



One Little Song  
Can Change the World!

Teacher Activity Guide

By Cheryl Toth

# One Little Song Can Change the World

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## Introduction

These activities are designed to be included in the instructional day. The purpose is for students to generate ideas, explore and share in ways that support and build community within your classroom and within your school. All of the activities can be adapted to various grade levels. The use of graphic organizers, hands on activities and songs from the assembly program meet all learning styles (auditory, visual, and kinesthetic).

The activities are just suggestions of strategies to embed the concept of good citizenship and reinforce the anti-bullying messages throughout the school year. Our hope is that you find these activities to be a catalyst for further discussions and continued community building.

*One little song can change the world!!*

## About the Author

**Cheryl Toth** (Executive Director) loves to sing. When she started school, her ability to sing harmony landed her invitations to join her first choir at the age of 9. This passion led to earning a bachelors and master degree in music education.

Cheryl is an avid music educator. She believes in the creative process integrating voice, movement, improvisation and instrumentation as a means of inspiration and discovery. She started her professional career as an elementary school music teacher. This led to a position supervising the elementary music program for 136 schools for the Fairfax County Public School district. Then she served as an elementary school principal for 8 years before joining Kid Pan Alley.

Her experience includes teaching preschool students with special needs through high school. She has served coordinator of the All County Choral Festival for 900 voices and assistant conductor for the George Mason Symphonic Chorus. She has performed with the Symphonic Chorus at the Philharmonic in Koln, Germany.



## "OLA" Box

We all like to be recognized for the good deeds and little acts of kindness we give throughout the day. The OLA box (one little act) is one way to collect and celebrate these deeds. It is a way for the classroom teacher to model writing skills and a variety of ways to compliment others as well as sharing actions that she/he is proud of.

The class takes a box and decorates it. In the top cut an opening to place slips of paper inside. Because this activity needs frequent reinforcing and practice, the teacher will open and share the contents of the box every week. Some teachers choose to celebrate every Monday as a way to start off the week and others choose Friday as a way to close the week.

- Brainstorm acts of kindness
- List them on a poster board or chart paper for students to reference
- Model how to fill out the "OLA" slip
- Give reminders to students during the day when you recognize an act of kindness "You may want to write that down and put it in the OLA box."
- Students can recognize other students
- Adults can recognize students

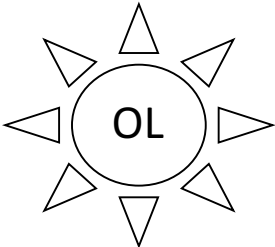
- Students can recognize adults
- Students can recognize themselves.

The teacher can use his/her discretion when reading the messages in the OLA box to include student/adult names.

Extend the learning and help students make connections to way to show kindness and good citizenship at home or within the community. Brainstorm ways to share their celebrations with a newsletter, end of the month celebration or a letter to the principal.

End each conversation with the song, "One Little Song Can Change the World".

Name \_\_\_\_\_





## TRUE TO ME

**Who am I? What do I want to be? How do I want to be treated by others?**

These are important questions that we all ask ourselves regardless of age, place or position. True character education begins from the inside out. Building a student's self-esteem and self-efficacy is critical to their developing compassion, empathy and sympathy for others.

One of the most effective ways to combat bullying is to stand up and be true oneself. Self-respect and the ability to articulate it in challenging social situations is a skill that must be taught.

Class activity – Brainstorm the characteristics of a good person.

- List the characteristics on chart paper so that students can review the list.
- Give the students 5 star stickers (any small stickers will do). They are able to place their five stars beside their top 5 (most important) character traits.
- Have the class reflect on the class top 5.
- Invite table groups of four students talk about the results.
- Create a classroom promise that you will say every day. This promise should incorporate the 5 most valuable traits. Each morning, the class can say the promise and sing the song, "True to Me."

## I DON'T THINK SO... YOU'RE A BULLY!!!

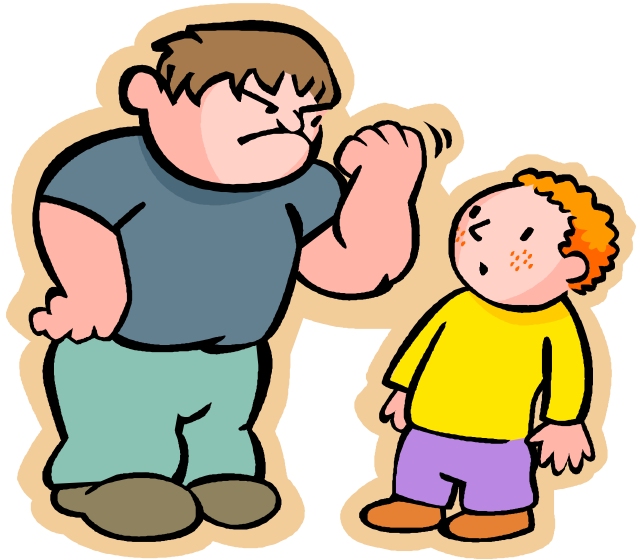


“An Imbalance of Power: kids who bully use their power-such as physical strength, access to embarrassing information, or popularity to control and harm others.”

[Stopbullying.gov](http://Stopbullying.gov)

*“ A person is bullied when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other persons, and he or she has difficulty defending himself or herself”*

[Olweus-Clemson.edu.org](http://Olweus-Clemson.edu.org)



Many school districts have adopted the definition that one negative act can be defined as bullying. Regardless, social awareness and empowering students to tell someone is the quickest and most effective way to counteract the bullying rise in our schools today.

**Bullies are not just kids...they can be adults,  
parents and authority figures we trust..**

Take a survey...

1. How many of you have been bullied by someone else?
2. How many of you have experienced bullying somewhere other than school?
3. How many of you have been a bully?

These three questions open the door for powerful conversations. Kids can tell you where, when, and what you as the teacher were doing at the time. The one piece of information that they may be reluctant to share is “WHO”. That person may be sitting right next to them or friends of someone in the class. Getting kids to “tell” is hard.

Think back to kindergarten days...don't tattle...keep it to yourself...We have spent quite a bit of time educating kids to be quiet and now we want them to “spill the beans”. To change this culture, we must give students the words, support and encouragement. We must let them know we will listen and we will keep them safe.

Create an action plan for students to follow if they feel they are being bullied. Invite your counselor to join you for this activity.



<b>What Do Bullies Say Or Do that make us feel bad?</b>	<b>What is the first step we can take?</b>	<b>If that doesn't work, then what?</b>	<b>Who can we tell</b>

By identifying the bullying behavior, the teacher can monitor behaviors within the classroom and at recess. Awareness is the key and identifying the bully is critical. There is a potential bully in all of us...

Singing the song, "I don't think so, YOU'RE A BULLY" is not only fun, but also empowering.

# SKIN

There are many opportunities in the classroom to make connections to the diversity of race and color. Plants are a perfect medium. When we plant a garden, the seeds have different shapes and sizes, some look plain and others may have funny markings. But what is inside is what makes the difference.

While we want children to understand that we are the same inside (our physical make-up), it is important to teach them know that our skin does not determine who or what we will be. Like the seed, we have tremendous potential to do great things.

## Plant a garden:

This can be as simple as a single flower in a paper cup, to a raised garden on the property of your school.

- Provide a variety of seeds
- Soil
- Cups or containers
- 2x4's for raised bed outside
- Gardening tools

During the planting and growing process, sing the song "Skin" and have the students make connections between themselves and the plants. Keep in mind, not all plants will grow at the same rate and not all will look the same. Students can write and draw what they predict the next stage of growth will be. Some stages are funny and awkward. Give students the opportunity to make connections through conversation, comparison and observation with where they are in their growth cycle.

- Remember when you just a baby
- Your first birthday
- Kindergarten
- When you lost your first tooth

While our skin may be different, we all have equal potential to be awesome!!

# NO DOUBT

Disagreement...how do we teach students about sharing their opinions, agreeing to disagree, or apologizing when their actions did not have negative intentions? This can be tough. Many children (and some adults) see the world through a set of scales. It must be equal. It must be fair!

Teaching children how to disagree, voice an opinion, and the ability to keep their emotional self in check connects with character building.

When cliques form, groups or individuals take side. This process can be turned into a valuable class activity.

Don't Hesitate to Debate!

During a morning meeting with your students, invite them to share an opinion. It starts with I think or I feel.

- I feel we should be able to wear hats to school.
- I think we should be able to sit anywhere we want at lunch.

These are just a few ideas of what children may say. Invite them to brainstorm why they feel this way.

- Invite students to share their thoughts.
- Students can share if they agree or disagree as long as they can tell why!
- Have the class vote on one idea to debate.
- Pick students names out of a hat to determine the "sides".

My idea...

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A large, cloud-shaped thought bubble with a scalloped edge. Inside the bubble, there is a vertical list of numbers: 1., 2., 3., and 4. The bubble is connected to the boy's head by a series of smaller circles of decreasing size.

Afterwards, students can talk about how it felt to disagree. Identify the emotional reaction from the factual information. Have students talk about how arguments get started with their friends and or family. Learning to disagree without causing a fight is the message of No Doubt.

Sing the song with the students to remind them that we can agree to disagree!!

## NO BULLY ZONE



What are the bullying behaviors within your classroom or school? Have the students identify these behaviors and write a promise to you and each other that their classroom will be a NO BULLY ZONE! This can become a class campaign to be extended throughout your school.

Students promise, "I promise to come to school on time and prepared to learn. I will respect my classmates, teachers and school property. I will use kind words and raise my hand to ask for help if I do not understand."

Teacher promise..." I promise to come to school prepared to teach you. I will listen to you and respect your thoughts and words. I will keep you safe."

These are very powerful messages. Create your own promise and start each day reciting your commitment to each other.

## Best Friends



Best friends are there for us. They share our lives, in good times and bad. They can have great influence on our decisions and actions. How do we choose our best friends? What character traits do we look for in our best friend? What kind of friend are we?

Make a list.

**What kind of friend is a best friend?**

**What kind of friend are you?**

Invite students to identify their classmates when they are demonstrating character traits that model what the class has described as “best friends”.

Identify the character traits that do not fit the class’s best friend profile.

**End of the day – Sing.**

Best Friends, they cheer you on...best friends!!!

# One Little Song Can Change the World

by Paul Reisler and Lorraine Duisit, with Terri Allard and Ms. Bruguiera's and Ms. Camden's 4th Grade,  
Tye River

Some heroes can fly  
Others don't need to  
Some can stretch from here to there  
And others lead the way to somewhere  
What they dream and what they do  
Inspires us all to see it through

Stand up and be heard  
One little song can change the world  
Stand up and be heard  
One little song can change the world

My Mom, My dog and cousin Cassie  
Help me when I'm in need  
Like Rosa, John and Dr. King  
They help us believe in something  
Some don't think like others do  
It takes courage to do something new

Stand up and be heard  
One little song can change the world  
Stand up and be heard  
One little song can change the world

Extra Verse

Stand up and be heard  
One little song can change the world  
Stand up and be heard  
One little song can change the world

We'll stand up and be heard  
Our little song can change the world

# True To Me

by Jason Blume & Ms. Jones 7<sup>th</sup> grade class East Literature Magnet School

Some people can be so mean  
They'll tear you down like you don't mean nothin'  
It's easy to disguise yourself  
Make you into someone else

If you don't like me for who I am  
I'm being the best me that I can  
So don't lock me up in a box  
I won't be something that I'm not

I've got to BE TRUE  
Got to BE TRUE  
Got to BE TRUE to me  
Stand up for what I believe  
Not be who I'm supposed to be  
I'll be treating me  
With L-O-V-E  
Self-respect and honesty  
Got to BE TRUE  
Got to BE TRUE - to me

Who I am – That's my confession  
Won't try to change just to make an impression  
I only live once – Gonna make the best of it  
I won't get down – From the rest of it

I've got to BE TRUE  
Got to BE TRUE  
Got to BE TRUE to me  
Stand up for what I believe  
Not be who I'm supposed to be  
I'll be treating me  
With L-O-V-E  
Self-respect and honesty  
Got to BE TRUE  
Got to BE TRUE - to me

Won't let nobody corrupt my heart  
I'll keep reaching for my star

Chorus



# I Don't Think So, You're a Bully

By Paul Reisler with Terri Allard and Ms. Martin's 4th grade, Jackson-Via

Sticks and stones will break my bones  
But nasty words will always haunt me  
You may be the bully in the china shop  
But I really, really wish that you would stop  
Do you do it just for laughs?  
Do you do it for attention?  
Do you think someone will ask  
For your autograph?  
I don't think so you're a bully  
I don't think so you're a bully

You may be keeping stuff deep inside  
You may be acting tough, but stop trying to hide  
Your parents' divorce, you may have been forced  
To wear a disguise, to close your eyes  
To hide your desire  
For understanding  
For understanding

Sticks and stones will break my bones  
But nasty words will always haunt me  
You may be the bully in the china shop  
But I really, really wish that you would stop  
Do you do it just for laughs?  
Do you do it for attention?  
Do you think someone will ask  
For your autograph?  
I don't think so you're a bully. I don't think so you're a bully

You won't be popular by being mean  
Right or wrong, there's no in between  
Don't push us around, stop being a clown  
I'm sick of your tricks, don't get your kicks  
From those that you hit  
Try understanding  
Try understanding

Sticks and stones will break my bones  
But nasty words will always haunt me  
You may be the bully in the china shop  
But I really, really wish that you would stop  
Do you do it just for laughs?  
Do you do it for attention?  
Do you think someone will ask  
For your autograph?  
I don't think so you're a bully. I don't think so you're a bully

# Skin

Paul Reisler, w/ Kathy Hussey and Mrs. Eidson's 4th Grade, Elkin Elementary

I wanna know who you are  
Don't wanna judge you by your car  
Do you speak the truth  
Can you sing like Ray  
I wanna hear what you have to say

Skin, It can be pretty thin  
Skin. It's just the suit you're in  
Skin, Skin

I wanna know what's in your heart  
Don't matter if your skin is light or dark  
Don't care where you live or what you wear  
What really counts is that you care

Skin, It can be pretty thin  
Skin. It's just the suit you're in  
Skin, Skin

I have a dream like Dr King  
What he stood for made us think  
All God's children are just the same  
With different faces and different names

Skin, It can be pretty thin  
Skin. It's just the suit you're in  
Skin, Skin

(spoken)  
Beauty comes from deep within  
Skin, it's just the suit you were born in  
You'll go out the same way you came in  
Just be yourself, NOT SOME PSEUDONYM

In your Skin, skin, skin (fade)

(spoken) Give me some skin

# No Doubt

*By Paul Reisler with Terri Allard and Ms. Pastorfield's 4th grade, Murray Elementary School*

This isn't Pearl Harbor  
This isn't World War II  
This is just a disagreement  
And I disagree with you  
Why pick a fight  
Isn't that the easy way out  
In the end everyone loses  
No doubt

Sometimes we fight for power  
Sometimes we fight to get more  
Sometimes we fight just to be in a fight  
But in the end it makes the whole world poor

This isn't Pearl Harbor  
This isn't World War II  
This is just a disagreement  
And I disagree with you  
Why pick a fight  
Isn't that the easy way out  
In the end everyone loses  
No doubt

Sometimes we fight to be holy  
Sometimes we fight to be free  
Sometimes we fight 'cause we're blinded by might  
Let's open our eyes and look inside and finally see

This isn't Pearl Harbor  
This isn't World War III  
This is just a disagreement  
And you disagree with me  
Why pick a fight  
Isn't that the easy way out  
In the end everyone loses  
No doubt. No doubt. No doubt, no doubt, no doubt, no doubt  
No doubt

# No Bully Zone

by Paul Reisler, Heather Mae, Cheryl Toth and Ms. Smith's 2<sup>nd</sup> graders, Rappahannock ES

We're living in a no-bully zone  
And it's all our jobs to STAMP it out  
We're gonna' to Stay away from bullies  
Tell someone  
Avoid bad situations  
Make friends with everyone  
Project the faith we have in ourselves  
Yeah, we're living in a no-bully zone.  
Yeah, we're living in a no-bully zone.

Don't wave your fist in my face  
It makes me feel I don't belong in this place.  
And don't forget this school is mine too.  
We all need to share it  
And take care of it  
We can be friends, me and you.

We're living in a no-bully zone  
And it's all our jobs to STAMP it out  
We're gonna' to Stay away from bullies  
Tell someone  
Avoid bad situations  
Make friends with everyone  
Project the faith we have in ourselves  
Yeah, we're living in a no-bully zone.  
Yeah, we're living in a no-bully zone.

Don't you call me names  
Don't you know that deep inside we're the same?  
try to see my point of view  
So let's be nice  
And let's not fight  
We can be friends, me and you.

We're living in a no-bully zone  
And it's all our jobs to STAMP it out  
We're gonna' to Stay away from bullies  
Tell someone  
Avoid bad situations  
Make friends with everyone  
Project the faith we have in ourselves  
Yeah, we're living in a no-bully zone.  
Yeah, we're living in a no-bully zone.

# Take Care of the Earth

*By Paul Reisler with Terri Allard & Mr. Ferreira's 2<sup>nd</sup> grade, Venable Elementary*

The wind whispers its secrets to me  
Telling me all about nature, the daffodils and the trees  
I put my ear to the ground and I listen to the spirit of the earth  
I pay attention to everything it says. Do you know what that's worth?  
Gotta' take care, gotta' take care  
Take care of the earth

If you cut a tree down, you better plant two  
If we want to keep the forest green  
That's what we'll have to do  
There's too much plastic thrown all around  
Too many pesticides spread on the ground  
It's makin' people sick, some people almost die  
It's enough to make a mother want to cry

The wind whispers its secrets to me  
Telling me all about nature, the daffodils and the trees  
I put my ear to the ground and I listen to the spirit of the earth  
I pay attention to everything it says. Do you know what that's worth?  
Gotta' take care, gotta' take care  
Take care of the earth

If you skip into the future better remember the past  
with everything changing, nothing ever lasts  
We could have a happy ending  
Let the animals run free  
And the air could be so clean that everyone could breathe  
We could live in harmony, we could live in peace  
We could live without war and a whole lot less disease

The wind whispers its secrets to me  
Telling me all about nature, the daffodils and the trees  
I put my ear to the ground and I listen to the spirit of the earth  
I pay attention to everything it says. Do you know what that's worth?  
Gotta' take care, gotta' take care  
Take care of the earth

# Best Friends

Paul Reisler, w/ Celeste Krenz & Ms. Young's 3rd Grade, Fannin Elementary

I've got 12 pet pigeons and a Chihuahua named Mohican  
A few cute fish and a parrot named Maria  
They keep me from getting lonely  
since I moved from California  
But my best friend will always be you

Best friends, they're always by your side  
Best friends, they stand the test of time  
they cheer you on, Best friends

So here I am in Dallas, with enough pets to fill a palace  
and all I can do is think of you  
Now I like macaroni  
and pizza with anchovies  
still my best friend will always be you

Best friends, they're always by your side  
Best friends, they stand the test of time  
they cheer you on, Best friends

I've got four big diaries, one page for every secret  
and the worst kept secret is that I miss you  
Now it's time to find some new friends,  
go to the park and play with them  
But my best friend will always be you

Best friends, they're always by your side  
Best friends, they stand the test of time  
they cheer you on, Best friends



## Kid Pan Alley

**Our Mission is to inspire and empower children to work together to become creators of their own music and to rekindle creativity as a core value in education. For more information about Kid Pan Alley, visit our website at [www.kidpanalley.org](http://www.kidpanalley.org) or contact us at 540-322-**

**2022**