

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



BOBBY SUSSEER SONGS™

For Children



Respect And



Confidence

BOBBY SUSSEY SONGS

For Children

• Respect And Confidence

Self-respect, self-confidence, respect for others, and confidence in others grow from positive interpersonal relations that first occur during the earliest stages of early childhood between child and child and particularly between child and adult. The collection of songs and activities in this album teach children the meanings and give them the feelings of self-respect, and self-confidence, and show them the values of respect for and confidence in others. I hope they sing and listen respectfully and confidently until each of their hearts is content.

Bobby Susser

For Children Ages 2-8, Grades Pre-K-3, including ESL & Special Education Children. Parent/Teacher notes, suggested activities and lyrics included. Home & Classroom tested.

Respect And Confidence

by Bobby Susser

1. The child/children may join in the chorus or sing the entire song.
2. The child/children may sing the word 'respect' each time it occurs in the song. Others may sing the word 'confidence' each time it occurs in the song. Some children may wish to sing both words.
3. The child/children may clap hands to the song.
4. The parent/teacher may ask the child/children to share an experience he/she/they had which demonstrates respect and/or confidence and the good feeling that comes from such experiences.
5. The parent/teacher may want to share his/her experiences regarding respect and confidence and the benefits of each one.

When you act polite
When you act polite
When you act polite
That's respect

When you like yourself
When you like yourself
When you like yourself
That's confidence

Respect and confidence
Respect and confidence
Respect and confidence makes you feel good
Respect and confidence makes you feel good
Respect and confidence
Respect and confidence
Respect and confidence makes you feel good
Respect and confidence makes you feel good

When you're nice to me
When you're nice to me
When you're nice to me
That's respect
When you're trusting me
When you're trusting me
When you're trusting me
That's confidence

Respect and confidence
Respect and confidence
Respect and confidence makes you feel good
Respect and confidence makes you feel good
Respect and confidence
Respect and confidence
Respect and confidence makes you feel good
Respect and confidence makes you feel good

Mmm mmm mmm mmm mmm
Mmm mmm mmm mmm mmm
Mmm mmm mmm mmm mmm
Mmm mmm mmm

When you like yourself
When you like yourself
When you like yourself
That's confidence

Respect and confidence
Respect and confidence
Respect and confidence makes you feel good
Respect and confidence makes you feel good
Respect and confidence
Respect and confidence
Respect and confidence makes you feel good
Respect and confidence makes you feel good

When I Really Know

by Bobby Susser

1. The child/children may sing the last two lines of each verse 'something I really really know' or the entire song.
2. The parent/teacher may want to discuss how good it feels to know something and expand upon that to teach why it is so important and exciting for all of us to continue to learn more and more throughout our lives.
3. The child/children may make a list of things he/she/they know and add to that list each time something new is learned. The list may be titled "What I Know", and kept as a group diary or individual ones.

I feel good when I really know
I feel good when I really know
I feel good when I really know
I feel good when I really know
Something I really really know
Something I really really know

I'm so proud when I really know
I'm so proud when I really know
I'm so proud when I really know
I'm so proud when I really know
Something I really really know
Something I really really know

I love it when I really know
I love it when I really know
I love it when I really know
I love it when I really know
Something I really really know
Something I really really know

I feel strong when I really know
I feel strong when I really know
I feel strong when I really know
I feel strong when I really know
Something I really really know
Something I really really know

I'm happy when I really know
I'm happy when I really know
I'm happy when I really know
I'm happy when I really know
Something I really really know
Something I really really know

And that's why we all should really know
That's why we all should really know
That's why we all should really know
That's why we all should really know
All the things that we can really know
A million things that we can really know
So many things that we can really know
Everything that we can really know

I feel good when I really know
I feel good when I really know

When I Try Try Try

by Bobby Susser

1. The child/children may join in the chorus.
2. The child/children may draw a picture of something he/she/they tried to do and accomplished.
3. The parent/teacher may want to discuss the idea that we all can do lots of things we often do not think we could do but we have to try.
4. If the child's/children's age and maturity has reached a readiness, the parent/teacher may want to discuss how accomplishments, after trying leads to self-respect, confidence, and happier people.

I can do lots of things that I want to do
When I try try try
I can even do things that I couldn't do
When I try try try

Remember when I couldn't write my name
Remember when I didn't want to walk out in the rain
But I did it
Yes I did it

I can do lots of things that I want to do
When I try try try
I can even do things that I couldn't do
When I try try try

I learned the colors yellow red and blue
And it took a while for me to learn that one and one is two
But I did it
Yes I did it

I can do lots of things that I want to do
When I try try try
I can even do things that I couldn't do
When I try try try

I couldn't play with words to make them rhyme
And even though I had a clock
I couldn't tell the time
But I did it
Yes I did it

I can do lots of things that I want to do
When I try try try
I can even do things that I couldn't do
When I try try try

I never felt as happy as I do
A part of happiness is doing things you want to do
And I did it
Yes I did it

I can do lots of things that I want to do
When I try try try
I can even do things that I couldn't do
When I try try try

My Shoelaces

by Bobby Susser

1. The child/children may join in the chorus.
2. The child/children may draw a picture of an experience when he/she/they accomplished something 'All by myself'.
3. The child/children may discuss an experience when he/she/they accomplished something 'All by myself'.
4. The parent/teacher may want to discuss how much better it feels when you can do things for yourself.

I love a nice big birthday cake
I love to wear a baseball cap
I love the cookies my mom bakes
I love to feed my big grey cat
And oh yes there is one more thing

It's my shoelaces, my shoelaces
I love to tie my shoelaces
All by myself
All by myself
Mom taught me how to tie them by myself

It's my shoelaces, my shoelaces
I love to tie my shoelaces
All by myself
All by myself
Mom taught me how to tie them by myself

I love to exercise each day
I love to play with all my friends
I love to laugh a lot each day
I love the roosters and the hens
And oh yes there is one more thing

It's my shoelaces, my shoelaces
I love to tie my shoelaces
All by myself
All by myself
Mom taught me how to tie them by myself

It's my shoelaces, my shoelaces
I love to tie my shoelaces
All by myself
All by myself
Mom taught me how to tie them by myself

INSTRUMENTAL

And oh yes there is one more thing

It's my shoelaces, my shoelaces
I love to tie my shoelaces
All by myself
All by myself
Mom taught me how to tie them by myself

I Like To Be 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 want to pantomime some of the verses.
3. The parent/teacher may ask the child/children if he/she/they like themselves.
4. The parent/teacher may discuss the benefit of liking oneself.
5. The concept of liking yourself and how that builds confidence may be introduced to the child/children. If the concept is introduced and understood then the benefits of confidence may be discussed.

I don't want to be a monkey
I don't want to be a bee
I don't want to be a monkey
I don't want to be a bee
Buzzing 'round a tree
Buzzing 'round a tree

'Cause I like to be me
I like to be me
Everytime I think of me
I like to be me

I like to be me
I like to be me
Everytime I think of me
I like to be me

I don't want to be a lion
I don't want to be a lion
I don't want to be a lion
I don't want to be a frog
Hopping on a log
Hopping on a log

'Cause I like to be me
I like to be me
Everytime I think of me
I like to be me

I like to be me
I like to be me
Everytime I think of me
I like to be me

I don't want to be someone else
I want to be who I am
I don't want to be someone else
I want to be who I am
Knowing who I am
Knowing who I am

'Cause I like to be me
I like to be me
Everytime I think of me
I like to be me

I like to be me
I like to be me
Everytime I think of me
I like to be me

Don't Treat Me Like A Baby

by Bobby Susser

1. The child/children may join in the chorus.
2. The parent/teacher may ask the child/children if he/she/they were ever treated improperly, disrespectfully, etc. due to his/her/their age.
3. The parent/teacher should encourage the child/children to share any experiences he/she/they have had being treated 'like a baby'.
4. The parent/teacher may ask the child/children to write a letter to a person who has treated him/her/them either like a baby and/or without any

understanding of his/her/their feelings. In this letter, the child/children should be encouraged to express his/her/their feelings and as sung in the song, state 'I'm a person just like you'. The parent/teacher may assist the child/children.

Don't treat me like a baby
Just because I'm younger than you
Don't treat me like a baby
Just because I'm smaller than you
Just because I'm younger and smaller than you

I have feelings that make me cry
I have feelings that make me laugh
I have feelings that make me cry
I have feelings that make me laugh
And so I am a lot like you
And so I am a lot like you
'Cause I'm a person
I'm a person
I'm a person just like you

Don't treat me like a baby
Just because I'm younger than you
Don't treat me like a baby
Just because I'm smaller than you
Just because I'm younger and smaller than you

I have wishes that do come true
I have wishes that still don't happen
I have wishes that do come true
I have wishes that still don't happen
And so I am a lot like you
And so I am a lot like you
'Cause I'm a person
I'm a person
I'm a person just like you

So don't treat me like a baby
Just because I'm younger than you
Don't treat me like a baby
Just because I'm smaller than you
Just because I'm younger and smaller than you

Don't treat me like a baby
Just because I'm younger than you
Don't treat me like a baby
Just because I'm smaller than you
Just because I'm younger and smaller than you

Charlie Lika And Bobby

by Bobby Susser

1. The child/children may sing along.
2. If the setting is appropriate and safe, the child/children may want to pantomime Charlie, Lika and Bobby saying thank you, you're welcome, and please.
3. The parent/teacher may explain that part of being respectful to others is saying thank you, you're welcome, and please.

4. The parent/teacher may ask the child/children "When do we say thank you, and you're welcome, and please?" The parent/teacher may assist the child/children.
5. The child/children should be encouraged to join the singing of the last verse.

There's a boy in my neighborhood
And his name is Charlie
And his name is Charlie
And he knows when to say thank you
And he knows when to say you're welcome
And he knows when to say please
With a wonderful wonderful smile

There's a girl in my neighborhood
And her name is Lika
And her name is Lika
And she knows when to say thank you
And she knows when to say you're welcome
And she knows when to say please
With a wonderful wonderful smile

There's a boy in my neighborhood
And his name is Bobby
And his name is Bobby
And he knows when to say thank you
And he knows when to say you're welcome
And he knows when to say please
With a wonderful wonderful smile

So-everybody say thank you
And everybody say you're welcome
And everybody say please
With a wonderful wonderful smile
With a wonderful wonderful smile

Mr. Richard

by Bobby Susser

1. The child/children may sing along, and should be encouraged to sing the last line of the song. 'I will always be me and you'll be you.'
2. The parent/teacher may ask the child/children if he/she/they prefer being called one name of his/her/their rather than another.
3. The child/children may draw a picture of himself/herself/ themselves and a friend and title the picture "Me And You".
4. If the child's/children's age and maturity has reached a readiness the parent/teacher may want to discuss that we will always be ourselves no matter what name we have been given or choose to be called, or may be called. And behind a name is a person to be respected, which in turn will add to that person's confidence.

I can call you Janet
I can call you Jan
I can call you Janie
I can call you Jan

And if you would rather have me
call you Miss Jane
You can count on me to call you Miss Jane

I can call you Michael
I can call you Mike
I can call you Mickey
I can call you Mike
And if you would rather have me
call you Mr. Mikey
You can count on me to call you Mr. Mikey

I can call you Katherine
I can call you Kate
I can call you Kathy
I can call you Kate
And if you would rather have me
call you Miss Kaye
You can count on me to call you Miss Kaye

I can call you Richie
I can call you Rick
I can call you Ricky
I can call you Rick
And if you would rather have me
call you Mr. Richard
You can count on me to call you Mr. Richard
You can count on me to call you Mr. Richard
You can count on me to call you Mr. Richard

But no matter what we call ourselves
no matter what we do
I will always be me and you'll be you
I will always be me and you'll be you
I will always be me and you'll be you

It's Such A Beautiful Day

by Bobby Susser

1. The child/children may join in the chorus.
2. The parent/teacher may ask the child/children to repeat lines in the song where respect and confidence are exhibited for oneself or others. (ie, respect for another is exhibited when "It always feels so good whenever I'm with you" is sung at the end of the first verse, and self-confidence as well as confidence in others is exhibited when "the sky will shine again with Mr. Friendly sun" is sung at the end of the last verse.) The parent/teacher should assist where necessary.
3. The child/children may draw a picture of a beautiful day.

It's such a beautiful day
It's such a beautiful day
Whenever we sing
It's such a beautiful day

It's such a beautiful day
It's such a beautiful day
Whenever we sing
It's such a beautiful day

We don't have to worry 'bout the weather
There are many things that you and I can do
It's great when we can spend
some time together
It always feels so good whenever
I'm with you

It's such a beautiful day
It's such a beautiful day
Whenever we sing
It's such a beautiful day

It's such a beautiful day
It's such a beautiful day
Whenever we sing
It's such a beautiful day

It doesn't matter if the day is sunny
It doesn't matter if it's raining all day long
It doesn't matter if the day is funny
What matters is that you and I can get along

And it's such a beautiful day
It's such a beautiful day
Whenever we sing
It's such a beautiful day

And it's such a beautiful day
It's such a beautiful day
Whenever we sing
It's such a beautiful day

We never feel it's going to be a bad day
We always smile a lot cause life is really fun
And even when the clouds
are getting dark grey
The sky will shine again with
Mr. Friendly sun

It's such a beautiful day
It's such a beautiful day
Whenever we sing
It's such a beautiful day

It's such a beautiful day
It's such a beautiful day
Whenever we sing
It's such a beautiful day

It's such a beautiful day
It's such a beautiful day
Whenever we sing
It's such a beautiful day

Things That I Like

by Bobby Susser

1. The child/children may join in the chorus.
2. The child/children may list all the things he/she/they like.
3. The child/children may draw some of the favorite things he/she/they like.
4. The parent/teacher may ask the child/children "What is it that makes you like the things you like?" If the child's/children's age and maturity has reached a readiness, this may lead to examples of respect and confidence. (ie. When a child states that he/she likes when someone is nice, that's respect. When a child states that he/she has accomplished something or is feeling the support of someone, that's confidence.)
5. The parent/teacher should assure the child/children that there will be many things that he/she/they will like, and feel good about.

There are so many things that I like
So many things that make me feel alright
There are so many things that I like
So many things that make me feel alright

I like when you say to me
Hello it's nice to see you here
I like when you're here with me
It's great to know that you're near

There are so many things that I like
So many things that make me feel alright
There are so many things that I like
So many things that make me feel alright

I like when you sing to me
You know it's nice to know you're there
I like that you're friends with me
I'm not alone anywhere

There are so many things that I like
So many things that make me feel alright
There are so many things that I like
So many things that make me feel alright

I like when you teach to me
Some things that I never knew
I like when you laugh with me
And I love to laugh with you

There are so many things that I like
So many things that make me feel alright
There are so many things that I like
So many things that make me feel alright

There are so many things that I like
So many things that make me feel alright
There are so many things that I like
So many things that make me feel alright

Respect And Confidence (Reprise)

by Bobby Susser

1. The child/children may sing along.
2. The child/children may ask the parent/teacher to play a particular song again.
3. The parent/teacher may want to ask the child/children to choose a good and safe place to put this album until it is used again.

Mmm mmm mmm mmm mmm
Mmm mmm mmm mmm mmm
Mmm mmm mmm mmm mmm
Mmm mmm mmm
When you like yourself
When you like yourself
When you like yourself
That's confidence

Respect and confidence
Respect and confidence
Respect and confidence makes you feel good
Respect and confidence makes you feel good



BOBBY SUSSEER SONGS™

For Children



Respect And Confidence

- | | |
|--------------------------------|---|
| 1. Respect And Confidence 3:20 | 6. Don't Treat Me Like A Baby 2:58 |
| 2. When I Really Know 2:57 | 7. Charlie Lika And Bobby 2:16 |
| 3. When I Try Try Try 3:01 | 8. Mr. Richard 2:12 |
| 4. My Shoelaces 3:05 | 9. It's Such A Beautiful Day 2:33 |
| 5. I Like To Be Me 3:22 | 10. Things That I Like 2:34 |
| | 11. Respect And Confidence (Reprise) 0:42 |

PRODUCER: Bobby Susser

ARRANGER: Michael Green **ORCHESTRATOR:** John Abbott

ENGINEERS: Mark Gaide, Stephen Rajkumar

VOCALS: Mike Green, Deanna Jones, The SI Mass Choir of New York Featuring: Teresa Dowtin, Darrold R. Robinson, Cheryl Coston and Purcell Robinson, The Bobby Susser Children's Chorus, and The Bobby Susser Singers

KEYBOARDS: Joe Eaton, Ron Bates

GUITAR: Rick Sanchez

BASS: Mike Green, Tom Evans

BANJO: Marc Horowitz

PERCUSSION: Mark Gaide, Ralph White

STUDIOS: Soundview Avenue Recording Studios, Tiki Recording Studios,
Nationwide Recording Studios

COVER ART: Lou Zacchia

ART DIRECTOR: Carol Anderson

All Songs Written By Bobby Susser

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DIGITAL AUDIO

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Bobby Susser, M.A. Communication Arts and Sciences and Early Childhood Education, Columbia University, has written and produced original easy-to-learn, award winning children's songs for over twenty five years as well as the internationally acclaimed, "Once You Understand", for teenagers. Three times, he has been awarded the Early Childhood News Directors' Choice Award and Dr. Toy's The Institute of Childhood Resources' "Best Children's Vacation Products Award", for his ongoing series, "Bobby Susser Songs For Children". He has also contributed and recorded an official theme song to the world renowned St. Jude Children's Hospital. Bobby 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 and activities. 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, (in a most entertaining way) which are key elements in the development of self. Bobby Susser is believable, honest, and sincere. *He's an original!*

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BOBBY SUSSEY SONGS

For Children

Respect And Confidence

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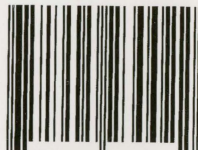
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