

For Children Ages 2-8 Parent/Teacher notes & lyrics enclosed
Home & Classroom Tested

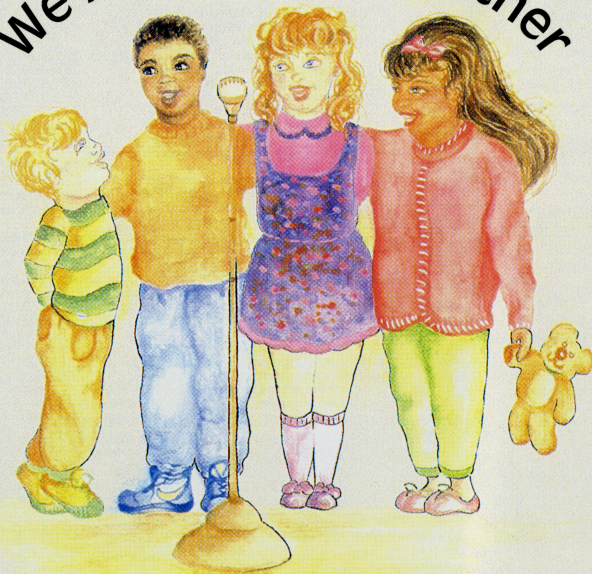


BOBBY SUSSETM SONGS

For Children



We Are Better Together



We Are Better Together

Through the universal language of music, this album teaches children *why* it is important and necessary to get along with each other. Some of the songs teach the benefits of cooperation, helpfulness, and kindness. Others encourage harmonizing our differences to help understand *how* and *why* we are better together. The album is meant to promote communication and socialization, crossing culture, class, and race so our children may share all the joys that come to each of them.

While the subject matter is serious, these original songs are easy-to-learn for children to sing along with, listen to, and learn from as well as provide a feeling of togetherness. Indeed, it will be very nice to see all children living in harmony and knowing... we are better together.

Bobby Susser

For children Ages 2-8,
Grades Pre-k to 3, including
ESL & Special Education
Children. Home &
Classroom Tested

*I Am Not So Different
(When You Get To Know Me)*

by Bobby Susser

1. The child/children may join in the chorus.
2. If the setting is appropriate and safe, the child/children may dance and/or clap hands to the song.
3. The child/children may either draw a picture or discuss a person or persons he/she/they enjoy sharing, playing, learning, and being with.
4. The parent/teacher may ask the child/children to share an experience he/she/they had which demonstrates how good it feels when you learn that although, we may have some differences, we are really not so different.

I am not so different when you get to know me
I am not so different when you get to know me
I am not so different when you get to know me
I am not so different when you get to know me

The color of my skin may be different than yours
The way I say some words might be funny to you
But if you'll only listen to the things I say
You will see that I am not so different than you

No, I am not so different when you get to know me
I am not so different when you get to know me
I am not so different when you get to know me
I am not so different when you get to know me

Anyone can see I'm not as tall as you
Anyone can see that I don't walk like you do
But all you have to do is give me just a chance
You will see that I am not so different than you

No, I am not so different when you get to know me
I am not so different when you get to know me
I am not so different when you get to know me
I am not so different when you get to know me

The way my eyes are shaped may be different than yours
The place that I came from may be strange to you
But take another look 'cause I am much like you
And you will see that everything I sing is true

No, I am not so different when you get to know me

I am not so different when you get to know me
I am not so different when you get to know me
I am not so different when you get to know me

No, I am not so different when you get to know me
I am not so different when you get to know me
I am not so different when you get to know me
I am not so different when you get to know me

It's Nice To Be Nice

by Bobby Susser

1. The child/children may join in the chorus.
2. The parent/teacher may discuss or explain to the child/children how much better people feel when they are nice to one another.
3. The child/children may describe how and why people should be nice to each other.
4. The child/children may draw a picture of a person he/she/they know is nice.

It's nice to be nice
It's nice to be nice
Everybody knows that it's nice to be nice
It's nice to be nice
It's nice to be nice
Everybody knows that it's nice to be nice
Everybody knows that it's nice to be nice

I don't like when someone's yelling at me
I don't like when someone calls me names
We all know
We all know

It's nice to be nice
It's nice to be nice
Everybody knows that it's nice to be nice
It's nice to be nice
It's nice to be nice
Everybody knows that it's nice to be nice
Everybody knows that it's nice to be nice

It always feels good to help somebody
Everybody likes a smiling face
We all know
We all know

It's nice to be nice
It's nice to be nice
Everybody knows that it's nice to be nice
It's nice to be nice
It's nice to be nice
Everybody knows that it's nice to be nice
Everybody knows that it's nice to be nice

I don't like when someone hurts my feelings
I don't like when someone's acting mean
We all know
We all know

It's nice to be nice
It's nice to be nice
Everybody knows that it's nice to be nice
It's nice to be nice
It's nice to be nice
Everybody knows that it's nice to be nice

Yes we can make the day even better
And we can really have so much fun
We all know
We all know

It's nice to be nice
It's nice to be nice
Everybody knows that it's nice to be nice
It's nice to be nice
It's nice to be nice
Everybody knows that it's nice to be nice
Everybody knows that it's nice to be nice

It's nice to be nice
It's nice to be nice
Everybody knows that it's nice to be nice
It's nice to be nice
It's nice to be nice
Everybody knows that it's nice to be nice
Everybody knows that it's nice to be nice

Dear Mr. President

by Bobby Susser

1. The child/children may join in the chorus.
2. The child/children may join in singing the last line to each verse.
3. The child/children may draw a picture of the president.
4. The child/children may write a letter in his/her/their own words, asking the president to, "Tell everybody why we all should be friends."
5. The parent/teacher may assist the child/children with the letter to the president.

Dear Mr. President
Dear Mr. President
Tell everybody why we all should be friends
Dear Mr. President

We all should get along
We all should sing together
'Cause when we sing this song
It sounds a whole lot better

Dear Mr. President
Dear Mr. President
Tell everybody why we all should be friends
Dear Mr. President

It feels so exciting
Working with one another
They'll be no more fighting
If we all like each other

Dear Mr. President
Dear Mr. President
Tell everybody why we all should be friends
Dear Mr. President

When we cooperate
We'll all have fun forever
We won't have any hate
When we do things together

Dear Mr. President
Dear Mr. President
Tell everybody why we all should be friends
Dear Mr. President

Dear Mr. President
Dear Mr. President
Tell everybody why we all should be friends
Dear Mr. President

Dear Mr. President
Dear Mr. President
Tell everybody why we all should be friends
Dear Mr. President

Dear Mr. President
Dear Mr. President
Tell everybody why we all should be friends
Dear Mr. President

Dear Mr. President
Dear Mr. President
Tell everybody why we all should be friends
Dear Mr. President

Once We Help Each Other

by Bobby Susser

1. The child/children may join in the chorus.
2. The child/children may discuss on experience when he/she/they either needed help, or helped somebody who was in need of help.
3. If the setting is appropriate and safe, the child/children may want to pantomime this song.
4. The child/children may attempt to identify each musical instrument in the song.
5. The parent/teacher may want to discuss the benefits of helping each other.

I have a puzzle that I can't put together
I can't do it by myself
I have a puzzle that I can't put together
Will somebody help

Once we help each other
Once we help each other
Once we help each other
We'll all be happier

I have an apple pie I can't eat the whole thing
I can't eat it by myself
I have an apple pie I can't eat the whole thing
Will somebody help

Oh, once we help each other
Once we help each other
Once we help each other
We'll all be happier

I have roller skates but I can't get them rolling
I can't start out by myself
I have roller skates but I can't get them rolling
Will somebody help

Oh, once we help each other
Once we help each other
Once we help each other
We'll all be happier

Once we help each other
Once we help each other
Once we help each other
We'll all be happier

Once we help each other
Once we help each other
Once we help each other
We'll all be happier

We Are Better Together

by Bobby Susser

1. The child/children may sing the last two lines of each verse or the entire song.
2. The parent/teacher may assist the child/children in making a list entitled, "Why We Are Better Together." Then the list/lists may be discussed.

I could laugh a lot
But I laugh much more
When I am laughing with you
I could build a house
But it won't be as strong
Like when I'm building with you
And that's why we're better together
We're so much better together

I could dance alone
But it's much more fun

When I am dancing with you
I could learn a lot
But I learn much more
When I am learning with you
And that's why we're better together
We're so much better together

Da da da da da da
Da da da da da da
Da da da da da da da
I could learn a lot
But I learn much more
When I am learning with you
And that's why we're better together
We're so much better together
We are better together

We Could Understand

by Bobby Susser

1. The child/children may join in the chorus.
2. If the setting is appropriate and safe, the child/children may dance to the song.
3. The parent/teacher may ask the child/children how he/she/they can get to know others more so that they may live better together.
4. The child/children may draw pictures, verbally describe, and/or write ways people can understand one another more than they do. The parent/teacher may assist the child/children where it is necessary.

If I could be you for one day
If I could see with your eyes
If you could be me for one day
If you could see with my eyes

We could understand
We could understand
Together we could see most everything
We could understand
We could understand
Together we could see most everything

If I could be you for one day
If I could hear with your ears
If you could be me for one day
If you could hear with my ears

We could understand
We could understand
Together we could hear most everything
We could understand
We could understand
Together we could hear most everything

If I could be you for one day
If I could know what you know
If you could be me for one day

If you could know what I know

We could understand
We could understand
Together we could learn so many things
We could understand
We could understand
Together we could learn so many things

We could understand
We could understand
Together we could learn so many things
We could understand
We could understand
Together we could learn so many things

We could understand
We could understand
Together we could learn so many things
We could understand
We could understand
Together we could learn so many things

Oh What A Sight

by Bobby Susser

1. The child/children may join in the chorus.
2. The child/children may clap hands to this lively song.
3. The parent/teacher may want to use this song as an introduction to the subject of freedom.

If everyone in this big world would look so free
If everyone in this big world would smile for me

Oh what a sight oh what a sight
Oh what a sight that would be
Oh what a sight oh what a sight
Oh what a sight that would be
Oh what a sight oh what a sight
Oh what a sight that would be
Oh what a sight oh what a sight
Oh what a sight that would be for me

If everyone in this big world would act so free
If everyone in this big world would smile for me

Oh what a sight oh what a sight
Oh what a sight that would be
Oh what a sight oh what a sight
Oh what a sight that would be
Oh what a sight oh what a sight
Oh what a sight that would be
Oh what a sight oh what a sight
Oh what a sight that would be for me

If everyone in this big world would be so free
If everyone in this big world would smile for me

Oh what a sight oh what a sight
Oh what a sight that would be
Oh what a sight oh what a sight
Oh what a sight that would be
Oh what a sight oh what a sight
Oh what a sight that would be
Oh what a sight oh what a sight
Oh what a sight that would be for you
And me

When We're All Standing Together

by Bobby Susser

1. The child/children may join in this spirited chorus.
2. When there is a group of children singing the chorus, they may stand and join hands as they sing, providing the setting is appropriate and safe.
3. The child/children may draw a picture of people joining hands and standing together.

We are never alone
Wherever we go
We are never alone
Wherever we go

When we're all standing together
When we're all standing together
When we're all standing together in this world
When we're all standing together
When we're all standing together
When we're all standing together in this world

We are on the same side
Whatever we do
We are on the same side
Whatever we do

When we're all standing together
When we're all standing together
When we're all standing together in this world
When we're all standing together
When we're all standing together
When we're all standing together in this world

There is always someone
When you need someone
There is always someone
When you need someone

When we're all standing together
When we're all standing together
When we're all standing together in this world
When we're all standing together
When we're all standing together
When we're all standing together in this world

I know I have you
You know you have me
I know I have you
You know you have me

When we're all standing together
When we're all standing together
When we're all standing together in this world
When we're all standing together
When we're all standing together
When we're all standing together in this world

When we're all standing together
When we're all standing together
When we're all standing together in this world
When we're all standing together
When we're all standing together
When we're all standing together in this world

When we're all standing together
When we're all standing together
When we're all standing together in this world
When we're all standing together
When we're all standing together
When we're all standing together in this world

We Ought To Be Each Other's Friend
(Why Shouldn't We Be)

by Bobby Susser

1. The child/children may sing the last line of each verse or the entire song.
2. If the setting is appropriate and safe, the child/children may dance and/or clap hands to the song.
3. The parent/teacher may discuss with the child/children the need we all have for friends.
4. The child/children may draw a picture of his/her/their friends.

I ought to be good friends with you
I ought to be good friends with you
Why shouldn't I be
Why shouldn't I be
I ought to be good friends with you

You ought to be good friends with me
You ought to be good friends with me
Why shouldn't you be
Why shouldn't you be
You ought to be good friends with me

We ought to be good friends with him
We ought to be good friends with him
Why shouldn't we be
Why shouldn't we be
We ought to be good friends with him

We ought to be good friends with her
We ought to be good friends with her
Why shouldn't we be
Why shouldn't we be
We ought to be good friends with her

We ought to be each other's friend
We ought to be each other's friend
Why shouldn't we be
Why shouldn't we be
We ought to be each other's friend

We ought to be each other's friend
We ought to be each other's friend
Why shouldn't we be
Why shouldn't we be
We ought to be each other's friend

We ought to be each other's friend
We ought to be each other's friend
Why shouldn't we be
Why shouldn't we be
We ought to be each other's friend

Trading Places

by Bobby Susser

1. The child/children may join in the chorus.
2. The child/children may listen to this song, and imagine trading places with someone else, as he/she/they use their creativity to heighten their awareness of others.
3. The child/children may listen to this song as the parent/teacher plays it during rest,

nap, or bedtime.

Trading places
Imagine if we started trading places
Trading places
Imagine if we started trading places

I would wear your new shoes
You would ride my old grey mule
I would like it when it's hot
And you would like it when it's cool

Trading places
Imagine if we started trading places
Trading places
Imagine if we started trading places

I would like the city lights
You would like a big red barn
I would love your city home
And you would love my country farm

Trading places
Imagine if we started trading places
Trading places
Imagine if we started trading places

I would feel just like you
You would feel the way I do
Maybe I do feel like you
And maybe you feel the way I do

Trading places
Imagine if we started trading places
Trading places
Imagine if we started trading places

Trading places
Imagine if we started trading places
Trading places
Imagine if we started trading places

Trading places
Imagine if we started trading places
Trading places
Imagine if we started trading places

Bobby Susser, M.A. Communication Arts and Sciences and Early Childhood Education, Columbia University, has written and produced original easy-to-learn children's songs for over twenty years as well as the internationally acclaimed, "Once You Understand," for teenagers. Three times an Early Childhood News Directors' Choice Award Winner and recipient of Dr. Toy's/The Institute of Childhood Resources' "Best Children's Vacation Products Award," Susser chooses and works with several types of singers and musicians depending upon the song, style, and subject matter. He feels that the performance as well as the song must be believable, honest, and sincere. These important qualities are the running threads throughout his original songs. Listen to his songs and you'll discover a serious and careful effort to help kindle imagination, empathy, understanding, compassion, and socialization in our children, which are key elements in the development of the self. Like his songs, Bobby Susser is believable, honest, and sincere. *He's an original!*



BOBBY SUSSEER SONGS

For Children



We Are Better Together

- | | |
|--|---|
| 1. I Am Not So Different
(When You Get To Know Me) 3:10 | 6. We Could Understand 2:37 |
| 2. It's Nice To Be Nice 3:25 | 7. Oh What A Sight 2:16 |
| 3. Dear Mr. President 3:11 | 8. When We're All Standing Together 4:21 |
| 4. Once We Help Each Other 2:49 | 9. We Ought To Be Each Other's Friend
(Why Shouldn't We Be) 2:24 |
| 5. We Are Better Together 1:56 | 10. Trading Places 4:15 |

PRODUCER: Bobby Susser

ARRANGER: Mark Falchook

ENGINEER: Lou Gimenez

VOCALS: Mike Green, Deanna Jones, James Thompson, Roberta Nelson, and The Bobby Susser Singers

KEYBOARDS: Mark Falchook

BASS: Mike Green

PERCUSSION: Tony Brown

STUDIO: Bay Recording Studios

ART DIRECTOR: Carol Anderson

COVER ART: Lou Zacchia

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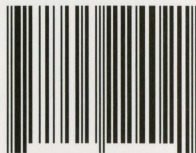
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