how long to hold the books (call out a number of beats from two to ten). Both count backwards from that number on the beats. Pass and repeat, taking turns being the giver.

Phase 4:

The person holding books gets to decide how long to hold (from two to ten seconds), counting down after receiving. Repeat.

Phase 5 (optional):

Gather pairs using the same number of books. Make a chain or ‘snake’ or even a circle and pass the books down the line trying different rhythms (like hold five, pass in three, or hold four, pass in two). All count aloud together.

Debrief next page, then consider optional Phase 6.

Lighten up Debrief

All sit to talk about Phase 4. Imagine books are the negative things that happen. Can you choose how many troubles happen to you? Can you decide when to stop carrying a grudge? Who does it hurt to stay angry? Who suffers if you feel hurt when you think about something negative from the past?

Forgiving doesn't mean to forget or deny what happened or not to protect yourself from being hurt again. It also doesn't mean that the action is acceptable or okay. It simply means you decide it is not serving you to keep carrying the bitterness anymore. Can you forgive and lay that burden down? It's heavy! Why would you want to carry it any longer?

Phase 6 (optional): Do Phase 5 and the debrief using ping pong or cotton balls instead to represent good things that happen. Can we hold onto those, too?

Note: When we tried this, many chose to hold their own Phase 4 books a long time! Was that pride? Do we do the same with grudges? What do you think?

Phase 6 can be an opportunity to talk about negativity bias and How we Think.

14/20. Gratitude

“If I were a slug”* – a rhythmic poem

If I were a slug, I'd have no arms to hug
my mother or my father or my older brother, Doug.
I'd have to go to slug school. I'd take all day to 'walk'
and when I finally got there, I couldn't hold the chalk.
I'm thankful I can run. I'm glad I can be kind.
I'm not sure how I'd do it leaving slimy trails behind.
Each morning when I wake, I really ought to take
a moment to be grateful that I'm me for goodness sake!

This is a fun one to say with a child as they are slowly waking up. You can make up motions together to get them started for the day. For example hug on 'hug', walk slowly (for real or with fingers) on 'walk', or cross arms on chest for 'kind'. Then zombie walk to the bathroom.

15/20. Responsibility

“Response Ability”* – a call and response chant

Try this twelve measure rhythmic chant with at least two people.
Clap or snap slowly and evenly emphasizing bold downbeats.

Caller:

Crowd or Responder:

1 **Do** I need some **help**
 when **things** are going **right** ?

No!

2 **Do** I need some **help**
 in the **dark** of the **night** ?

Yes!

3 **When** will you be **read-y**
 to **step** on **in** ?

4

Through **thick** or **thin** ,
count me **in** !

5 **Leaned** on, **called** on,
 trust-ed and re-**lied** upon?

6

Through **thick** or **thin** ,
count me **in** !

7 **Step**-pin' in, **step**-pin' out,
 step-pin' up without a doubt?

8

Through **thick** or **thin** ,
count me **in** !

9 I've **got** a friend, I **see**! –

You **can** depend on **me** ! –

10 And **I** will be there **too** ! –

When **some**-one else needs
you . –

11 **Take** it on, **bring** it on,
 it's **time** to be-**gin** , so...

12

All: Through **thick** or **thin**,
 count us **in**!

16/20. Find Meaning

“Tend the Fire” – a cooperative racket and ball balance game and “What’s Next?” – a hand-clap already presented in 3/7
Change on page 187.

Tend the Fire

Equipment:

Play solo or with any size group. Find a tennis or racquetball racket (or a ping pong paddle) and a racket-appropriate ball for each player. If need be, invent a ‘racket’ and ‘ball’ with what you have at hand (ideas below).

Warm-up:

Each player practice balancing the ball on the racket, then hitting the ball a few inches into the air and catching it to balance again. Then practice hitting the ball over and over to a steady beat, ‘juggling’ it. Try juggling low, medium, and high off the racket. Is it easier balancing unmoving (finding stability) or staying in motion?

Concept:

The height of the ball off the racket represents a fire of enthusiasm for life and the activities and relationships that give life meaning. What is satisfying to you? What fires you up? What matters to you deeply? What gets you going and makes all the struggle worthwhile? What calls to you and gets you excited and out of bed in the morning? What do you need to do to tend that fire?

Solo game:

Start juggling, then think about your day or week, what you do in order, bouncing the ball higher as you come to the parts that fire you up. Then, still juggling, say the rhythmic Call on the next page to the beat of the racket. Then count to juggle more times (or higher) than you did before.

Duo game:

Use two rackets and one ball. Pass the ball back and forth as you say the Call to the beat of the rackets. When through the Call, count and try juggling more times, higher, or standing further apart than before.

Group games:

It may be helpful to have a caller or a drummer to keep everyone bouncing at the same time. Say the Call together, then...

Game A – count how many before anyone soloing drops, or

Game B – count how many before any pairs drop the ball, or

Game C – add more players than before to do the Call, or

Game D – add more balls (one each hand?) for same # players, or

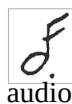
Game E – add more types of equipment at once than before*, or

Game F – pass one or more balls around a circle of players, or

Game G – take turns around the circle calling out an activity (like tennis, school, chores, helping parents, getting a good test score, swimming, birthdays, playing with dogs, having a good meal, helping friends, learning something new, or whatever.) All players bounce balls high or low to show how this activity fuels their fire for life. Every third player do the Call together.

* Note: Try juggling a football/soccer ball or hacky sack footbag (can make from a cloth filled with sand) to the beat. Or, for a paddle you can use a piece of cloth. What else can you invent?

Tend the Fire Call



Juggling the morning, **juggling** at noon,
juggling the evening, all the **things** I have to do.

Keeping stable balance, is **not** the only thing.
I **tend** a flame within my heart. What **makes** that spirit sing?
(*gradually juggle higher on this last line, highest on 'sing'*)

What **keeps** me going each new day, while **changing** all the while,
puts a light into my eyes, an **overflowing** smile?

Thank **goodness** for this fire in me. If **tended** it grows great.
What **matters** and gives meaning, that's the **fuel** I celebrate!

Rhythm example note:

/ x / x / x / x / x / x / x / x / x
ju ggl ing the mor ning ju ggl ing at noon

17/20. Principles

Positive Chants!”* for each of the 16 Guidelines, and
and “It’s In My Hands”* – a hand-clap, fine-tuned from RSH.

Positive Chants !

For each Guideline there is a one or two-line chant to say, to sing,
or to string together to build a hand-clap.

Humility	Each of you gives me a lesson.
Patience	I’m like water, patient, still, searching for the path downhill.
Contentment	I have what I need, if I don’t feed my greed.
Delight	No need to wait let’s celebrate. My joy times two, when I’m happy for <u>you</u> !
Kindness	Care for others. Keep trying.
Honesty	Honesty works best for me.
Generosity	I can share my stuff. I have enough.
Thoughtful Speech	When I’m wise I think more, speak less.
Respect	Let’s honor each who guide, or teach.
Forgiveness	I forgive then I feel better.
Gratitude	Thanks to those who wiped my nose.
Responsibility	Through thick or thin, count me in.
Principles	I know my way. I walk my path.
Aspiration	I strive to be a better me.
Service	Giving time from my day can help in some way.
Courage	Let’s think big, be brave, now begin!

Use these phrases as chant or song, maybe one per week to emphasize
whenever corresponding virtues are in play.

Table D-6 Tunes for **Positive Chants**

<i>Hand-clap connecting words included below.</i>		Music	
	<i>I THINK that...</i>	[1 + 2 +	3 + 4 +]
H	Each of you gives me a lesson.	3 5 5 5	6 6 5 3
P	I'm like water , patient , still , searching for the path downhill.	3 3 3 3 3 3 3 3	3 3 3 - 3 2 1 -
C	I have what I need if I don't feed my greed .	3 5 66 7 ^b 11	1 11 1 -
D	No need to wait , let's celebrate ! My joy times two when I'm happy for you !	3 3 21 - 5 3 3 21 - 55	6 78 - - 66 78 - -
	<i>Take ACTION...</i>	[1 + 2 +	3 + 4 +]
K	Care for others, keep trying.	3 5 5 5	6 - 5 3
H	Honesty works best for me .	3 5 5 3	4 3 1 -
G	I can share my stuff , I have enough.	32 3 21 - 1	(6) 11 - -
T	When I'm wise I think more, speak less.	3 5 8 3	4 6 5 1
	<i>Re LATE it!</i>	[1 + 2 +	3 + 4 +]
R	Let's honor each who guide or teach .	5 5 1 1 1	2 2 1 -
F	I forgive then I feel better.	5 3 5 3	2 1 3 1
G	Thanks to those who wiped my nose .	5 6 5 3	2 5 1 -
R	Through thick or thin , count me in .	5 8 5 1 -	4 5 8 -
	<i>Find MEANing...</i>	[1 + 2 +	3 + 4 +]
P	I know my way , I walk my path .	55 5 5 5	5 5 5 -
A	I strive to be a better me .	55 8 8 5	6 7 8 -
S	Giving time from my day can help in some way .	55 1 12 3 5	66 6 5 -
C	Let's think big , be brave , now begin !	5 1 8 5	1 55 8 -
	<i>It's in.. my.. Hands!</i>	I I	Isus4 I *



Tunes and instructional video

Notes: 1 do, 2 re, 3 mi, 4 fa, 5 so 6 la 7 ti 8 do.
 e.g. 1C 2D 3E 4F 5G 6A 7B 8C.
 Parenthesis, (6), means an octave lower.
 Double numbers, 55, means two quick notes.
 * Strum C (or G) chord on beats 1, 2, 4, and Csus⁴ (or Gsus⁴) on beat 3.

It's In My Hands

hand-clap words and actions



hand-clap video

Words

(verse one): I THINK that...
Each of you gives me a lesson.
I'm like water, patient, still,
searching for the path downhill.
I have what I need, if I don't feed my
greed.
No need to wait, let's celebrate
My joy times two, when I'm happy for
you!

(verse two): Take ACTION...
Care for others. Keep trying.
Honesty works best for me.
I can share my stuff. I have enough.
When I'm wise I think more, speak less.

(verse three): Re LATE it...
Let's honor each who guide or teach.
I forgive then I feel better.
Thanks to those who wiped my nose.
Through thick or thin, count me in.

(verse four): Find MEANing....
I know my way. I walk my path.
I strive to be a better me.
Giving time from my day can help in
some way.
Let's think big, be brave, now begin!

(end): It's.. in.. my.. Hands!

Actions

(verse one): cross lap clap
R clap L clap clap back front clap
R clap L clap clap back front clap
R clap L clap clap back front
clap R clap L clap clap back
front
clap R clap L clap clap back front
clap R clap L clap clap back
front clap

(verse two): cross lap clap
R clap L clap clap back front clap
R clap L clap clap back front
clap R clap L clp clp back front clap
R clap L clap clap back front clap.

(verse three): cross lap
clap R clap L clap clap bk front clap
R clap L clap clap back front clap
R clap L clap clap back front
clap R clap L clap clap back front

(verse four): cross lap
clap R clap L clap clap back front
clap R clap L clap clap back front
clap R clap L clap clap
back front clap
R clap L clap clap back front

(end): cross.. lap.. clap.. front

18/20. Aspiration

“Cup-ola” – a cup game – alone or with any size group

This activity brings to mind the joyful effort of improving – aspiring to do something meaningful and the satisfaction of accomplishing it. For this activity you will need a cup (paper or plastic may work best) and a table (or a flat hard surface to sit on). Use the pattern of movements for hands and cup described below (or your own invention) to create this rhythm. The two notations offered are explained in Ch. 5.

counting: 1 & 2 & 3e& 4 –, 1 &a 2 & –& 4, or
frame drum: T*T* T*T* TKT* D*** T*TK T*T* **T* D*** .

Start with cup upside down. When you can ‘play’ this on the cup (like in the video mentioned on the next page), add the Cupola Chant (also on the next page). Here are the movements matched to rhythm:

1	&	2	&	3e	&	4	–
slap	liftR	hitL	setR	tap2	scoopL	lidR	
1	&a	2	&	–	&	4	–.
crossR	tap2	backL	hitR	upL	rimL	crossL	

Movements defined:

- | | |
|---------|---|
| slap | – slap table (or ground) with both hands. |
| lift R | – lift cup with R hand. |
| hit L | – L palm taps bottom of cup. |
| hit R | – R palm taps bottom of cup. |
| set R | – R hand sets cup on table. |
| tap 2 | – tap L R quickly on table. |
| scoop L | – scoop up cup w/ L, end palm up, cup open right. |
| lid R | – R hand covers open cup mouth (grabs cup). |
| cross R | – R hand sets cup down to L corner. |
| cross L | – L hand sets cup down to R corner. |
| back L | – L hand rotates in, grabs cup, flips 180°. |
| up L | – L hand lifts cup up in the air, palm up |
| rim L | – L touches edge of cup mouth to table. |

To learn this it may help to memorize a shortened version of the movement directions, or watch the video:

(<https://vimeo.com/213020002>)



video

slap lift hit set tap2-scoop lid
cross tap2 back hit up rim cross

Cupola Chant (with rhythm)

1 & 2 & 3 e & 4 -,
Dream a big dream, nev -er give up.

1 & a 2 & - & 4 -.
Use what's at hand, like... this cup.

1 & 2 & 3 e & 4 -,
Seek wise guid- ance from a like mind.

1 & a 2 & - & 4 -.
Strive to harm no one. Be kind.

1 & 2 & 3 e & 4 -,
Live this jour- ney, pres-ent, a- ware,

1 & a 2 & - & 4 -.
each pre-cious mo- ment, so rare.

1 & 2 & 3 e & 4 -,
Grow, e- volve with, pur-pose-ful aim.

1 & a 2 & - & 4 -.
Share gifts and pas- sions, surf change.

1 & 2 & 3 e & 4 -,
Wage peace dai- ly out-side and in.

1 & a 2 & - & 4 -.
Build a new world where all win.

Cupola Chant

Dream a big dream, nev-er give up.
Use what's at hand, like... this cup.

Seek wise guid-ance from a like mind.
Strive to harm no one. Be kind.

Live this jour-ney, pres-ent, a-ware,
each pre-cious mo-ment, so rare.

Grow, e-volve with, pur-pose-ful aim.
Share gifts and pas-sions, surf change.

Wage peace dai-ly, out-side and in.
Build a new world where all win.

Enhancements:

Extended intro –

Fun intro || : 1& 2 & : || four times.

Do motions 1 & 2 & four times to
start.

slap liftR hitL setR

Playing in groups –

Sit in a circle and at the end of every couplet (cross L),
pass your cup to the person to your right. Begin the next
line with the cup from the person on your left.

Additional movement options –

- a) At the upL, instead do (turn) snakeR setR
(turn) – rotate L thumb out so cup is
horizontal and open to right.
snake R – grab cup in downward motion.
- b) At the upL, instead do (air) catchR setR
(air) – throw cup in air with L.
catch R – catch cup with R.
- c) instead of setR in a) or b), end bringing cup to heart.

19/20. Service

“Where does my good day go?”* – a poem or jump rhyme
(adapted from RSH),
and “Gonggi Gatti” – a jacks-like game presented on page 192.

Where does my good day go?

At noon I lost a thing I dearly love:
my “good day” used to fit me like a glove.
I got so used to seeing it each day
I missed it when it simply went away.
It made me wonder, so I asked to know,
“When it leaves me, where does my good day go?”

Did it have someone else to serve but me?
Like saving kittens stuck high in a tree?
Did it read to the children at my school?
Or rake the leaves to help old Mrs. Jewel?
Did it coach basketball at Papa's gym
or help the food bank put the new shelves in?

The answer came to me as I got home.
A man from Mama's work called on the phone.
He'd been so sick but he just called to say
at noon his sickness simply went away.
A thought came to my mind right then and there:
my good day must have felt the need to share.

It seems my good day took a break from me
to spend some time with this man's family.
It volunteered to make his children smile
who hadn't done so in the longest while.
So next time I won't worry since I know
the kind of place a good day just might go.

Make up your
own rhythmic
activity for this
poem.

For example,
use it as a
jump-rope
rhyme with
four players –
two swinging
ropes and two
switching in
and out at the
end of each
stanza. Four
jumps per line
seems about
right.

20/20. Courage

“The Begin Conga” – a conga-line call to action, adapted from RSH poetry.

This is a conga-line dance with a chant. To form a serpentine or circular conga-line and march around the room, start with everyone in a line with their hands on the shoulders of the person in front of them. The basic steps are then to walk stepping L, R, L, kick R, then R, L, R, kick L, then repeat. Step on the beat on 1, 2, 3, then kick right ahead of 4.

Divide the line into four sections, or ‘cars’ so each ‘car’ further down the ‘train’ can memorize the next stanza to shout in turn.

The Begin Conga

<i>Car 1 speaks</i>	Get all the best I-de-as from everywhere you can. Decide on what's important and make your action plan.	L, R, L, kick R R, L, R, kick L L, R, L, kick R R, L, R, kick L
<i>Car 2 speaks</i>	Be a force of nature, move minds and mountains too. Be the change you want to see and let your light shine through.	
<i>Car 3 speaks</i>	An ocean starts with just one drop, an avalanche one snowflake. The journey of a thousand miles starts with the step that YOU take.	
<i>Car 4 speaks</i>	This is a beginning. It will not be the end if you will keep on chanting: Think big, be brave, begin.	<i>Repeat from start, optional.</i>
<i>Cars 4 & 3</i>	Think Big, be Brave, Begin.	hop L, R, forward
<i>Cars 4, 3, 2</i>	Think BIG be BRAVE, BEGIN!	hop L, R, forward
<i>All cars</i>	THINK BIG, BE BRAVE, BEGIN!!	hop forward x 3