

Heather Feather's TOGETHER: Lyrics, Song Descriptions, Skills and Concepts, and Discussion Points

Worksheets and Visual Song Summaries available as separate .pdfs

ALL SONGS are available on all streaming platforms, and most have YouTube videos, as well. Please note that French versions will be released for streaming between Jan-Oct 2026. All links are here:

<https://linktr.ee/heatherfeatherchildrensmusic>

Party

Skills and Concepts:

- introduction of inclusion as a concept
- introducing the importance of DEIA, Diversity, Equity, Inclusion, Accessibility, and why inclusion is critical, and how DEIA levels the playing field and eliminates barriers
- identifying marginalized groups and opening discussion into what types of marginalized groups young people see in their daily lives. Continuing into how youth recognize harmful “isms” in their own lives and address them, helping to include DEIA practices in their own lives everyday.

Discussion Points:

Have the youth describe all the ways in which we look different on the outside. Then ask them all the ways in which we are the same on the inside, considering basic human needs, then wants. Which is more important, our outsides or our insides? Which would we rather be valued for, our outsides or insides, and why?

How can we tell if someone is excluded or left out? What does exclusion look like? How would you make that person feel welcome?

Name as many ways as you can of how we can make a new person in your classroom or group feel welcome?

What is a marginalized group? How many marginalized groups can you think of, and on what basis do and could people unjustly discriminate against others?

How does the song promote radical inclusivity for individuals with diverse physical abilities?

Song description:

Party is all about inclusion: this neo-funk tune tells of a party where everyone is welcome regardless of age, ability, race, colour, religion, gender, etc. At this party, there are no labels, and everyone is included and valued for being exactly who they are. Diversity is crucial and we must all get along in this big, beautiful world of ours. Party is a great tool for teaching about inclusion and opening discussions surrounding the importance of inclusion for everyone.

Lyrics, Party:

It's a party
We're having a party
And everyone is welcome to the party
Put your hands in the air 'cause it's a party
It's a party
We're having a party
And everyone is welcome to the party
Put your hands in the air 'cause it's a party

If you walk, or if you roll
If you use a walker or a cane or a chair just come in the door
It don't matter how you move; it matters that you came
Everyone in the world is unique but we're all the same

At this party
We're having a party
And everyone is welcome to the party
Put your hands in the air 'cause it's a party
It's a party
We're having a party
And everyone is welcome to the party
Put your hands in the air 'cause it's a party

It doesn't matter who you love (who you love)
And it doesn't matter what you do (what you do)
It only matters who you are (who you are)
Just make sure (make sure) that you (you are) are true to you (true to you!)

There's room on the dance floor: everyone is welcome here
No one is left behind, so you have nothing to fear
And if you need a hand we'll always make the time
'Cause everyone at this party is a friend of yours and mine

It's a party
We're having a party
And everyone is welcome to the party
Put your hands in the air 'cause it's a party
It's a party
We're having a party
And everyone is welcome to the party
Put your hands in the air 'cause it's a party

Yeah, you could be rich, or you could be poor
At this party we all share; just come in the door
If you're short or if you're tall
No matter what your race, colour, religion, it don't matter at all

At this party
We're having a party
And everyone is welcome to the party
Put your hands in the air 'cause it's a party
It's a party
We're having a party
And everyone is welcome to the party
Put your hands in the air 'cause it's a party (put your hands in the air)

(Welcome to the) Party
(Welcome to the) Party
(Welcome to the / Put your hands in the air)
(We're gonna have a good time)

Party (Welcome to the)
Party (Welcome to the)
Party (Welcome to the)
Party!

Fill Your Bucket (to be sung in French)

Skills and Concepts:

- discussing emotional self-regulation, and how we may look to caregivers to help us regulate, then how we may make ourselves happy, and protect that happiness, by self-regulation. This is all explained by using author Carol McCloud's visual analogy of having a bucket that can be filled or emptied, and the song can be used in conjunction with any of her books in her Bucket Filler series.
- encouraging kindness, explaining that when we are kind and it comes from the heart, it not only makes the receiver of the kindness happy, but we also feel happy when the recipient is helped, knowing we did a good thing...whether or not the recipient expresses or shows thanks
- the bridge about bucket-dippers opens the door to discuss techniques that can be utilized to protect our own sense of happiness, well-being, and balance.

Discussion Points:

For younger children who have not yet developed emotional self-regulation, ask what they can do when they are sad to feel better, to add happiness to their empty happiness bucket. They will most likely say they get a cookie or a hug or do something with a parent. As youth are older, and working on self-regulation skills, ask what they can do for themselves to fill their happiness bucket. Finally, ask what they can do for others to make others feel better when they're feeling low. And how would that make them feel? Satisfied? Proud? Relieved? Happy? Discover all of the words that can be used to describe the positive feelings that arise from doing a good deed and helping another person. Ask older students the best way to protect their own well-being without being cruel to others who may not be nice to them. This is a critical conversation to have to keep from escalating mean behaviour.

Song description:

Based on the classic social-emotional learning book series by Carol McCloud, this song summarizes her overall premise and teaches children that they have the power to make themselves and others happy by being kind, and that they also can protect their own happiness in difficult situations. An upbeat mix of swing, folk and pop that you'll love singing along with.

Lyrics, Fill Your Bucket

I have a happiness bucket inside me, and you have one as well
When the buckets are full, we're really happy, but when they are empty, we don't feel so
swell
When we are down, we can do things that feel good, like ride a bike, or joke with a friend
We each have the power to choose to do happy things to fill our buckets, to feel better
again!

Fill up your bucket
Fill up your bucket
There's a bucket for you, a bucket for me,
For all of your friends and your whole family.

Now I know I can fill my happiness bucket whenever I am blue,
And when I fill my happiness bucket, I can fill yours, too!
Because when I am kind, when I do something nice, I feel my own happiness grow
Then I feel good, and you feel good, so fill a bucket with me and let the happiness flow

Fill up your bucket
Fill up your bucket
There's a bucket for you, a bucket for me,
For all of your friends and your whole family

But beware of bucket dippers who try to take your happy feelings
by being mean, being cruel with what they do and they say
Put a lid on your happiness bucket: don't let them take your happy feelings,
Lead by example, keep being kind, and be nice anyways, so they might learn...

to fill their bucket
Fill up their own bucket
Let's be helpful and good, fill up the whole neighbourhood
Filling up yours and mine, helping all of mankind...
Fill up a bucket
Fill up your bucket
I'll fill my bucket
Let's fill a bucket!

Paroles, Remplis ton seau

J'ai un seau de bonheur dans le cœur, et toi, t'en as un aussi,
Quand nos seaux sont remplis, on est très heureux, mais quand ils sont vides, on est un peu tristes ;
Quand on se sent mal, on peut faire des choses amusantes, comme du vélo ou rire avec un copain.
Chacun a le pouvoir de choisir ce qui le rend contents, pour remplir son seau et se sentir à nouveau bien !

Remplis ton seau,
Remplis ton seau,
Y'a un seau pour toi, un pour moi aussi,
Pour tous tes amis et toute ta famille !

Maintenant je sais que je peux remplir mon seau de bonheur quand j'ai de la peine.
Et quand je remplis mon seau de bonheur, je peux remplir le tien sans problème !
Car quand je suis gentille, que je fais du bien, je sens mon bonheur grandir,
Alors j'me sens bien, et tu te sens bien, viens donc remplir un seau et fais-moi un sourire !

Remplis ton seau,
Remplis ton seau,
Y'a un seau pour toi, un pour moi aussi,
Pour tous tes amis et toute ta famille !

Mais attention aux videurs de seaux, ceux qui veulent voler ton bonheur,
En étant méchants, blessants, par des actes et mots qui font peur.
Mets un couvercle sur ton seau de bonheur, protège/ne les laisse pas prendre tes belles émotions
Montre l'exemple, continue d'être gentil et aimable malgré tout/quand même. Peut-être qu'ils apprendront...

à remplir leur seau,
à remplir leur propre seau,
Soyons gentils et serviables, remplissons tout ton quartier,
Remplis le tien et le mien... aidons toute l'humanité !

Remplis un seau,
Remplis ton seau,
Je remplis mon seau,
Remplissons un seau.

I'm Good Enough (to be sung in French)

Skills and Concepts:

- reinforcing positive self-image
- normalizing that doubt, fear, trepidation, and anxiety are “normal” emotions at all ages, but: 1) they can be overcome; and 2) and providing tangible examples of techniques to help to overcome them
- introducing the concept that in any challenge we face, the outcome is much less important than the effort we put in: that if we try our very best, we can be proud of ourselves that we did. It is perseverance and practice that matters more in life than talent.

Discussion Points:

Have you ever felt nervous about trying something new? Have you attempted something that made you feel nervous? What did you do to overcome your fear? What else could you do and what could you tell yourself?

Have you succeeded in doing something that made you very anxious? How did you feel afterwards? When you tried something new for the first time, did you feel proud of yourself after you did it?

What types of things make you nervous? What could you do or try to feel less anxious and calm yourself down? Is there something that always makes you feel nervous (public speaking, tests, sports) that always makes you a little jittery, but you do it anyways? If you do, give yourself a big pat on the back!

Song Description:

Have you ever felt nervous or anxious about failure? About being excluded? About not doing well? This upbeat pop tune reminds us that we are good enough exactly the way we are, and that when we are TRYING our best, we ARE at our best...and that the effort is the only thing that matters. The outcome is less important than the effort we put into something. This positive affirmation song outlines how we can be braver and have self-confidence in the face of struggle and overcome our fears.

Lyrics, I'm Good Enough

Sometimes I feel a little bit nervous
That I won't do well in a test or make the team
There are things in life
That make me a little bit anxious
But I can take a deep breath and do my best

And know I'm good enough just the way I am
If I give my best every day
Yeah, I'm good enough every single day
Gotta believe, sing it with me: I'm good enough

Sometimes I feel a little bit anxious
That I won't make friends and that I'll be alone
I wonder could I change, and maybe other kids will like me
Then I remember the words of this song

That say, I'm good enough just the way I am
If I do my best every day
Yeah, I'm good enough every single day
Gotta believe...sing it with me: I'm good enough

When I doubt myself, when I don't feel brave
When I'm afraid, when I want to hide
I give myself a hug, tell myself it's okay
That I can do this, even though it's tough

Because I'm good enough just the way I am
If I do my best every day
Yeah, I'm good enough every single day
Gotta believe, sing it with me: I'm good enough
Yeah, I'm good enough

Paroles, Je suis bien comme je suis

Parfois j'me sens un petit peu nerveuse,
J'ai peur de rater un examen ou d'être mise de côté
Y a des choses dans la vie
Qui me rendent un peu anxieuse,
alors je respire un grand coup et je fais de mon mieux !

Sache que je suis bien comme je suis,
Si je fais de mon mieux tous les jours.
Oui, je suis bien comme je suis chaque jour,
Faut y croire, chante avec moi : je suis bien comme je suis !

Parfois, j'me sens un petit peu anxieuse,
J'ai peur de pas m'faire d'amis, et de rester seule.
J'me demande : dois-je changer, pour que les autres m'apprécient ?
Mais j'me rappelle alors les paroles de cette chanson-ci

Qui dit : je suis bien comme je suis,
Si/et je fais de mon mieux tous les jours.
Oui, je suis bien comme je suis chaque jour,
Faut y croire, chante avec moi : je suis bien comme je suis !

Quand je doute de moi, que ça va pas très fort,
Quand j'ai peur et que je veux fuir encore,
Je me serre dans mes bras et me dis : « accroche-toi »
Tu peux y arriver, il faut juste croire en toi.

Alternative :
Quand je manque de courage, que je doute de moi.
Quand j'ai peur et que je veux me cacher,
Je me serre dans mes bras et me dis : « Accroche-toi »
Tu peux y arriver, même si c'est compliqué.

Parce que je suis bien comme je suis,
Si/et je fais de mon mieux tous les jours.
Oui, je suis bien comme je suis chaque jour,
Faut y croire, chante avec moi : je suis bien comme je suis !

The Angry Song (potentially sung in French)

Skills and Concepts:

- recognizing what anger feels like
- learning to not lash out or act immediately when we are angry, but to stop and think
- how to self-regulate anger by providing concrete steps to follow, then using our words when we have calmed down

Discussion Points:

Have you ever felt so angry that you wanted to scream? Did you scream or were you able to use your words? What do you do to calm yourself down when you're very angry? How can we use our words better to help express how we feel (i.e. introducing the importance of using "I feel ___ when" statements instead of "You make me ___" statements)?

Song Description:

Everyone gets angry. Sometimes we get so angry we feel like we're going to explode! But before that happens, what can we do to prevent it from happening. We learn to count to 5 (or more), walk away to somewhere calm, and take deep breaths. Learning to self-regulate our emotions is difficult, and the bigger the feeling, the harder it is. With techniques to calm our bodies and regular practice we become better at it and gain new confidence in our own abilities and independence.

Lyrics

Sometimes I get so angry that I feel like I wanna explode!
Sometimes I get so angry that I feel like I wanna explode!
I wanna stop my feet, I wanna scream and shout, I wanna lose control, I wanna let it all out
But then I freeze, 'cause when I'm angry I have to stop

I count up one, two, three, four, five on my fingers
I walk away to somewhere calm
I take a deep breath in and out
And then I think about what I should do
And I think about what I should say, but not hurt anyone

Sometimes I get so angry that I feel like I'm gonna explode!
Sometimes I get so angry that I feel like I'm gonna explode!
I wanna stop my feet, I wanna scream and shout, I wanna lose control, I wanna get it all out
But then I freeze, 'cause when I'm angry I have to stop

I count up one, two, three, four, five on my fingers
I walk away to somewhere calm
I take a deep breath in and out
And then I think about what I should do
And I think about what I should say
To explain how I feel, but not hurt anyone

Paroles, Quand la colère monte

Parfois j'suis tellement en colère que j'ai l'impression de vouloir exploser !
Parfois j'suis tellement en colère que j'ai l'impression de vouloir exploser !
J'ai envie de taper des pieds, envie de hurler, envie de perdre le contrôle, envie de tout lâcher...
Mais là je m'arrête, car quand j'suis en colère, faut que ça cesse

Je compte un, deux, trois, quatre, cinq sur mes doigts
Je m'éloigne vers un endroit calme
J'inspire profondément... puis j'expire
Puis je réfléchis à ce que je devrais faire,
Je réfléchis à ce que je devrais dire, mais sans blesser personne

Parfois j'suis tellement en colère que j'ai l'impression de vouloir exploser !
Parfois j'suis tellement en colère que j'ai l'impression de vouloir exploser !
J'ai envie de taper des pieds, envie de hurler, envie de perdre le contrôle, envie de tout lâcher...
Mais là je m'arrête, car quand j'suis en colère, faut que ça cesse

Je compte un, deux, trois, quatre, cinq sur mes doigts
Je m'éloigne vers un endroit calme
J'inspire profondément... puis j'expire
Puis je réfléchis à ce que je devrais faire,
Puis je réfléchis à ce que je devrais dire,
Pour expliquer ce que je ressens, mais sans blesser personne

Empathy

Skills and Concepts:

- defining empathy, what it is, and what it is not (empathy is not sympathy)
- understanding why empathy is important (it helps us relate to other people when we can understand that person's potential point of view and feelings)
- how being empathetic every day helps us make closer connections, resolve conflicts, and understand and accept divergent points of view

Discussion Points:

Have you ever heard the phrase “put yourself in my shoes” or “try to pretend you’re in their shoes”? If you have, this is a way of trying to describe empathy. It’s much more effective to try to pretend you’re in their heart or that you’re trying to understand why they hold a certain opinion or think a certain way. Try some empathy exercises, and this sample scenario is for schools and for the youngest children. You can create your own for older students, and within your families to tackle any scenarios your child is having difficulties with, or your family is struggling with:

Imagine that you are a new kid at school and know no one. How do you feel? What might you be thinking? Now that you have used the powers of empathy to try to understand what this new person might be feeling, please describe all the ways in which you might include the new student that address each feeling or fear or thought the new student might have.

Imagine that someone in your class has lost a parent or a grandparent and has been off school for a few days. When they come back to your school, how do you react? Do you approach them? What do you say, or how do you know how to even start talking to them? What is the most important thing you can offer to them? (“your ears” is the best answer, but students might also offer to be there to help, etc)

What types of problems can empathy help with in the classroom? In the family? In the world?

Song Description

“Empathy is something deep inside of me that helps me to see, more clearly, the feelings in your heart.” What is empathy and how do we explain it and its importance? This song teaches us that “empathy is when I imagine I’m inside of your heart: I feel what you feel, I think what you think, and it isn’t very easy to do...but when I try to understand what’s inside of your heart, I hope you’ll do your best to understand what’s inside of mine, too.”

Lyrics, Empathy

Empathy, it's something deep inside of me
That helps me to see clearly, the feelings in your heart
Empathy, if we use it properly
Can bridge divides 'tween you and me, so we're not so far apart

Empathy is when I imagine I'm inside of your heart
That I feel what you feel, I think what you think, it isn't very easy to do!
When I try my best to understand to understand what's inside of your heart
Maybe you'll do your best to feel what's inside of mine, too

Empathy, when we play with other people,
It helps us to stay peaceful, remembering that we all have feelings
Empathy can help us to negotiate. It helps us to cooperate
And to love the whole wide world

Empathy is when I imagine I'm inside of your heart
I feel what you feel, I think what you think, it isn't very easy to do!
But, when I try my best to understand what's inside of your heart
Then, maybe you'll do your best to feel what's inside of mine, too

Empathy, it's something deep inside of me
That helps me to see clearly, the feelings in your heart
Empathy, if we use it properly
Can bridge divides 'tween you and me, so we're not so far apart

Include Me

Skills and Concepts:

- introduction of inclusion as a concept and exploring why it is important
- specifically citing ways in which everyone needs to be included to lead a fulfilling life
- providing concrete ways in which we can, and must, include others
- positive calls to action, “I’ll make sure they have their turn before I have mine”, “Let’s make sure we do our best to care”, “Let’s make sure everyone is seen”, and “find someone on their own and show them some love”

Discussion Points:

Have you ever been left out of an activity or event and you didn’t know why? How did it feel to be left out / excluded?

Can you imagine what it would be like to be left out every single day? How would you feel after one day? After one week? After one month? How would being excluded over a long period of time affect your feelings about yourself / mental health / self-esteem?

What are signs that someone is being excluded even though you yourself may not be a part of leaving that person out? What are things you could do to help their situation, starting with little easy things, and then bigger, braver/harder things?

Song Description:

Everyone wants to be—and needs and deserves to be—included. This song is sung from the perspective of a child who is left out, and who wants to know that someone even knows their name, let alone have a friend. For kids who already feel accepted, it is crucial to understand inclusion, in all its forms, from the perspective of someone who is excluded. This song offers several calls to action to include everyone in a number of different ways and settings. Ultimately, the piece promotes a culture of **genuine acceptance**, where individuals prioritize the needs of their peers over their own. This message encourages listeners to **show empathy** and ensure that no one is left behind or ignored in social settings.

Lyrics: Include Me

Everybody needs to be included
Everyone should be part of the team
Everybody needs to be invited
Let's make sure everyone is seen!
Everybody needs someone to love them
Everybody needs someone to share
Everybody needs someone to talk to
Let's make sure we do our best to care!

I want to be part of your game
So please include me, don't look past me!
I need some friends who know my name
So please embrace me, and simply love me for who I am

Everybody needs to feel important
Everybody needs their time to shine
Everybody needs a chance to try new things
And I'll make sure they'll have their tune before I take mine!
Everybody needs to be accepted
Everybody needs a great big hug
Everybody needs someone who's cheering for them
Find someone on their own and show them some love!

I want to be part of your game
So please include me, don't look past me!
I need some friends who know my name
So please embrace me and simply love me for who I am!
Just love me for who I am
Oh, please, love me for who I am

Happy for You

Skills and Concepts:

- recognizing that: 1) we can't win all the time; and 2) we can be happy for the winner when it isn't us
- encouraging healthy, non-competitive relationships and building community, understanding that everyone has special talents and that we are all good at different things. We work together, and we are happy for one another's successes

Discussion Points:

Have you ever won something? How did you feel?

Have you ever not won and felt sad?

Here are three scenarios:

There is a competition, and you do not win. A stranger that you do not know wins:

1. Would it be a good thing to make a face at the winner, or to tell the winner that you should've won instead? Why or why not? Try role-playing each of these two reactions. How does it feel for the person being what we call "a poor loser"? How does the winner feel?
2. Would it be nice to just walk away and not talk to anyone after you don't win? How is this better than the first scenario? Can you think of a better reaction?
3. Now try congratulating the winner. Give a big smile. Say you are happy for them. Say congratulations. How do you feel, and how does the "winner" feel.

Question 1: If the two people acting-out the responses above did not know each other, after which reaction (1, 2, or 3) do you think it's most likely that they could become friends.

Question 2: Start all over again. The person that wins is a FRIEND. The competition was a colouring contest and the whole class participated. Now, can you imagine making a bad face or telling your classmate that you should've won instead? What would happen to your friendship if you did that?

Question 3: When we all support one another, then, does it make us all happier whether we win or we don't win?

Description

We all have different talents. We all have times that we will do well, and others, maybe not so much. In competitions, there may only be one winner, and while not everyone can come in first, there is real joy in genuinely being happy for someone else, and saying, "I'm Happy

for You!” When we are truly happy for our friends and we celebrate their wins, we foster emotional maturity and community, and when we win, those same friends will be there for us, cheering us on!

Lyrics, Happy for You

Not everyone can win it's true, but that doesn't mean I have to blue
'Cause when I know I did my best, I feel good for me, and I feel good for you
Even if I don't win the race, I can still put a smile on my face
It's a very kind thing to do, and makes me feel good when I say

I'm really happy for you (so happy for you)
I'm happy for you, and all that you do
I'm really happy for you (so happy for you)
And when I'm kind to my friends it makes me happier, too!

We all strike out at different things, sometimes we do so great, we're flying like we have wings!

We all have talents and abilities, and what you are good at may not be the same for me
So even if I don't win the race, I can still put a smile on my face
It's a very kind thing to do, and makes me feel good when I say

I'm really happy for you (so happy for you)
I'm happy for you, and all that you do
I'm really happy for you (so happy for you)
And when I'm kind to my friends it makes me happier, too!

I know everyone deserves their chance to shine
And this is your turn, enjoy it! Maybe next time I'll have mine
No matter who wins, it's fine!

I'm really happy for you (so happy for you)
I'm happy for you, and all that you do
I'm really happy for you (so happy for you)
And when I'm kind to my friends it makes me happier, too!

Sharing (Is Hard to Do)

Skills and Concepts:

- recognizing that it's ok to have problems sharing sometimes
- encouraging children to talk to their caregivers about their concerns about sharing certain items
- hearing that no two families are individuals are the same when it comes to what is shared and when. Although sharing as much as possible is a wonderful thing to do, it's ok if there are one or two special items not shared (especially if they are sentimental in nature)

Discussion Points:

Why is sharing important?

Are there times that it is ok not to share?

If you really feel that there is something that you can't share, how would you communicate this?

In the song, there is one brand new toy that the person is not yet ready to share, but the person told a fib to their mother to make sure they could have a playdate. What would the better approach have been?

Song Description:

This song is for parents as much as it is for children, because while sharing is important, it's difficult and children need help...and the best way for them to get help from adults is by adults reliving their own childhood sharing mishaps like the one in this song. This funny musical story follows the plight of a child who understands that they must promise to share all their toys in order to have a playdate on the weekend, but as their friend arrives and rings the doorbell, they panic and realise that they're not ready to share a few special toys. Oops. What happens next?

Lyrics, Sharing (Is Hard to Do)

I've got a new toy, and I like it a ton
It's really shiny and bright, and a whole lot of fun!
Now I'm not ready to share it yet, so I'll keep it high on a shelf
To make sure nobody breaks it, I'll keep it all to myself

Now it's the weekend, and my mom asks me if I want to have a friend come and play
I said I'd love to, but I will have to share, so I really don't know what to say
Am I ready? Can I do this? Sure, I finally say
I'll do my best to get through sharing with you today

Because, mom wants me to share with you when you come to play at my place
Mom wants me to share with you to put a smile on your face
I'd really like to share my new toy with you, because that's how I show that we're friends
But, uh oh, I'm not ready to share with you yet, and I don't know exactly when
When that'll be, I don't know exactly when!

The doorbell just rang, and now I'm full of fear
'Cause I'm not ready to share yet, but it's too late 'cause you're here!
My mom sees that I'm panicked, so I tell her the truth
I really thought I could do this. I hope she doesn't hit the roof!

I am so ready for my mom to yell, but she doesn't get angry at all
She says, Honey, I remember this feeling from when I was really small.
You were small once? What?!
You can share the other toys, we'll put this new one away!
You can share all the rest of your toys today

And now I really want to share with you when you come to play at my place
I really want to share with you to put a smile on your face
I'd really like to share my new toy with you, because that's how I show that we're friends
And someday I'll share my new toy with you, but I won't say exactly when, just in case
I won't say exactly when, and that's fine
To not be ready to share just yet!
It's ok, it's ok! I'll get there!

A Fishy Tale

Skills and Concepts:

- recognizing that we all have biases and preconceived notions
- encouraging open discussion about the harm that can come from biases and preconceived notions, like exclusion. Depending on the age of your students, you may also talk about ableism, racism, religious and cultural discrimination, and microaggression. The shark represents all these marginalized communities.
- hearing that we can overcome stereotypes and avoid them altogether when we keep open hearts and minds and value each person for who they are, especially the goodness and kindness that is within them.

Discussion Points:

Did the shark say anything that scared the smaller animals? What was it? Did he mean it or was it a misunderstanding?

How do you think the shark felt when he was rejected at first?

What is prejudice? What is bias? What are pre-conceived notions?

Do you think that it took more courage for the smaller animals to let the shark join them, or for the shark to approach the smaller animals knowing the untrue things they might think about him?

Circling back, what do you think the shark felt when rejected. Is there cumulative emotional weight that the shark might carry from repeated rejection that would make every rejection feel harder and heavier?

Song Description:

A jazzy, bluesy counting song about a game of ocean hide-and-seek that turns into a modern-day fable about the importance of not judging a book by its cover. This musical story focuses on the themes of inclusion and overcoming prejudices through a group of aquatic animals. Initially, several diverse sea creatures gather to play, but they become fearful and dismissive when a shark attempts to join their group. Although they judge him based on his intimidating appearance, they soon discover that he is a kind-hearted baker who simply wants to share his birthday cake. By the end of the narrative, the characters learn that bravery is required to make new friends who may seem different at first glance. Ultimately, the source serves as a fable teaching children that true character is found on the inside rather than through outward looks.

Lyrics, A Fishy Tale

One little fish went to swim in the deep
He said, I wish I had a friend to play hide and seek
And so, he looked, and he listened, and he shouted, hello?
And a seahorse came along to play

Now there were two sea creatures swimming in the deep
They said, we'd like another friend to play hide and seek
And so, they looked, and they listened, and they shouted, hello?
And a jellyfish came along

Now there were three sea creatures swimming in the deep
They said, we'd like another friend to play hide and seek
And so, they looked, and they listened, and they shouted, hello?
And a narwhal came along to play, Let's go!

(Instrumental break)

Now there were four sea creatures swimming in the deep
They said, we'd like another friend to play hide and seek
And then along came a shark and said, Can I play, too?
The others thought, Uh, oh! what do we do?
What do we do?

The shark looked scary with his pearly white teeth
But maybe he was nice and friendly underneath
Then the shark said, Hey, you're in a great mood!
I'd love to join your party! Do you have any food?

So, the friends looked at each other and said, Well, this was fun
But you know Mr. Shark, we'd better run!
The shark looked sad, he said, I love to bake
I was hoping you could share some of my birthday cake
Birthday cake? Birthday cake!

So, they ate, and they played, the new best friends
At the end of the day they said, let's do this again

We're so happy that we met you today
It was brave of you to ask us to play!

It takes real courage to meet someone new
They might look big or scary but that just isn't true
If you meet someone who's got nothing to hide
They just might have the biggest heart on the inside

Ants in My Pants (sung in French)

Skills and Concepts:

- Recognizing when our first solution to a problem may not be working, and we need to try something else
- Encouraging students to use their words to solve their problems, especially their interpersonal ones. Temporary solutions or avoidance doesn't work
- Understanding that the sooner we talk about our problems, the sooner we can get to the root of them and solve them

Discussion Points: Listen to the song first, get up, act it out, move, shake, and laugh!

Next, ask the students about the ending. Why did the ant think Heather Feather wanted to play? What did she sit on? An ant hill! Explain what an ant hill is (it's shown in the YouTube video)

How many times did Heather Feather move the ant to another article of clothing or part of her body in the song? Was this an effective solution?

What would've happened if she had a chat with the ant earlier in the song? What is the moral of the story?

Song Description: I've got ants in my pants! Eek! This is a silly song about ants being in different articles of clothing and involves a lot of shaking, but there's a lesson here for older children: if someone is bothering you or a friend is being mean, instead of trying a lot of short-term solutions, have a chat. Ask why. You might get a surprising answer that makes you realize that if you asked earlier, you would've saved yourself a lot of time and trouble.

Lyrics, Ants in My Pants

I've got ants in my pants and I can't get 'em out and so I'll shake 'em
I've got ants in my pants and I can't get 'em out and so I'll shake 'em
Oh no, I can't get them out! What do I do?
They refuse to come out, so I'll move them to my shoe
Ah, they've stopped wiggling. I can take a nap

I've got ants in my shoe and I can't get 'em out and so I'll shake 'em
I've got ants in my shoe and I can't get 'em out and so I'll shake 'em
I've got ants in my shoe, I'm going berserk!
I can't get them out, so I'll move them to my shirt
Ah, they've stopped wiggling. I can take a nap

I've got ants in my shirt and I can't get 'em out and so I'll shake 'em
I've got ants in my shirt and I can't get 'em out and so I'll shake 'em
I've got ants in my shirt. Ants beware!
If you won't come out, then I'll move you to my hair
Ah, they've stopped wiggling. I can take a nap

I've got ants in my hair. They don't want to come out and so I'll shake 'em
I've got ants in my hair. They don't want to come out and so I'll shake 'em
I've got ants in my hair. Do you think there's a chance
That they'd like it better if I moved them to my pants?
Now wait! That would be silly!
Isn't that where they started?
Why don't we ask the ants what they want....

Oh Mister Ant, Mister Ant, why won't you come out when I shake you?
Oh Mister Ant, Mister Ant, why won't you come out when I shake you?
And Mister Ant said
"When you sat on my house I thought you wanted to play
And I like getting tickles, so I tickled all day!
Thank you for playing. Now I'll leave and I'll take a nap

Paroles, Les Fourmis dans mon jean

J'ai des fourmis dans mon jean
J'essaie de les secouer pour les enlever
(Les enlever, les enlever, ouh, ouh)
J'ai des fourmis dans mon jean
J'essaie de les secouer pour les enlever
(Les enlever, les enlever, ouh, ouh)
Oh non, elles se laissent pas faire
Mais que dois-je faire?
Elles ne s'en vont pas
Alors, j'les mets dans mes bas
Ah, voilà que ça cesse
Je peux faire une sieste

J'ai des fourmis dans mes bas
J'essaie de les secouer pour les enlever
(Les enlever, les enlever, ouh, ouh)
J'ai des fourmis dans mes bas
J'essaie de les secouer pour les enlever
(Les enlever, les enlever, ouh, ouh)
Oh non, elles se laissent pas faire
C'est un vrai enfer!
Laissez-moi, hé oh!
Je les envoie sur mon haut
Ah, voilà que ça cesse
Je peux faire une sieste

J'ai des fourmis sur mon haut
J'essaie de les secouer pour les enlever
(Les enlever, les enlever, ouh, ouh)
J'ai des fourmis sur mon haut
J'essaie de les secouer pour les enlever
(Les enlever, les enlever, ouh, ouh)
Mon haut n'est pas votr' maison
Attention!
C'est vraiment sérieux
J'vais vous mettre dans mes cheveux
Ah, voilà que ça cesse
Je peux faire une sieste

J'ai des fourmis dans mes cheveux
J'essaie de les secouer pour les enlever
(Les enlever, les enlever, ouh, ouh)
J'ai des fourmis dans mes cheveux
J'essaie de les secouer pour les enlever
(Les enlever, les enlever, ouh, ouh)
J'ai des fourmis dans mes cheveux
Mais c'est pas ce que je veux
Pour que ça se termine
Je vais les mettre dans mon jean

Euh non! Ce serait drôle!
C'est comme ça que ça a commencé,
non?
Pourquoi ne pas demander aux fourmis
ce qu'elles veulent?

Oh, miss fourmi, miss fourmi
Pourquoi restes-tu quand je te secoue?
Oh, miss fourmi, miss fourmi
Pourquoi restes-tu quand je te secoue?
Et miss fourmi dit

Quand tu t'es assise chez moi
Je pensais que tu voulais jouer
Et les chatouilles, j'adore ça
Alors, je t'ai chatouillée
Mais Il faut que je te laisse
Je vais aller faire une sieste

Plant a Seed (sung in French)

Skills and Concepts:

- Learning that friendship doesn't just happen but requires time and care to develop
- Encouraging students to learn about nurturing friendships through the comparison of growing a friendship and growing a plant. Friendships truly grow, in an organic way, so I like this analogy
- Understanding that every friendship must be built on listening, sharing, and kindness, for younger students, and empathy, for older students

Discussion Points: Before listening to the song, ask students what “ingredients” plants need to grow. What do they need if they're planted outside? What do they need if planted inside?

Ask students what “ingredients” friendships need to grow. How do we need to act to make a friend?

Listen to the song

Ask students what they need to do to make a friendship stronger? How does someone go from being a friend to being your best friend? What are the qualities of a BEST friend?

Do you remember when you met a very good friend for the first time? Can you see how your friendship has grown over time, just like a plant does, because it was nurtured?

Now ask students what things they did to grow a very good friendship. How many positive qualities and actions and types of kindness can the class come up with?

Song Description: An analogy comparing growing a plant and growing a friendship. Do you know what plants and friendships have in common? Seeds grow into plants with water and light. Our friendships grow, too, like seeds: when you listen, care, and share, they bloom!

Lyrics, Plant a Seed

With a spade and hoe
Dig a hole. Dig it deep, down low
Plant a seed in some healthy soil
Add rain and sun, and watch it grow
Add rain and sun, and watch it grow

Seeds will grow where they're sown
In rain and sun, they'll grow on their own
But we can help and give them what they need:
Water and light to help them grow
Water and light to help them grow

Our friendships are like flowers:
They all start with a seed
When we listen and share, we show we care
And our friendships bloom, indeed!

So, make some room in your heart
And plant a seed of friendship from the start
If you give friends love through life's sun and rain
Friendships will grow. Yes, they'll grow
If you give them love, friendships will grow.

Paroles, Plante une graine

Prends a bêche et ta houe, creuse un trou
Comme un petit puits
Plante une graine dans le sol tout mou
Mets du soleil et de la pluie
Regarde-la, elle grandit

Les graines poussent, regardez
Pluie et soleil, ensemble les nourrissent
Mais nous aussi, nous pouvons les aider
Avec de l'eau, pour qu'elles grandissent
Et de la lumière, pour qu'elles grandissent

L'amitié c'est comme les fleurs
Ça commence par une graine
Qui s'ouvre tout en douceur, belle comme un
coeur
Ça grandit et nous entraîne

Fais de la place dans ton coeur
Une petite graine, d'amitié peut produire
En prenant son temps, une belle fleur
Tes amitiés vont grandir
Avec de l'amour, elles vont grandir