

Free Lyrics and Activities for Bobby Susser Songs - Respect & Confidence

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

Something I really really know

Something I really 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

Something I really really know

Something I really 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

Something I really really know

Something I really really know

And 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 frog

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 know 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 know 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

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NOTE TO PARENTS AND TEACHERS OF YOUNG CHILDREN: All dancing and exercising to songs should be done in a safe and appropriate setting and environment, with adult supervision. Proper clothing should be worn when dancing or exercising (not too big, bulky or confining). Each child's age and personal readiness should be taken into account for any dance or exercise, before he or she is getting ready to begin. If there is the slightest doubt, regarding a child's health in relationship to a dance or exercise, the parent, teacher or other supervising adult should receive the approval of the child's physician.