

Everybody Cries Sometimes

Songs for Self-Appreciation
And Self-Expression

By Patty Zeitlin and Marcia Berman, accompanied by David Zeitlin

The songs on this album are to help children gain confidence, appreciate themselves and others, and feel a sense of belonging in a group. The songs are accompanied by lively ragtime piano, as well as folk guitars and a children's chorus.

The first three songs were placed on the CD so teachers could first begin working with a group in a more structured dance activity that helps develop an awareness of many possible ways of moving. From that activity ("Beautiful Arms"), the children may then feel free enough to create their own dances ("Vacation"). The third song ("Everybody Says") provides an opportunity for both singing and dancing.

The next section of songs are quieter. A finger game ("One Little Bird") helps the teacher reorganize the children after an active dance period. They can perform arm movements while sitting. We then suggest teachers play ("Here's A Song") and continue it themselves to include the names of children in their own class. "Room in the Boat" may be used in the same way.

The next six songs were designed to encourage self-expression. "Scarey Things" offers one healthy solution for a child to work through nighttime fears. "Lonely Blues" helps children identify and share feelings more openly. "Everybody Cries Sometimes" warmly reassures children that crying is one way human beings have of recovering from hurts and that even grown-ups cry as a way of relieving sadness and hurts.

Track # 1

BEAUTIFUL ARMS

Words, music by Patty Zeitlin

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A structured dance activity in which children appreciate themselves as they move. Movement is a primary way children gain confidence by developing greater control over their bodies.

- | | |
|---------------------------------|----------|
| 1. Oh, you know you've got arms | (repeat) |
| Such beautiful arms. | " |
| You can swing them up high, | " |
| You can swing them down low. | " |
| Over your head, | " |
| Around and around, | " |

See how many ways you've found your arms can go. (sung in unison)

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|----------------------------|----------|
| 2. And you've got a head | (repeat) |
| Such a beautiful head. | " |
| You can make it say "yes," | " |
| Or shake it say "no" | " |
| You can move it around, | " |
| First up and then down, | " |

See how many ways you've found your head can go. (sung in unison)

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|----------------------------------|----------|
| 3. Oh, you know you've got feet, | (repeat) |
| Such beautiful feet. | " |
| You can lift them up high, | " |
| You can take them down low. | " |
| You can jump up and down, | " |
| You can move all around, | " |

See how many ways you've found your feet can go. (sung in unison)

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|-----------------------------------|----------|
| 4. Oh, you know you've got hands, | (repeat) |
| Such beautiful hands. | " |
| You can clap them real fast, | " |
| Or clap them real slow. | " |
| You can shake them all out, | " |
| Or wave them about. | " |

See how many ways you've found your hands can go. (sung in unison)

5. Repeat verse 1.

Track # 2

VACATION

© 1974 John Bucchino

An original composition by John Bucchino that may be used for free dance movement. Older children may enjoy choreographing their own dances to this music.

Track # 3

EVERYBODY SAYS

©1961 Malvina Reynolds

This lively song expresses a child's feeling that it is good to be one's self and move about rather than always sit still. Children are naturally exuberant, and express this freely through movement frequently. Some adults get impatient with this need for activity and, at times, silliness. The song provides a needed opportunity for children to assert themselves with adults, and to move and laugh freely in an acceptable space and time.

1. Everybody says sit down, sit down
Everybody says sit down, sit down.
But I can't sit down and I won't sit down
My feet are all full of dance-around.
Bump-deedle-ump-bump. Bump-a-dee.
Everybody, bump-a-deedle, dance with me.
Bump-deedle-ump-bump. Bump-a-dee.
Everybody, bump-a-deedle, dance with me.

2. Everybody says be good, be good. (repeat)
But if they only knew I'm as good as good.
Dancin' around is what I should.
Bump-deedle-ump-bump. Bump-a-dee.
Everybody, bump-a-deedle, dance with me.
(repeat)

3. Repeat verse 1

4. Repeat verse 2

Track # 4

ONE LITTLE BIRD

Words, music by Patty Zeitlin

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This song may be sung with younger children as a finger game. Older children may want to try it as it is done on the recording; one child begins singing and other children enter the song as birds 2, 3, 4, etc.

Instructions for finger game:

Verse 1.

Hold up one finger.

Cup one hand above the other hand which is held straight up to form the top and trunk of a "tree."

Palms together, hold back of hand against face on one side, then on the other side.

"Fly" pointed finger behind back.

Hold up two fingers.

Form "tree" again.

Verse 2

Follow instructions as in verse 1, using one finger to represent each bird.

Verses 3-5

Continue as in previous verses.

Verse 6

Hold up six fingers.

Palms together, etc.

1. There was one little bird,
In one little tree.
"I'm so alone,
I need a friend," said she.

So she flew far away,
Over the sea,
And brought back a friend
To live in the tree.

2. Now there are two little birds,
in the one little tree.
"We're still alone and
we don't want to be."
So they flew far away, over the sea,
And brought back a friend to live in the tree.
3. Now there are three little birds...
4. Now there are four little birds...
5. Now there are five little birds...
6. Now there are six little birds, in one little tree.
And nobody's lonely anymore, oh, no!

Track # 5

HERE'S A SONG

Words, music by Patty Zeitlin

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Teachers or parents can sing this using the names of children in their own class or family. This is a time for each child to have the satisfaction of the full attention and appreciation of a group.

The song also promotes observation, eye contact, and direct expression of affection.

1. Here's a song for Lupe, Lupe with her brown
hair, and brown eyes too.
Tell me, do I love her, yes I do.
Here's a song for Eric, Eric with his blonde
hair, and blue eyes too.
Tell me, do I love him, yes I do.

Chorus: Love, love, love, love, love, love, love.
Love, love, love, love, love, love, love.

2. Here's a song for Yuko, Yuko with her black hair, and brown eyes too.

Tell me, do I love her, yes I do.

Here's a song for Danny, Danny with his red hair, and green eyes too.

Tell me, do I love him, yes I do.

(Repeat chorus)

3. Here's a song for David, David with his black hair, and brown eyes too.

Tell me, do I love him, yes I do.

Here's a song for Susan, Susan with her blonde hair, and hazel eyes too.

Tell me, do I love her, yes I do.

(Repeat)

Track # 6

ROOM IN THE BOAT

Words, music by Marcia Berman and Patty Zeitlin

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This is a song to help children feel a part of the group, and that each member of the group is equally important. Parents and teachers can also use this song and include the names of the children in their own family or school.

When you sing this song, try to include everyone.

1. Is there room in the boat for you?

Is there room in the boat for you?

Is there room in the boat for you, hal-le-lu-yah!

Yes, there's room in the boat for you,

Yes, there's room in the boat for you.

Yes, there's room in the boat for you, hal-le-lu-yah!

2. Is there room in the boat for Sarah?

Is there room in the boat for Bobby?

Is there room in the boat for Sally?

Hal-le-lu-yah!

3. If there's only room for one,
it won't be so much fun.
It takes more than one to row, hal-le-lu-yah.
It takes two or three or four or maybe many more,
To get to the other shore, hal-le-lu-yah.

4. (Repeat verse 1)

5. Yes, there's room in the boat for you,
there's room in the boat for me,
There's room for everybody, (pause)
hal-le-lu-yah.

Track #7

SCAREY THINGS

Words, music by Patty Zeitlin

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This song relates a true story of the way one child worked through nighttime fears and gained more confidence. The song provides a means for children to do something about their fears and express strong feelings.

Teachers may want to stop the recording after playing this song, because children may want to communicate their dreams, fears, and concerns about bedtime and the dark. Listening to each child attentively without suggestions or criticism will help children express and rid themselves of some of their fears.

1. When it's late and I'm in bed,
And Momma and Daddy have said,
"Goodnight."
Everything's fine until they leave,
And turn off the hallway light.
Then it's much too quiet and so much darker,
Than it was before.
That's when those old scarey things
Come a knockin' at my door.

First chorus: Oh, Momma, oh Daddy come here,
Daddy come in here too,
Some scarey things got in my room,

And I don't know what to do.
Oh, Momma, oh Daddy come here,
Come in here and stay.
Some scarey things got in my room.
Won't you make them go away.

2. Then, in comes Momma or in comes Dad,
Asking me "What's wong?"
They turn on the light and somehow,
The scarey things are gone.
Daddy says they are not real,
They only seem to be.
Momma says they're only dreams,
Well, they sure look real to me!

(Repeat first chorus)

3. Next time when those scarey things
Come bumping all about,
I'm gonna yell, "Get out of here,
Or else I'll throw you out."
And if they don't get out of my room,
I'll kick them every last one,
I'll hit and punch and push them,
Until they're on the run.

Second chorus: Oh, Momma, oh Daddy come here,
Daddy come in here too,
Some scarey things got in my room,
But I know what to do.
Oh, Momma, oh, Daddy come here,
That is what I'll say.
Some scarey things got in my room,
And I scared them away!

Track # 8

I LIKE MYSELF

Words, music by Marcia Berman

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This is a song of self appreciation. Many of us grew up with the notion that it was immodest to appreciate one's self openly. On the other hand, we got lots of messages telling us we could be better and were really not good enough as we were. This is one reason many adults lack confidence and have trouble appreciating others as well.

The song expresses the idea that if we can like ourselves we can also appreciate other people. When you don't like yourself, it is hard to give your full attention to learning anything, or to develop enthusiasm for life. People who have difficulty appreciating themselves openly may be able to do it in a song where it is more acceptable and comfortable.

Some laughter or embarrassment may accompany the singing of this song at first, because it is not usually socially acceptable to say out loud that you like yourself. It is good practice in self appreciation.

1. I know someone nice to be with,
I know someone very special.
The someone special is my friend.
Guess who it is? It's me.

First chorus: I like myself, I like myself,
I like myself, oh yes I do,
I like myself, I like myself,
And you want to know something?
I like you too.

2. I know someone nice to be with,
I know someone very special
The someone special is my friend.
Guess who it is? It's you.

Second chorus: I like you, I like you,
I like you, oh yes I do.
I like you, I like you,
You want to know something?
I like you.

(Repeat first chorus)

(Repeat second chorus)

Track # 9

DON'T YOU PUSH ME DOWN

© 1954 Folkways Music Publishers

Young children are often too shy to assert themselves or may use physical means like hitting or biting to communicate feelings when they first become members of a group at school.

This song provides a means for children to assert themselves in a way that communicates strong feelings to others by using words. It helps children feel it is all right to tell friends not to hurt them. At the same time the song expresses the fun of playing together and sharing with friends.

Well, you can play with me,
And you can hold my hand.
We can skip together,
Down to the pretzel man.
You can wear my mommy's shoes,
Put on my daddy's hat.
You can even laugh at me,
But don't you push me down.

Chorus: Don't you push me,
push me, push me,
Don't you push me down.
(Repeat)

Well, you can play with me
And we can play all day.
You can use my dishes
If you'll put them away.
You can feed me apples,
And oranges and plums.
You can even wash my face,
But don't you push me down.

Chorus

Well, you can play with me.
We can build a house.
You can take my ball,
And bounce it all around.
You can take my skates,
And ride them all around.
You can even get mad at me,
But don't you push me down.

Chorus

Track # 10

LONELY BLUES

Words, music by Patty Zeitlin

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This is a song that communicates the "blues" in a way children can identify with and understand. It helps a child accept and experience the feeling of being lonely and sad, and to express it in one way that adults do; through singing the blues.

Acknowledging feelings can allow a child to have them and then let go of them. It is not always necessary to take action on feelings. Experiencing what you are feeling allows you to let go of one feeling and experience something new. So often adults think that children (and other adults as well) should always present a happy exterior, but children are full human beings with a variety of feelings. Having to pretend you are happy when you are sad, helps you stay stuck in the feeling of sadness, instead of allowing you to really let go of it and go on to a real feeling of happiness.

1. Have you ever been lonely
'Cause your friends aren't home?
Not the kind of lonely
When you'd rather be alone.
You're just sittin' on the stairs,
starin' at your shoes.
You got the lonely blues.

2. Well, you have gone next door
and rung the bell real loud.
You had to yell loud enough
to wake up a crowd,
but their garage is empty
and their house is too (bad news),
You got the lonely blues.
3. All you got for company
is your own two feet,
So you jump rope for a while,
but it echoes in the street.
Then you're sittin' on the stairs,
starin' at your shoes.
You got the lonely blues.
4. Now blue is a color and it's not bad,
But blue is a way you can feel when you're sad.
When you're real lonely
and it's not what you choose,
You got the lonely blues, you got the lonely
blues, you got the lonely blues.

Track # 11

EVERYBODY CRIES SOMETIMES

Words, music by Patty Zeitlin

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Crying is one way human beings have of healing hurts. However, in our culture it has not been acceptable to cry except at weddings and funerals. Boys, especially, are told to be brave and to repress their tears.

Most adults are quick to tell a child "don't cry" or "cheer up," sometimes even offering candy or toys to stop the crying. If an adult can be warmly attentive to the hurt child while the tears fall without trying to stop them, the child can finish crying and be empty enough of tears to experience feeling good again.

Note from Pat Zeitlin: In some cases at an age when a young child is learning language skills (2 ½ to 3), and cries instead of using words to communicate needs, I have said the following: "When you are finished crying, tell or show me what you want so I can help you. I want to help. If you show me or use words, then I can understand what you need."

1. Everybody cries sometimes.

When they've just bumped their heads,
Or they're all alone in bed.
Everybody cries sometimes.
I know the feeling, yes I do,
Cause sometimes, I cry too.

Chorus: You may have thought it was silly to cry
A thing that grownups never do.
You may have thought that only babies cry,
Well, it just isn't true, you know that.

2. Everybody cries sometimes,

When the one they wish would stay,
Has to go away.
Everybody cries sometimes.
I know the feeling, yes I do.
Cause sometimes, I cry too.

Track # 12

LULLABY BIRD

Words, music by Patty Zeitlin

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This is a cheerful song for children to join in singing the chorus and dancing. The song acknowledges that there are times when you feel bad, but that feelings and situations can change. There is joy in life as well as tears and feelings of any kind do not last indefinitely, especially for children, who tend to express them more openly than adults do.

Chorus: When the lullaby bird comes by,
He flips his tail and he winks his eye
And says bye, bye, bye, bye, bye.
(Repeat)

1. He says you've got to get up in the morning,
'Cause you'll have plenty to do,
So rest your head, and climb into bed,
Tomorrow a new day is waiting for you.

(Repeat chorus)

2. He says, today so the sky was grey,
And nothing was much fun.
It's just as true, the sky could be blue,
Tomorrow, your sorrow could all be gone.

(Instrumental chorus, then repeat chorus)

3. (Repeat verse 2)

(Repeat chorus)



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