

Educational Activities, Inc.

Presents

CD 642

I'M JUST HAPPY TO BE ME

by Catherine Slonecki, M. S., Music Education

Helping students achieve positive self esteem is one of the most important things that a teacher can do in a classroom setting. *I'M JUST HAPPY TO BE ME* is an expressive album that is a valuable tool in helping children develop confidence and satisfaction in themselves. Students will love the original upbeat songs featuring many contemporary popular styles. From happy-go-lucky songs like "That's Just Exactly What I Like About Me" to poignant tunes such as "Lonely," students will discover the importance of liking themselves and realize that everyone has problems to deal with at one time or another.

Special self esteem activities are included with each song featuring movement activities, drawing, writing stories and thought-provoking group discussion. All of these activities help students strengthen their self esteem skills. This thoughtful well-produced album should enjoy a special place in your collection for many years to come.

1. I FEEL GOOD

Ask students to write additional verses to this song beginning with "What makes me feel good ..." These can be sung while clapping hands in a circle formation. Students may also write paragraphs beginning with "What makes me feel good ..." Younger children may wish to draw pictures of what makes them feel good. These stories or pictures can then be shared with the group.

LYRIC:

Chorus:

Oh I feel good. Oh I feel fine.
And if you look in my eyes right now
You'll see that they both shine.
Oh yes, I feel good. Oh can't you see?
I feel good because of all the good things
I see around me.

What makes me feel good is the deep blue sky.
And I love to see a beautiful butterfly.
What makes me feel good is being outside on a
pretty day.
Just smelling all the flowers and having time just
to play.

Repeat Chorus

What makes me feel good is the bright sunshine.
And the cool, cool breeze that blows,
It makes me feel so fine.
What makes me feel good
Is a smile that somebody sends to me.
Special moments like that
Make the world a great place to be.

Repeat Chorus

What makes me feel good is when I share.
I want my friends and family to know how much
I care.
What makes me feel good is helping someone
along the way.
Being kind to other people makes me happier than
I can say.

Repeat Chorus as Needed

2. THAT'S JUST EXACTLY WHAT I LIKE ABOUT ME

Make a wonder box in which students can see the most important person in the world. It can be any kind of box with a mirror placed so that all who look inside can see themselves. Let each child look in the box individually. Most children will be very surprised to find out that they are the most special person. Ask them to keep this a secret. After all the children have had turns, lead a discussion about everyone's unique qualities.

LYRIC:

I have freckles and red hair.
Most of my teeth aren't even there.
I can sing any melody,
And that's just exactly what I like about me.

Chorus:

We hear what you're saying
And we know that it's true
'Cause that's just exactly what we like about you.

I am dark with curly hair,
And I'm a bookworm in my easy chair.
I love to read, and I guess you can see
That's just exactly what I like about me.

Repeat Chorus

Bridge:

We all really like ourselves.
We wouldn't want to be like anyone else.
We're so unique as we agree,
There isn't anybody else we'd rather be.

I'm as wide as I am tall
And I've loved drawing since I was small
I can draw anything I see,
And that's just exactly what I like about me.

Repeat Chorus

I have glasses and long hair,
And my sense of humor is something rare.
When I giggle it's contagious and I'm sure you'll
agree,
That's just exactly what I like about me.

Repeat Chorus

Bridge:

We're all different you can see.
But that's just the way that it's supposed to be.
Wouldn't it be dull if we all were the same?
We wouldn't even need to have different names.

I'm a blonde with a great big smile,
And I can swim for about a mile.
In the water's where I like to be.
And that's just exactly what I like about me.

Repeat Chorus

So if you're feeling sad and blue
Just make a list of all the things you like about you.
Give it a try, and this is the key.
Say, "That's just exactly what I like about me."

Repeat Chorus

3. DEAR ME

After listening to this song, ask students to write a letter to themselves. Tell them to write about all of the positive things they see in themselves, including small daily successes like turning in homework on time, or

helping their parents. Students may be surprised at how many good things they discover about themselves. Some or these discoveries may be shared in group discussion.

LYRIC:

Dear me, I want to write a letter to myself.
No, it's not for anybody else.
I want to say to me, you're O.K. with me.

Dear me, you should know I think you're pretty fine.
And there's oh so many ways in which you shine.
You've got so much to share. Just go ahead
and dare, dear me.

Bridge:

Now I know there're days when you feel like
nobody likes you.

When words can hurt you more than a cut
or a scrape ever will.

And then there are times when you work hard,
And people don't notice.

And nothing you try seems to give you a thrill.

Dear me, there's someone that you can
depend upon.

You'll always count on me, I'm number one.

I'll always see you through, I know what you can do.

Dear me, what I'm here to say is simply this.

I can see what others might just miss.

I see the best in you. Now I'll just sign this truly,
dear me.

Dear me, P.S. there's something else that
you should know.

I watched you change and then I watched you grow.

And it's quite clear to me you're special I can see,
dear me.

Dear me, dear me, dear me.

4. MY PUPPY DOG, JOE

After listening, singing along, and pantomiming the action words in this song, students should draw a picture of a special friend, a pet, an adult, or an imaginary friend. Under the picture they should write, "A friend is ..."

Action Words: gleaming, shine, happy, puppy dog, floppy-eared, glad to see me, listens, wagging his tail, play, chases, toss, pat, hug, by my side, good friend, showing, good times, share problems.

LYRIC:

Let me introduce you to a friend of mine.
His coat is gleaming and his eyes always shine.
And as often as he sees me, he'll always show
That he's happy when I'm with him,
my puppy dog, Joe.

Chorus:

**My floppy-eared puppy is a good friend to me.
He knows just exactly how a friend's
s'posed to be.
He's always glad to see me. He listens so well.
And he shows how much he likes me
by wagging his tail,
By wagging his tail.**

Just about every day, Joe and I play.
He chases each ball I toss and brings them my way.
I love to pat his cuddly fur and hug him real tight.
When Joe is by my side, the world seems just right.

Repeat Chorus

I try to be a good friend like Joe is to me
By showing my friends that I'm as glad as can be
That we're friends in good times, we share problems,
too.
I learned from my pal Joey what a good friend
should do.

Repeat Chorus**5. THERE WAS A MONSTER IN MY CLOSET**

In a group situation, ask students questions such as, "Are you afraid of ghosts and witches? Do you ever get scared? Do you ever get angry? Do you get upset when your parents fight?" and so on. Ask students to raise their hands if they have felt this way. Let them contribute other situations in which they have had negative feelings. Let children diffuse some of these feelings by talking them out. Then have them pantomime the action words in this song.

Action Words: monster, ghost, bedtime, sleep, under covers, close eyes, horrible sight, scary, green, hairy, bump, witches, fear, bed, open eyes, no place, closet, "gonesters," afraid, real, head, wrecks, fears, tears.

LYRIC:

There was a monster in my closet and a ghost right
under my bed
When my bedtime rolled around, I used to go to
sleep with dread.
When I was under the covers really late at night,
I would close my eyes as tight as I could
Not to look at that horrible sight.

Chorus:

**Scary, scary, green and hairy,
Things that went bump in the night.
Ghosts and witches gave me twitches.
I got such a terrible fright.
Until one day I learned that everybody
Has things that they fear.
Then I said you scary, scary, green and hairy,
Monsters get right out of here.**

Well that same night when I was in bed
I opened my eyes up wide.
And in the shadows of my bedroom
There was no place a monster could hide.
So I gathered up some courage, and looked
in the closet too.
I said "You ghosts and monsters, you be gonesters,
'Cause I'm not afraid of you!"

Repeat Chorus

You know that monster in my bedroom,
And the ghost right under my bed
They were real to me, but I could finally see
That they were both just in my head.
We all have some kind of monsters
That can make us feel like wrecks.
So let's give up our fears, and put away our tears,
And keep those monsters in check.

Repeat Chorus 2X**6. I'M JUST HAPPY TO BE ME**

Have your students make a poster entitled, "Myself." They should collect, cut out, and paste in words, pictures etc. from magazines and newspapers that say something about themselves. They shouldn't sign the posters so that students in the class can guess who made each poster. Then have a class discussion about individuality. Lead into a discussion of drugs, and why drugs aren't necessary if you believe in your own special uniqueness.

Chorus:

**I'm just happy to be me.
I don't need drugs, I think you'll agree.
I'm very special all by myself.
One of a kind, and I don't mind,
Because I'm just happy to be me.
I'm the best "me" that I can be.
I don't care if someone else says that I should.
I don't need drugs to make me feel good.**

Sometimes I don't feel so very special.
My problems seem like more than I can bear.
But doing drugs won't melt my troubles away.
So what do I say? (Group) Just say no!

Repeat Chorus

What if someone asks me just to try it?
What if someone ask me if I'll buy it?
Wouldn't taking drugs make people like me?
(Group) What kind of friends would they be?
Just say no!

Repeat Chorus

7. YOU CAN MAKE IT HAPPEN

FANTASY THEATER

Have students form circles of five or six people. As the song is playing, they should each act out something that they would like to be or do. The others should try to guess what their fantasy is. Then, ask students what they would wish for if they had just been granted three wishes. Is there anything that they can do to help make a wish come true? Talk about setting goals to achieve their dreams.

LYRIC:

What would you like to do? What would you like to be?
Play the piano, learn how to water-ski?
What would you like to do? What would you like to be?
Did you ever say, "No, I can't do that. Not me?"
(Well you can.)

Chorus:

**You can make things happen, make them real.
Be all that you can be.
You'll never do it if you don't try it, you see.
You can make things happen, make them real,
Go after every dream,
Reaching the sky is not as hard as it seems.**

What would you like to do? What would you like to be?
Walk on the moon or star in a show on T.V.?
If you have a special dream, if you have a fantasy,
Take the first step, don't be afraid, you'll see.
(You can do it!)

Repeat Chorus

Have you ever tried and failed? Have you ever missed the mark?
Some days you feel like you're wand'ring in the dark.
If you try your dream again, then someday you are going to win.
The road may be rough, but you can be tough,
just begin.

Repeat Chorus as Needed

8. WE'RE ALL PART OF A FAMILY

Students should draw their family tree including all of the people that they consider to be part of their family. Families may include stepparents, adoptive parents, aunts and uncles, or anyone else whom they think of as family. Stress that every type of family is beautiful. Make a bulletin board of family trees.

LYRIC:

Now you may think that a family must be
A mother, a dad, and kids; one, two, three.
But I'm here to tell you that it just isn't so.
There are all kinds of families where we each
can grow.

Chorus:

**We're all part of a family.
But families are different just like you and me.
There are big ones, and little ones,
All ages who can share.
Families are made up of people who care.**

Let me tell you 'bout a family I know.
There's a mother, a cat, and a girl named Flo.
They live in an apartment where they're glad to say
That they've made a happy home in every way.

Repeat Chorus

Bridge:

A family may have thirteen kids,
Or there may be only one.
There might be a stepmother or stepfather,
Or even a grandmother and her grandson.

Repeat Chorus

9. LONELY

Have all students except five form a big circle and move slowly right and left to the music. The five students should just walk quietly by themselves in the circle. One by one, people in the circle should hold out

a hand to someone in the middle to join the group until everyone becomes part of the circle. Repeat this with five more people until everyone has participated. Ask the students how it felt to be lonely and apart from the group? What ways would they suggest to deal with a situation like that?

LYRIC:

It's easy to be with people that you know.
Friends and family give you such a warm safe glow.
But everyone has times in life when they feel
all alone.
So remember this the next time that you're out
there on your own.

Chorus:

**Lonely is the way we feel once in a while.
Alone in a crowd searching for a smile.
It's hard to be lonesome, but it isn't a crime,
Cause we've all been lonely sometime.**

It's not easy to be the new kid in town.
Starting a new school can sometimes get you down.
But just be strong and before you know
You won't be new at all.
There are good friends waiting here for you.
It'll happen, just stand tall.

Repeat Chorus

So whenever I feel sad, alone, and blue.
All by myself not knowing what to do.
I remember that I'm not the only one who feels
this way.
So I call someone and talk a while
And the feeling goes away.

Repeat Chorus

10. THERE'S A NEW BABY AT MY HOUSE TODAY

Action Words: New baby, my house, Mom, Dad, stay, take care, new little one, brother, fun, hello, baby, I'm your sister, smile, glad to know you, wasn't sure, wanted you, great fear, don't worry, love, won't forget.

Ask students, was there ever a new baby at their house? Were they afraid that the baby would get all of the attention? Do they ever feel the same way about other brothers and sisters? Do they try to find special private times to spend with their parents?

LYRIC:

There's a new baby at my house today,
And my Mom and Dad say that he's going to stay.

I'll help take care of this new little one.
Having a brother should be lots of fun.

Chorus,

**Hello, baby. Yes, I'm your sister.
Hello, baby. Come smile for me!
Hello, baby. I'm glad to know you.
You're everything and more than I thought you
would be.**

I wasn't sure that I wanted you here.
When Mom and Dad told me all I felt was great fear.
But they said "Don't worry! You'll love him too."
And don't even think we'll forget about you.

Repeat Chorus

Bridge:

I'm gonna love you for all my life. Just you wait
and see.
Together we'll be a family, Mom and Dad and you
and me.

Repeat Chorus

11. THE GIVING GAME

Ask students to write a thoughtful letter to someone they know. (Or draw them a card.) This letter might be a thank you note, a get well card, a "have a nice day!!" note, etc. Ask the class how it makes them feel to do something nice for someone else.

LYRIC:

This game is easy like A, B, C. You can play it like
1, 2, 3.
Just shape your mouth into a smile.
And share that smile around for a while.

The rules are simple, and here's the key.
Just be thoughtful of the people you see.
A kind word goes a long, long way.
And helps others have a wonderful day!

Chorus:

**We're playing the giving game.
And we hope that you will do the same.
Just be nice to someone each day,
And you'll be surprised at what good
things come your way.**

**We're playing the giving game.
And helping people is our main aim.
We're playing the giving game.
Woh, oh, oh, oh, oh, the giving game.**

You don't need to have great, great wealth.
Just give something of yourself.
Some people may need a helping hand,
Or just somebody who will understand.

Now you may wonder why should you play?
"What's the point of this game," you say?
The prize is good feelings deep inside
When you let kindness be your guide.

Repeat Chorus as Needed

12. GUESS WHAT?

Ask students to draw a self-portrait. Ask them what good things they have shown about themselves in the picture.

LYRIC:

I've got a special friend who makes me feel so good,
And guess what? That friend is me.
You may think that I'm crazy, and I knew you would,
But guess what? I don't agree.
I'm as good to all my friends as I know how to be,
So tell me why I can't be good to me?

I do something special for myself each day,
And guess what? It feels so great!
I take some time to tell myself what I've done well,
And guess what? I think I rate!
I found that there are many things that make me
Proud of myself.

Bridge:

You may say I'm bragging on myself too much.
But that's not true!
It's important that I don't forget
I'm someone, too!

If I believe that I can do a lot of things,
Then guess what? It's prob'ly true.
And if this secret helps me to get through my days,
Then guess what? It can work for you.
I see many good things in myself, I guess you
can tell.
A special friend like me should be treated well!

ABOUT THE AUTHOR

Catherine Slonecki, M.S. Music Education is the author of Educational Activities' recording, "Children's Songs Around the World." In addition, she authored the video-cassettes "Seasons," "Drugs and Poisons: Avoiding the Dangers," and "Children's Songs Around the World," also for Educational Activities. "Drugs and Poisons: Avoiding the Dangers," won a first place in health at the Chicagoland Film Festival in 1988. Also, Ms. Slonecki produced "The United States As a World Leader" which won a first place in Social Studies in 1987. She has taught school on all levels from elementary to college, co-authored "Music Alive" magazine, and has been the musical director in many professional and amateur theater groups.

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