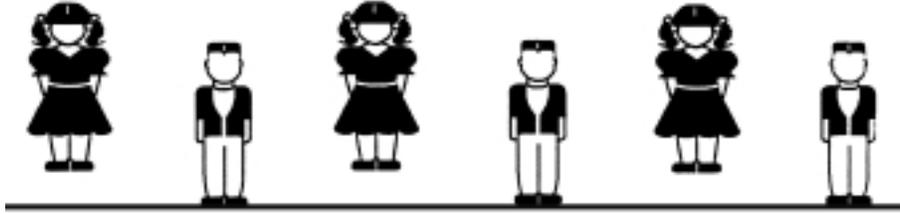


WON'T YOU BE MY FRIEND?

By Patty Zeitlin and Marcia Berman



INTRODUCTION

These are songs to guide in social and emotional awareness, to help the child better understand the concept of growing, and to help him discover he is not alone with his feelings of being little, afraid, angry or sad. The music provides both structured and creative ways to express feelings through songs, body movements and rhythm instruments. Self-acceptance as well as acceptable ways to express feelings can help a child identify with and empathize with the feelings of others so that he can make close friends. The songs encourage the child to value his uniqueness and independence as well as learn the satisfaction gained through give and take of living with others. The music was composed in a variety of styles (calypso, rock, country, folk). Variety opens up more possibilities for different kinds of expression.

SOCIAL AWARENESS

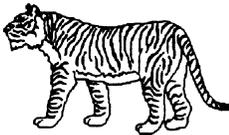
1. GET YOUR TICKET, TICKET, TICKET

An easy song to learn and sing together.

Singing: Adult joins singing, invites children to sing along, encouraging them to use their own ideas of where to go "Get your ticket, ticket, ticket to the _____."

Moving: May be used to accompany dramatic play—for body movement or with rhythm instruments.

1. Get your ticket, ticket, ticket to the train,
Get your ticket, ticket, ticket to the train,
Don't stand out in the wind and rain.
Get your ticket, ticket, ticket to the train
2. Get your ticket, ticket, ticket to the bus,
Climb aboard, you can ride with us, etc.
3. Get your ticket, ticket, ticket to the plane,
Don't stand out in the wind and rain, etc.
4. Get your ticket to the rocket to the moon,
Because the rocket ship will be leaving soon, etc.
10,9,8,7,6,5,4,3,2,1 BLAST OFF!!
5. Get your ticket, ticket, ticket to the zoo,
See the tiger and the kangaroo, etc.
6. Get your ticket to the circus and the fair,
See the clown and the dancing bear, etc.
7. Get your ticket to the pony, pony ride,
Stand in line, then you go inside, etc.
8. Get your ticket, to the puppet, puppet show,
Everybody is gonna go, etc.
9. Get your ticket to the rocket to the moon,
Because the rocket ship will be leaving soon, etc.
10,9,8,7,6,5,4,3,2,1 BLAST OFF!!



2. WHERE'S MARY?

Easy to learn; sing and clap together. Children learn one another's names—get individual recognition from parent or teacher. (if a child refuses to have his name in the song we suggest the adult not insist. Child will enter when ready.)

Singing: Lead by singing along with recording and clapping; fill in

children's names where spaces are left on the recording for these. This band can be played over and over so everyone gets a turn.

Game: To be played without recording. Place hands on a child's shoulders or point to him, then sing "Where's _____?" leaving the group to guess the child's name.

1. Where's Mary. . . where, where?
Where's Mary...where, where?
Where's Mary...where, where?
There's Mary. . . there, there.
Is she down at the fountain?
No, no.
Has she gone out to play?
No, no.
I see Mary is here today.
2. Where's Patty. . . where, where?
3. Where's Marcia. . . where, where?
4. Where's _____ where, where?
(fill in child's name).

3. TWINS

Although twins may look alike they are not the same person. Each child is an individual and must be treated as such.

1. Possible discussion about child's own family, brothers and sisters.
2. Body movement, rhythm instruments and singing. Join chorus — "Ha Ha Ha."
 1. Ha—Ha—Ha Hee—Hee—Hee
I've got a brother that looks like me.
Some people don't know our names.
I am Peter. He is James.
 2. Ha—Ha—Ha Hee—Hee—Hee
I've got a sister that looks like me.
Some people call me twin.
I am Brenda. she is Lynn.
 3. Ha—Ha—Ha Hee—Hee—Hee
I've got a brother that looks like me.
Some people say we're the same.
I am Steven. He is Wayne.

4. SLIDE-EE-O

Children take turns and move in a variety of ways.

Before playing this song (if children are under four years old), teacher may demonstrate one or two ways to slide. Ask children to take turns showing ways to do it on the floor—or other ways they can invent.

Children can move to the music, either as a group or taking turns a few at a time. There is no “rightway.” There are different ways.

*It's Robin's turn to slide on her belly,
Jenny's turn to slide on her back,
Little Eva's turn to slide like she wants to.
Slide-Slide-ee-o.*

*Slide—slide—slide on your belly,
Slide—slide—slide on your back,
Slide—slide—slide like you want to.
Slide—Slide-ee-o.*

*It's Nat's turn to slide on his belly,
Big Eva's turn to slide on her back,
Sarah's turn to slide like she wants to.
Slide-Slide-ee-o.*

*Slide—slide—slide on your belly,
Slide—slide—slide on your back,
Slide—slide—slide like you want to.
Slide—Slide-ee-o.*

*Move—move—move to the music,
Move—move—any old way,
Move—move—move to the music,
Slide—slide—slide on your belly.*

*Turn—turn—turn to the music,
Jump—jump—jump to the music,
Move—move—move to the music,
Slide—slide—slide on your belly,
Slide—slide—slide on your belly,
Slide—slide—slide on your back,
Slide—slide—slide like you want to,
Slide—Slide-ee-o.*

*SLIDE, SLIDE, SLIDE ON HOME.
SLIDE, SLIDE, SLIDE ON HOME.*

5. THAT'S WHAT I CAN DO

Teacher or parent recognizes and shares good feelings children have about themselves and what they can do.

1. After learning the song the adult can incorporate the children's suggestions of what they can do. For instance—“I can jump up high. . . I can jump up high—that's what I can do.

Repeat-then add any one of the choruses.

2. Some children can play rhythm instruments while others dance or take turns moving one or two at a time. Some may clap hands or bounce in place while waiting for turns.

*I can swim, I can float, I can rock in my boat
That's what I can do.*

*I can swim, I can float, I can rock in my boat
That's what I can do.*

*I can see-saw, I can slide,
I can run, and I can hide.*

*I can swim, I can float, I can rock in my boat.
That's what I can do.*

*Hey, look at me I'm up in a tree.
Watch what I can do.*

*Hey, look at me, I'm up in a tree
Watch what I can do.*

*I know how to get down
Here I am, on the ground.*

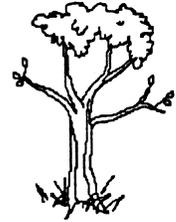
*Hey, did you see, I was up in a tree.
Did you see what I could do.*

*I can dance I can sing I can swing on a swing
That's what I can do.*

*I can dance, I can sing, I can swing on a swing
That's what I can do.*

*I can tumble, I can spin,
I can jump both out and in.*

*I can dance, I can sing, I can swing on a swing.
That's what I can do.*



6. EVERYDAY YOU'RE GROWING

The child wants to be big and worries about being little. This song reassures that he is growing.

Dulcimer, guitars, finger cymbals and drums create a Middle Eastern mood—with a strong beat that inspires creative movement.

Teacher can direct children a few at a time to move in their own way to the music. Suggestions she might give are: “You can move shoulders, arms, head. . . try different ways.”

Everyday you're growing, growing all the time.

It isn't even showing, but you're growing all the time.

1. *Did you look in the mirror?
What did you see,
When you were only one year old?
A baby.*



2. *Did you look in the mirror
When you were only two,
To see a bigger boy or girl,
A smiling back at you ?*

3. *Did you look in the mirror
When you were only three
To see a bigger boy or girl,
With a personality?*



4. *Did you look in the mirror
When you were finally four,
To see a bigger boy or girl,
Who's gonna grow some more?*

EMOTIONAL AWARENESS

Adults have always found it easy to accept children's happy feelings and difficult to accept jealous, sad, angry, fearful or lonely ones.

More parents and educators now recognize that feelings of self-worth and confidence come from an acceptance of the child's self—not just part of him. These songs assure the child that others have strong feelings. The music provides an acceptable way to express them.

7. WHAT MAKES ME HAPPY?

An activity song that allows both directed and free body movement—jumping, turning, and running.

Children can dance two together as “partners”, alone, or in a group.

1. What makes me happy, what makes me smile?

*Just to dance with you for awhile
That makes me happy, that makes me smile
Just to dance with you.*

*Sometimes I like to jump up high
That makes me happy too.
Let's hold hands and jump up high.
I'm so happy dancing with you.*

2. What makes me happy, what makes me smile?

*Just to swing my arms for awhile.
That makes me happy that makes me smile
Just to dance with you.*

*Sometimes I like to dance alone
That makes me happy too.
When I don't want to dance alone
I'm so happy, dancing with you.*

3. What makes me happy, what makes me sing?

*When I know I can do anything
That makes me happy, that makes me sing
Thinking of things I can do.*

*Sometimes I like to turn and turn
Spin and spin around
Sometimes I like to turn and turn
'Til I just tumble down.*

4. La La La La La, La La La La

*Think of all the things you can do.
Moving your arms, your shoulders and head,
All the parts of you.
Run and run, La La La La.
Run and run all a-round.
Stop right still and clap your hands
Sing with me and please sit down.*

*What makes me happy?
What makes me sing?
Just to sit with you for awhile
That makes me happy
That makes me smile.
Just to be with you.
Just to be with you.
Just to be with you.*

8. I'M AFRAID

A quiet, comforting song—for listening.

This song may stimulate a discussion of children's fears.

Boys have often been expected to be brave and show no fear. We hope they will be helped to accept their feelings. We think bravery means acting despite fear—rather than denying fear.

If a child can face his fear and ask for help—he may be able to overcome it and develop courage.

*I'm afraid, I'm afraid,
I'm afraid, I'm afraid,
I've a funny, floppy feeling inside.
Sometimes I want to run and hide,
When I'm afraid,*

When I'm afraid.

*Tell me do you ever feel afraid.
Yes, you know I sometimes feel afraid.
I'm glad to know that I am not alone,
You're not alone.*

*So you understand,
Yes, I'll take your hand,
When you're afraid,
It's so good to have a friend.*

9. SAD LITTLE BIRD

For listening and singing.

When children have been left out or are feeling lonely, this song seems to comfort them.

One six-year-old boy had been left out of play and was making many demands of his mother. She sang the song. He asked to have it repeated several times, then went away singing it. He seemed comforted and was able to go away and play by himself.

*I'm a sad little bird because I'm lonely
Nobody here but me,
I'm a sad little bird because I'm lonely
The only bird in this tree.*

*Summertimes I'm flyin' East, in the Winter, I fly West.
But the time I like the best
Is in the Spring, when I can sing.*

*I'm a sad little bird because I'm lonely
Nobody here but me,
I'm a sad little bird because I'm lonely
The only bird in this tree.*



10. WON'T YOU BE MY FRIEND?

Reflects the strong wish all children have to be accepted—to have a friend.

Some children are frightened when a friendship is threatened by disagreements. The song tells children that fighting need not end friendships.

It also expresses feelings of affection children have for one another.

*Won't you be my friend, won't you be my friend?
Hear me, see me, take my hand.
When I see you comin' how it makes me smile.
Stay with me, play with me for a little while.
Sometimes I'll do what you want me to.
Sometimes you might do things for me.
Sometimes we'll fight or we might not agree.
But you still will be my friend.*

*Yes, I'll be your friend, yes I'll be your friend.
I'll hear you, see you, take your hand.
When I see you comin' how it makes me smile.
I'll play with you, stay with you for a little while.
Sometimes I'll do what you want me to.
Sometimes you might do things for me.
Sometimes we'll fight or we might not agree.
But you still will be my friend.*

*Won't you be my friend, won't you be my friend?
Hear me, see me, take my hand.
When I see you comin' how it makes me smile.
Stay with me, play with me, for a little while.
Stay with me, play with me, for a little while.*

11. ANGRY SONG (talking blues style)

Provides a constructive outlet for angry feelings. This song says: "You have a right to feel angry but you may not hurt or hit anyone. What you can do is sing or move to express feelings."

Children can join chorus or can move—taking turns one or two at a time to the music. They may be directed to "move in the spaces—not into people."

*Sometimes people get bossy,
They yell at you.
Tell you what to do.
Some people even hit
And try to make you do things
You don't want to do.*

*You may be angry and you may be mad.
And you may be feeling mean and bad.
And you want to hit and bite and hurt,
Knock me down in the rocks and dirt.
But I hold up my hand and I say stop!
You can't hurt me but you can yell a lot.*

*I don't like you.
I don't like you.
I don't like you today.
I don't like you.
I don't like you.
Just get out of my way.
MOVE.*

12. I WANT YOU ALL TO MYSELF

Each child wants time alone with a parent or teacher but most of the time has to share their attention. When a child has a special time all to himself he can afford to be less demanding.

For listening-singing-rhythm instruments such as maracas, tone blocks, sticks.

*I want you all to myself.
Don't look at anyone else
Talk to me, listen to me
Don't look at anyone else.
Smile at me an' hug me
Tell me I'm your own special someone.
Don't look at anyone else, Mama
Don't look at anyone else.
You have me all to yourself.
I won't look at anyone else*

*I'll smile at you, listen to you
I won't look at anyone else.
I'll smile at you and hug you
You are my own special someone.
I won't look at anyone else, No, No
I won't look at anyone else.*

*I want you all to myself.
Don't look at anyone else
Talk to me, listen to me
Don't look at anyone else.
I'll smile at you and hug you
You are my own special someone.
I won't look at anyone else, No, No
I won't look at anyone else.*

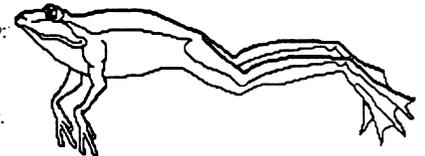
13. WHY AM I THE LITTLE ME?

A quiet song for listening and possible singing—reflects the child's feelings about being little. Reminds him that just as frogs and puppies grow—he will too.

*Why am I the little one?
When will I grow taller?
Tell me why I have to be,
The one who's always smaller.
People standing in the street
All I see are great big feet.
Daddy hold me up to see,
Daddy make me taller.*

*Mommie tells me, "Never mind,
You don't need to worry,
You won't ever be left behind."
But it's something you can't hurry.
A puppy grows into a dog.
A tadpole grows into a frog.
You are three, you'll soon be four.
You're not a baby anymore.*

*In a long time, I suppose,
I'll be growing taller.
Everybody I know of, grows,
And no one ever grows smaller.
A puppy grows into a dog.
A tadpole grows into a frog.
I'll grow too, just wait and see.
The little one won't be—Me!*



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