

# FEELING POSITIVE

## LYRICS

Put on your favorite pajamas  
 Bring a friend along  
 Start moving those dancing feet  
 Sing a brand new song

Welcome to tomorrow  
 Welcome to the way I live  
 Twice the laughter, half the sorrow  
 Feeling positive

Candy sprinkles on ice cream  
 The way that the rainbow shines  
 Glitter and glue on construction paper  
 Finger paint in my mind

That's the way I see it  
 That's what I've got to give  
 Know it, show it, see it, be it  
 Feeling positive

Feeling hopeful — looking forward to  
 something new  
 Feeling kind — let me do something  
 special for you  
 Feeling curious — have to know how it all  
 came to be  
 Feeling thankful — for every little thing  
 that happens to me

That's the way I see it  
 That's what I've got to give  
 Know it, show it, see it, be it  
 Find it, face it, feel it, free it  
 Every little thing inside of me, it's  
 Feeling positive

## ABOUT THE SONG

This lyrical song celebrates many of the character strengths classified by Peterson and Seligman (2004). Some that have their emergence in early childhood include curiosity, love of learning, persistence, kindness, gratitude and hope. The key message in this song is that through these positive traits we can control how good our day is. The song challenges us to see, show and be what Barbara Fredrickson calls "Positivity".

The best way we as teachers and parents can promote these character traits in young children is to model them.

**Peterson (2006) gives some suggestions to foster these traits in ourselves:**

### **Curiosity**

- Attend a lecture on a topic you know nothing about
- Go to a restaurant with cuisine that is unfamiliar to you
- Discover a new place in your town and learn about history

### **Gratitude**

- Keep track of how many times you say "thank you" in a day; and increase the number every day for a week
- At the end of the day write down three things that went well
- Write and send a letter of gratitude

### **Hope**

- Think of a past disappointment and the opportunities it made possible
- Write down your goals for the next week and next month and then make concrete plans for accomplishing them
- Dispute your pessimistic thoughts

Fredrickson, B.L. (2009) *Positivity: Groundbreaking research reveals how to embrace the hidden strength of positive emotions, overcoming negativity, and thrive*. New York: Crown.

Peterson, C. & Seligman, M.E.P. (2004) *Character strengths and virtues: A Handbook and classification*. New York: Oxford University Press

Peterson, C. (2006) *A primer in positive psychology*. New York: Oxford University Press.

## HOW AND WHEN TO USE THE SONG

- Use this song to help set the tone for the day. Use this song to transition children's attention — use the rhythmic snapping and quiet voice/tone to gather the children's attention.



## SETTING UP THE SONG

Begin conversations with the children about what feeling positive is about. It is about “being” — Be hopeful, be kind, be curious, and be thankful. Being is living. Hopeful living, kind living, curious living, thankful living.

Invite children to listen to the song — Music and words — Does the music sound happy? Does this music make your face smile or frown? What happy words do you hear?

## USING LITERATURE

- **Be Happy!** by Monica Sheehan

## TEACHER / PARENT REFLECTIONS

Reflect upon your own positive feelings... are you:

- Feeling hopeful right now? What are you looking forward to? Anything new?
- Feeling kind? How do you demonstrate kindness? When was the last time you allowed someone to do something special for you?
- Feeling curious? What gets your attention and holds your attention? What do you wonder about? Dream about? Count your blessings. What is right with your world this day, this moment?

Plan for the children on a regular basis... Include children in the planning process whenever possible.

## PARTNERING WITH FAMILIES

Create a Feeling Positive Jar — fill it with stories/ examples of children and families demonstrating hope, curiosity, kindness and gratitude.

Parents ask your child, “What does a good day look like?”

## ASSOCIATED ACTIVITIES

- The lyrics, “Welcome to tomorrow” lets children know what they can look forward to on this day, the next day or week on a regular routine. What can children look forward to? Help children plan and dictate their responses. Display in a prominent place where children can see it. Use pictures to help make print connections.
- Assist children with making their own connections between the music and happy words to a positive feeling.
- Does this song help you to think happy thoughts or feel positive?
- Can you think of something else that makes you smile or feel good? Can you think of another happy word?
- Story — Share, write, record and talk about the positive happenings. These stories should give children concrete examples of hope, kindness, curiosity, and thankfulness. Watch for these examples from the children and read or tell about it.
- Have children experience how body movements and facial expressions are related to feelings of joy and feelings of sadness.

## DANCE AND MOVEMENT TIPS

- Use this song as an opportunity to teach children how to isolate different body movements. Begin with head movements, followed by shrugging shoulders, wiggling fingers, rocking hips, shaking knees, and kicking feet. This is a great way to warm up the body and brain for a day at home or in the classroom.

# FEELING POSITIVE

*by David Kisor*

A(sus<sub>4</sub>) D A(sus<sub>4</sub>) D

Put on your fav-'rite pa - ja - mas. Bring a friend a - long —

5 G<sup>7</sup> D Em<sup>7</sup> A(sus<sub>4</sub>) A

Start mov-ing those danc-ing feet. Sing a brand new song... Wel-come to to-mor

10 D A<sup>7</sup>(sus<sub>4</sub>) D G<sup>7</sup> Bm<sup>7</sup> E<sup>7</sup>

row. Wel-come to the way I live... Twice the laugh-ter half the sor - row, feel

15 G A<sup>9</sup> D A(sus<sub>4</sub>) D A(sus<sub>4</sub>)

- ing pos-i tive... Cand-y sprin-kles on ice - cream. The way that the rain-bow shines.

20 D G<sup>7</sup> D Em<sup>7</sup> A(sus<sub>4</sub>)

— Glit-ter and glue on con - struc-tion pa-per. Fing-er paint in my mind..

25 A<sup>7</sup>(sus<sub>4</sub>) D A<sup>7</sup>(sus<sub>4</sub>) D G<sup>7</sup>

That's the way I see — it. That's what I've got to give... Know it, show it, see

30 Bm<sup>7</sup> E<sup>7</sup> G A<sup>9</sup> D F#

— it, be — it, feel - ing pos-i- tive... Feel - ing — hope - ful...

35 B E A

Look-ing for-ward to some-thing new. Feel - ing kind. Let me do some-thing



40 F# B

spe-cial for you. Feel - ing\_ cur - ious. Have to know how it all came to be.

45 E A A7

Feel - ing\_ thank-ful. For ev-ry lit-tle thing that hap-pens to me. That's the way I

50 D A7 D 1. G7 Bm7 E7

see it. That's what I've got to give.\_ Know it, show it, see\_ it, be\_ it, feel

55 G A9 D 2. G7 Bm7 E7 G7

- ing pos-i- tive.\_ Know it, show it, see\_ it, be\_ it, Find it, face it, feel

60 Bm7 E7 G7 Bm7 E7

\_ it, free\_ it. Ev - 'ry lit - tle thing in - side of me, \_ it's

63 G A D

feel\_\_\_\_\_ ing pos - i - tive.