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Children Vocals.....Michael Paulauski, Jackie McCarthy, Abigail Inyang, Erika Rasso

\* "Safekeeper" written by Sarah Simpson as a poem

### Notes from Mr. AL:

Becky Bailey and I have talked for some time about doing a project such as this. We both agree that there is an important connection between music and the developing brain and that children need to learn the skills and language necessary to work out problems that occur regularly in daily life. We sincerely hope that the music, lyrics and activities provided here will help teachers and children achieve the kind of classroom environment that promotes brain-friendly learning and creates loving relationships that last a lifetime.

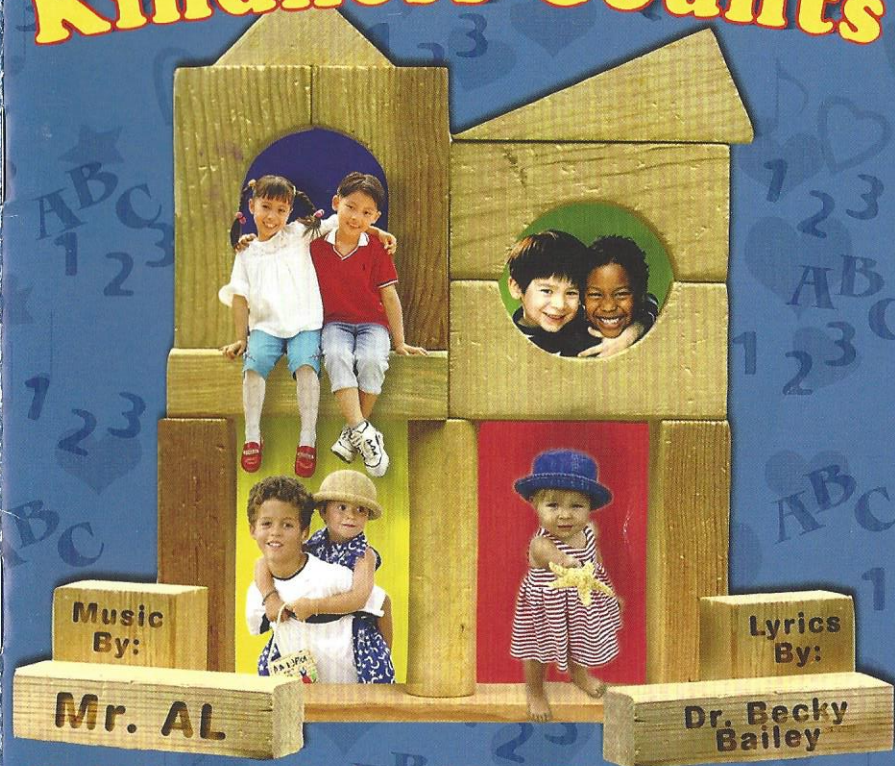
Contact Mr. AL at 1-800-487-6725 or [www.mralmusic.com](http://www.mralmusic.com)

### Notes from Dr. Becky Bailey:

Thanks to Kate O'Neil for her contribution in lyric writing on "Looking For Kindness", "Stop In The Name of Love", "Big Voice" and "Turn Back Time". This CD is dedicated to the memory of my mother, Frances Bailey, who gave me the building blocks for my joy of living and learning.

Contact Dr. Becky Bailey at 1-800-842-2846 or [www.ConsciousDiscipline.com](http://www.ConsciousDiscipline.com)

# Kindness Counts



Music  
By:

Mr. AL

Lyrics  
By:

Dr. Becky  
Bailey

## Building Relationships Through Music

## 1. In Every One Of Us

It's in every one of us to be wise  
Find your heart. Open up both your eyes  
We can all know everything without ever knowing why.  
It's in every one of us, by and by.

### *Activities*

1. Teach children simple sign language to go with the song. Have older students research sign language in cooperative learning groups. The following signs will get you started: **In**: One hand moves into the other to show the concept of in. "Every one": One A position handshape moves down the other A position handshape then hold up one finger. "Wise": The X position handshape with forefinger pointed down is moved up and down in front of the forehead. "Heart": Middle finger taps the chest over the heart area. "Open": Move hands in fist shape apart to show that something is opening. "Eyes": Point to both eyes. "Know": Fingertips touch the forehead to indicate that knowledge is in the brain. "Why": The fingertips of one hand touch the forehead. This hand is then moved out while changing into a Y position handshape. "By": One A position handshape passes the other A position handshape.
2. Discuss what students think this song is saying. Have older students write their thoughts in their journals.
3. Use the song to open staff meetings and at parent nights.

## 2. Looking For Kindness

Looking for kindness what do I need?  
Big old goggles to help me see  
Gigunda ears to help me hear  
A pulsating heart to know what's dear  
Looking for kindness – random acts of kindness  
Looking for kindness what do I see?  
Helping hands from you and me

Gentle touches and holding the door  
Pushing in chairs, and cleaning the floor  
Looking for kindness, random acts of kindness  
Looking for kindness what do I hear  
Encouraging words that are helpful and clear  
Pleases and thank yous. Now it's your turn  
If you need some help, I can help you learn  
Looking for kindness, random acts of kindness.  
Looking for kindness straight from the heart  
Sharing and caring well they say it's an art  
Giving a wink, a hug, a high five  
Two thumbs up because love is alive  
Looking for kindness, random acts of kindness.

We are looking for kindness, random acts of kindness.(repeat 2 times)

### **Activities**

1. Add motions to the song. Place fingers over eyebrows to "look" for kindness. Have children use their fingers to make goggles over their eyes and cup their ears to make them "gigunda." Put both hands over the heart and pat for "pulsating heart." In each verse, act out kindness, such as pretending to clean the floor or hold the door.
2. Have children record acts of kindness they see during the day. Young children can put an artificial flower in a flowerpot. Older children can write down the acts of kindness. These acts can be counted or shared at the end of the day.
3. Draw or take pictures of acts of kindness. Bind the pictures together into a book to send home for children to share.
4. Brainstorm ways to be helpful and record the ideas.
5. Discuss the meaning of "random acts of kindness" and list examples

### **3. It's Brainsmart Time**

It's brainsmart time, Hands to the left  
It's brainsmart time, Hands to the right

It's brainsmart time, Hands up high  
It's brainsmart time, Hands down low  
Follow me

Wave your hands left and right, left and right, left and right

Move your hands up and down, up and down, up and down

It's brainsmart time, Touch elbow to elbow

It's brainsmart time, Touch thumb to thumb

It's brainsmart time, Touch knee to knee

It's brainsmart time, Touch toe to toe

Work together

Touch elbows with a friend

Touch thumbs with a friend

Touch knees with a friend

Touch toes with a friend

It's brainsmart time, Hop on one foot

It's brainsmart time, Hop on the other foot

It's brainsmart time, Jump up and down

It's brainsmart time, Jump all around

It's brainsmart time

Follow me

Can you hop on one foot?

Can you hop on the other foot?

Can you jump up and down?

Can you jump all around?

It's brainsmart time, Go into your brain

It's brainsmart time, Hands over heart

It's brainsmart time, Hands by your side

It's brainsmart time, Hands way up high

It's brainsmart time, Hands way down low

It's brainsmart time, How low can you go?

It's brainsmart time, Come on, wiggle something!

You did it

Now everybody sit crisscross, applesauce, Hands in your lap

### Activities

1. To get ready for the song, have children find a partner. Children can sit on matching carpet squares, match up puzzle pieces, draw names or find matching cards in the deck to select partners, depending on age.
2. Practice the movements in the song, such as hands to the left.
3. Have the children cross their arms when putting their hands way up high and way down low. Explain that crossing their arms helps their brain. For older children share how the crossing integrates the left and right hemisphere of the brain.
4. When touching elbow to elbow, discuss helpful ways to touch.
5. When children touch elbows to elbow, thumbs to thumbs, etc. have them hold the last pose and add the next touch to make the song more complex. At the end of the song, have the children sit with their legs crossed and hands in their laps.

*Note: This song is designed to have children cross their midline and stimulate their vestibular system, so it's great to use in the morning to organize the brain for a day of fun and learning.*

### 4. Love is a Circle

Love is a circle that holds us inside  
Everyone is included and no one can hide  
And even when it seems we are apart  
The circle of love is right here in our heart  
Remembering you – the pictures we take  
Remembering you – the memories we make  
Remembering you – we all join hands  
Remembering you – together we stand

Chorus

Remembering you – its okay to cry  
Remembering you – we say goodbye  
Goodbye

### Activities

*This song is designed to help children deal with loss. The loss could be the death of the class pet or a friend moving.*

1. Add movements. When you sing "holds us inside" have the children cross their arms over their chests and rock themselves. For the words "no one can hide" they pretend to cover their eyes while peeking out. For "circle of love" have the children make a circle with their arms then put their hands over their hearts.
2. Act out the motions described. Pretend to take a picture, touch one's brain to represent memories, join hands and then raise them during "together we stand."
3. For the last verse, use sign language to represent crying: Move your fingers down your cheeks like tears. End by waving goodbye or blowing a kiss.
4. Have children draw pictures and make a memory book entitled, "We will remember you" for whomever they have lost.
5. Discuss ways a person or pet can be remembered and honored in the classroom such as planting a flower or drawing a picture.

### 5. Stop In The Name Of Love

Stop in the name of love and take a long deep breath

Think it over

Baby, baby I'm aware of what you do  
Each time I feel upset

I watch myself scream and shout it  
Knowing that its best to talk about it  
But this time before I blow again  
Leaving me alone and hurt

Think it over – gonna be kind to you  
Think it over – gonna be sweet to you

Stop in the name of love and take a long deep breath  
Stop in the name of love and take and long deep breath

Think it over, think it over,  
I've tried so hard, hard to be patient  
Hoping I could stop this aggravation

But each time that we're together  
I'm so afraid of losing it forever  
Stop in the name of love and take a long deep breath  
Stop in the name of love and take a long deep breath  
Think it over - gonna be kind to you  
Think it over - gonna be sweet to you  
Think it over - gonna be kind to you  
Think it over - gonna be sweet to you

### Activities

1. Teach children how to be a S.T.A.R. - Stop, Take a deep breath, And (hold the air), Relax by exhaling slowly. Practice breathing as you hold up a star wand or a picture of a star. Practice being a S.T.A.R. in the song.
2. Add motions. You can make them up or have older children create them. (ex: "stop" -hold hand & arm up palm facing out, "Name of Love" - hand over heart, "Think it over" - point to head)
3. Teach older students about The Supremes who originally sang this hit song.
4. Discuss with children when it would be helpful to stop, breathe and think before acting. Have them draw pictures or write about times when they were successful at thinking it over before doing something hurtful.
5. Share with older children how taking a breath stimulates the brain so you can make wise choices.
6. Have older students look up the word "aggravation" in the dictionary.

### 6. Turn Back Time

When you find yourself in a hurtful situation  
There's a way to create a helpful celebration  
You can turn back time  
Practice new lines  
You can learn from mistakes  
Change anger to a handshake  
We can work it out - there's no need to shout  
We can work it out - we can learn a new way  
We can work it out - of what we can do  
We can work it out - and what we can say

If you could turn back time - take a deep breath  
Turn back time - shake off the anger  
Turn back time - roll out the new words  
Turn back time - and reach a new solution  
When you find yourself in a hurtful situation  
There's a way to create a helpful celebration  
You can turn back time. Practice new lines.  
You can learn from mistakes and better world you'll make  
Just turn back time - take a deep breath  
Just turn back time - shake off the anger  
Just turn back time - roll out the new words  
Just turn back time - and reach a new solution  
Repeat

### Activities

1. Introduce to children the idea that mistakes (hurtful actions or words) can be used as learning opportunities. If each party is willing, take a "do over." Re-create the scene in a role-play and redo the exchange in a helpful way.
2. Teach the steps that are in the song:  
Step 1: Be a S.T.A.R. - Stop Take a deep breath And Relax  
Step 2: Shake off the anger - Have the children wiggle their bodies  
Step 3: Roll out new words - Have the children roll their arms around in front of their bodies then give them "new words to say."  
Step 4: Reach a solution - Have children stretch their bodies and then teach them new helpful words to say instead of hurtful words. "I don't like it when you grab things" instead of "Give it back, stupid."
3. Add movements and actions to the song. You can use the ones described above for the chorus. Other lines that you can use are: "Turn anger into a handshake" - have children demonstrate a mad face, then let the anger go and give a handshake to a friend. "We can work it out" - Teach children how to make a W, I and O with their bodies. During the song they would make the letters like in the song YMCA.
4. During circle time, role-play situations you have seen during the day that can be used to teach new ways of interacting.

5. Have older students sing the song and then work in cooperative groups with things they have experienced to turn them from hurtful to helpful.
6. Make a solution book of ways to do things differently or helpful words to use.

### 7. BIG Voice

When playing turns to pushing  
And pushing turns to shoving  
There's something that you ought to know  
When talking turns to teasing  
And teasing isn't pleasing  
There's something that you ought to say  
Just say, "I don't like it when you push me"  
Say, "Excuse me move over please"  
"I don't like it when you tease me"  
"Respect is what I want to see"  
Use your big voice - Stand up tall  
With your big voice - Take a deep breath  
Use your big voice - Look them in the eye  
With your big voice - and give it a try  
When giving turns to getting  
And getting turns to grabbing  
There's something that you ought to know  
When talking turns to teasing  
And teasing isn't pleasing  
There's something that you ought to say  
Just say, "I don't like it when you grab things"  
Say, "May I have a turn please?"  
"I don't like it when you tease me"  
Respect is what I want to see."  
Chorus 2 times

### Activities

1. Read the book Shubert's BIG Voice by Becky Bailey and Leigh Ann Burdick ([www.ConsciousDiscipline.com](http://www.ConsciousDiscipline.com)) to help teach children learn how to use their big voice when facing a bully.

2. Practice having the children act out the chorus with a partner. Face each other, "stand up tall" arms by side, "take a deep breath" use arms to bring air in, "look them in the eye" point to their own eyes and "give it a try" one arms in the air like giving a cheer.
3. Have children practice using their BIG voice in the classroom. Help them say, "I don't like it when you \_\_\_\_\_. Please \_\_\_\_\_."
4. Discuss what respect looks like, sounds like and feels like.

### 8. Safe Keeper

(Original poem written by Sara Simpson)

Welcome to our school family  
Guess who I am?  
I'm the safe keeper, I am, I am  
My job is to keep you safe  
Your job is to help me keep it that way  
I'm a safe keeper. You can feel safe with me.  
I'm a safe keeper. You will feel safe, you'll see  
Welcome to our school family  
Guess who she is?  
She's a safe keeper, She is, she is.  
Her job is to keep us safe  
Your job is to help her keep it that way  
She's a safe keeper.  
You can feel safe with her.  
She's a safe keeper.  
You will feel safe for sure.  
Get ready: Jump up, turn around  
Hands down low, wave hello  
Jump up, turn around  
Hands up high to the sky  
Jump up, turn around  
Touch your knees pretty please

Jump up, turn around

Look we are a family

He's a safe keeper. You can feel safe with him

She's a safe keeper. You can feel safe with her

I'm a safe keeper. You can feel safe with me, just wait you'll see.

### **Activities**

1. Tell the children that your job is to keep them safe and their job in the classroom is to help keep it that way.
2. Create a safekeeper ritual where children put their picture or item that represents each of them in a mini-safe or box, representing your "safekeeper" job.
3. Practice doing the movements in the song.
4. Add additional movements such as pointing to girls at "she's a safekeeper" and pointing to boys at "he's a safekeeper."
5. When you sing the word "safe," have children hug themselves and rock to the music.

## **9. Rhyme The Rhyme**

Rhyme rhyme the nursery rhyme

I can make a rhyme everytime

Rhyme rhyme the nursery rhyme

I can make a rhyme everytime

Twinkle, twinkle little star

What a wonderful child you are

With bright eyes and nice round cheeks

Talented person from head to feet

Chorus

Margie, pargie pudding and pie

Gave her friend a big high five

With her friend she loved to play

The gift of a handshake she gave each day

Chorus

Little Miss Muffet sat on her tuffet

Eating her oatmeal today

A long came a spider and sat down beside her

And said, "have a good day."

### **Activities**

1. Learn hand movements for each rhyme with a partner. Make up movements or refer to Dr. Bailey's book [I Love You Rituals](http://www.ConsciousDiscipline.com) (available at [www.ConsciousDiscipline.com](http://www.ConsciousDiscipline.com))
2. Have children make up their own rhymes and put them in the song.
3. Have children select a different rhyme from the [I Love You Rituals](#) book to use in the song.
4. Older students can research old nursery rhymes, change them to include positive words and add movements. They can teach them to each other and to younger children in the school.
5. Bind the newly created nursery rhymes into a class book.

## **10. Rhyme The Rhyme (Instrumental Version)**

### **11. Johnny Works With Hammers**

Johnny works with one hammer, one hammer, one hammer

Johnny works with one hammer

And then he works with two

Johnny works with two hammers, two hammers, two hammers

Johnny works with two hammers

And then he works with three

Johnny works with three hammers, three hammers, three hammers

Johnny works with three hammers

And then he works with four

Johnny works with four hammers, four hammers, four hammers

Johnny works with four hammers

And then he works with five

Are you ready for five?

Johnny works with five hammers, five hammers, five hammers

Johnny works with five hammers

And then he goes to bed cause he's really tired.

Goodnight Johnny - come on Johnny, go to bed

### Activities

1. Have children move a different body part for each hammer.(ex: 1 hammer- 1 hand, 2 hammers - 2 hands, 3 hammers - 2 hands, 1 foot, 4 hammers - 2 hands & 2 feet, 5 hammers - 2 hands, 2 feet and head)
3. Older students can stand back to back and work with their arms, legs and head while leaning against each other.
4. Older students can also pretend like one arm and leg is glued to the arm and leg of a partner and move with the song.

## 12. We All Count

I count, you count, we all count. Can you rock it?

I count, you count, we all count. Can you roll it?

I count, you count, we all count. Can you reach it?

I count, you count, we all count. Can you teach it?

We all count in so many ways

Doin' our part each and every day

We need each other every sister and brother

Cause we all count. We all count.

I count, you count, we all count. Can you twist it?

I count, you count, we all count. Can you bend it?

I count, you count, we all count. Can you reach it?

I count, you count, we all count. Can you teach it?

I count, you count, we all count. Can you rock it?

I count, you count, we all count. Can you roll it?

I count, you count, we all count. Can you reach it?

I count, you count, we all count. Can you teach it?

I count, you count, we all count. Can you twist it?

I count, you count, we all count. Can you bend it?

I count, you count, we all count. Can you reach it?

I count, you count, we all count. Can you teach it?

### Activities

1. Practice the movements to the song."Twist it" - twist body back & forth, "Bend it"- bend arms & legs, "Rock it" - rock back & forth, "Roll it" - roll arms in front of body, "Reach it" - reach up with hands & arms, "Teach it" - shaking finger with hand on hip. "I count"-point to self, "You count" - point to someone else, "We all count" - extend both arms outward and bring them to the body.
2. Discuss and record ways that we all count.
3. Older students can discuss the two meanings of "count" and possible messages in the song.
4. Discuss how we count on each other for certain things. Have children write or draw a page for a book. The sentence for the book is, "My friends can count on me to \_\_\_\_\_."

## 13. Jobs Matter

My job matters, it helps my mind

It's fun to do and contributes too!

I don't mind and my job matters

I've got a new job cause jobs matter.

In our classroom we work as one

Each person's job must be done

Job descriptions teach you and me

How to be a school family

The material manager hands thing out

The attention getter says, "Sshh, don't shout"

The playground helper calls us in

The morning messenger says, "let's begin"

The book monitor straightens things up

The snack helper gives us a cup

The STAR person reminds us to breathe