Respect and Confidence

Self-respect, self-confidence, respect for others, and confidence in others grows from positive interpersonal relations that first occur during the earliest stages of early childhood between child and particularly between child and adult. The collection of songs and activities in this album teach children the meanings of respect and self-confidence and give them the feelings of self-respect and self-confidence, and show them the values of respect for and confidence in others. They hope they can 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 same word each time it occurs in the song. Some children may wish to sing both words.
3. The child/children may pantomime some of the verses.
4. The parent/teacher may ask the child/children to share an experience they had with respect and discuss the respect and/or confidence and the good feelings that come from such experiences.
5. The parent/teacher may want to share other experiences regarding respect and confidence and the benefits of each.

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' at the entire song.

When I Try Try Try by Bobby Susser

1. The child/children may chat in the chorus.
2. The child/children may draw a picture of something they have been taught to do and accomplished.

If you want to do something that you know and want to do, the parent/teacher may discuss how much better it feels when you can do things for yourself.

I love to be me by Bobby Susser

1. The child/children may join in the chorus.
2. It is setting is appropriate and safe, the child/children may discuss how they want to do something.
3. The parent/teacher may ask the child/children if they would like to be someone else.

Not about Me

1. The child/children may join in the chorus.
2. When you like yourself

When you like yourself
When you like yourself
That's respect

When you like yourself
When you like yourself
When you like yourself
That's respect

When you like yourself
When you like yourself
When you like yourself
That's respect

5. The parent/teacher may want to discuss the idea that we all can do lots of things...
I have feelings that make me cry
I have wishes that still don't happen

Just because I'm younger and smaller than you
Just because I'm younger 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 younger than you

I have feelings that make me cry
I have feelings that make me laugh
I have feelings that make me cry
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

It's Such A Beautiful Day

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?”
5. The child/children may draw a picture of a person to be respected, which in turn will add to that person's confidence.

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 younger than you

I have wishes that do come true
I have wishes that still don't happen
I have wishes that do come true
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

It's Such A Beautiful Day

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 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.

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 younger than you

I have feelings that make me cry
I have feelings that make me laugh
I have feelings that make me cry
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

It's Such A Beautiful Day

1. The child/children may sing along.
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. (i.e., 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

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.

I have feelings that make me cry
I have wishes that still don't happen

Just because I'm younger and smaller than you
Just because I'm younger 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 younger than you

I have feelings that make me cry
I have feelings that make me laugh
I have feelings that make me cry
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

It's Such A Beautiful Day

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.

I have feelings that make me cry
I have wishes that still don't happen

Just because I'm younger and smaller than you
Just because I'm younger 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 younger than you

I have feelings that make me cry
I have feelings that make me laugh
I have feelings that make me cry
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

It's Such A Beautiful Day

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.

I have feelings that make me cry
I have wishes that still don't happen

Just because I'm younger and smaller than you
Just because I'm younger 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 younger than you

I have feelings that make me cry
I have feelings that make me laugh
I have feelings that make me cry
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

It's Such A Beautiful Day

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.

I have feelings that make me cry
I have wishes that still don't happen

Just because I'm younger and smaller than you
Just because I'm younger 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 younger than you

I have feelings that make me cry
I have feelings that make me laugh
I have feelings that make me cry
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

It's Such A Beautiful Day

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.

I have feelings that make me cry
I have wishes that still don't happen

Just because I'm younger and smaller than you
Just because I'm younger 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 younger than you

I have feelings that make me cry
I have feelings that make me laugh
I have feelings that make me cry
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

It's Such A Beautiful Day

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

Things That I Like

1. The children/child may join in the chorus.
2. The children/child may sing all the things (like)
3. The children/child may draw some of the things (like)
4. The parent/teacher may ask the child/children what is the most entertaining way which are key elements in the development of self. Bobby Susser is believable, honest, and sincere. He feels that the performance as well as the song must be believable, honest, and sincere. These important qualities are the running throughs throughout his original songs and activities.
Respect And Confidence

1. Respect And Confidence 3:20
2. When I Really Know 2:57
3. When I Try Try Try 3:01
4. My Shoelaces 3:05
5. I Like To Be Me 3:22

6. Don’t Treat Me Like A Baby 2:58
7. Charlie Lika And Bobby 2:16
8. Mr. Richard 2:12
9. It’s Such A Beautiful Day 2:33
10. Things That I Like 2:34
11. Respect And Confidence (Reprise) 0:42

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BANJO: Marc Horowitz
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