

Listen to Track 6 to hear how this next song is supposed to sound. It's the same as the previous song except for the lyrics.



HOW HAVE YOU BEEN SINCE WE SAW YOU LAST?

Robert Krout

Moderately

A
x02130

3 *Swing the vocal rhythm*

How have you been since we saw you last? _____
 How was your week since we saw you last? _____

E7
020100

5

We know that time can go by real - ly fast! _____
 We know that time can go by real - ly fast! _____

A
x02130

7

O - ver your shoul - der, in - to the past. _____
 O - ver your shoul - der, in - to the past. _____

E7
020100

A
x02130

9

How have you been since we saw you last? _____
 How was your week since we saw you last? _____

Activities for “What Kind of Day Are You Having Today?” and “How Have You Been Since We Saw You Last?”

These two songs are designed to share how you are and how you have been feeling. The first song refers to today, and the second, to a specific time period (the past week) or a general time period (since you saw someone last).

“What Kind of Day Are You Having Today?”

This song allows you to ask someone how they are doing and how their day has been going. It’s a way to check in with someone. Read the words. You’ll notice you are encouraging that person to share openly: “We’re here to listen, so you just say.” You’re also letting them know it’s all right if their day has not been so great: “Good, bad, or ugly, it’s okay.”

One suggestion is to sing the song to someone, and then have them share about their day after you finish. If singing by yourself, say “How have you been since I saw you last?” You can change it to “we” if singing with others. You can sing this to a friend, schoolmate, family member, doctor, nurse, or even a teacher! One variation would be to rewrite the words to refer to yourself, for example:

Here’s how my day’s been going today

If you will listen, I will say

It’s been _____ (fill in “good,” “bad,” “ugly,” or another word to describe your day)

That’s how my day’s been going today!

“How Have You Been Since We Saw You Last?”

You’ll notice that the words in verse 1 do not refer to a specific amount of time: “How have you been since we saw you last?” The words in verse 2, however, ask “How was your week,” so this verse can be used if you see someone once a week (perhaps other patients at a medical clinic, or for a weekly activity like a therapy appointment).

This song can be a good way to catch up with someone you haven’t seen in a week (or other period of time). As with the first song, you can sing the words as written if singing with others (“we”), or change them to “How have you been/how was your week since I saw you last?” if singing by yourself.

As with the previous song, you can rewrite the words to refer to yourself—if you are seeing someone again (like a doctor or therapist) after a week or other period of time. A suggestion might be:

Here’s how I’ve been since I saw you last

I know that time goes by really fast

Over your shoulder and into the past

Here’s how I’ve been since I saw you last

You might find that others are really interested in how you’ve been doing since they saw you last!

Page 10

This is the first therapy activity. As such, it is really important for the student to feel at ease and not be intimidated or wary. Don't say, "This is a therapy activity . . ." Instead, offer something like, "Hey, here's a way we can do something special with this song."

Pointers:

- While some students may have a lot of ideas for what to rap about themselves, others may not know where to start and will be at a loss for words. This is why the first fill-in-the-blanks are so structured (student name and age). If the student doesn't know what to rap about on page 9, help them by finding out more about them, and then put those words into the song.
- Rhyming words at the end of each line can help hold the rap together.
- If you know you will see the student again for another lesson, ask them to write down more things about themselves to rap about the next time you meet.

Introduction to Therapy Activities

Each of the songs in this book is designed to be used in one or more ways that may be therapeutic for you. As such, there are therapy activity ideas after each song. These are just suggestions, and you may use the songs in different and unique ways that you create yourself.

Activities for "The Rap About Me"

Following are some creative ways to use "The Rap About Me."

1. Play and sing, speak, or rap the song as written, creating your own rap part in measures 15 and 16. You may improvise your rap as you go, and rap for as long as you like before continuing the words as written in measure 17.
2. Play and sing, speak, or rap the song as written and create your own rap part for measures 15 and 16, but instead of improvising it, write it out ahead of time. This can give you the opportunity to really think about what you want to say.
3. Try activity 1 or 2 above, but focus on a particular aspect of yourself, such as what food you like, what you like to do in your spare time, what you like (or don't like) about school, the food in the hospital, etc. This can help you focus on a topic and narrow things down a bit.
4. Write a rap for someone else, such as a parent, brother/sister, friend, doctor/nurse, teacher, etc. To do this, you can change some of the words around. For instance, you can rap, "Your name is _____, you're _____ years old, and you have a very special tale to be told, etc." This can help you learn more about the other person and can be a lot of fun with a group—visitors in your hospital room, classmates at school, family members, etc.
5. Play guitar for the rap while another person (or other people) play rhythms. They can clap their hands, slap their knees, drum on a table, or stomp their feet. You can create a kind of human beat box this way.
6. Write a group rap with one or more friends, peers, or adults. To do this, you can, again, change some of the words around. For example, you can sing, say, or rap, "Our names are _____, we're _____ years old, and we have a very special tale to be told, etc." Don't worry if the added words make the song go longer.
7. Ask someone else to rap about you. You can play guitar, and teach them how to sing, speak, or rap the words as in activity 4. The difference will be they have to rap about you in measures 15 and 16. They may have to find out more about you to do this, which can be fun. You may have to tell them not to be nervous and not to worry about goofing up!

There are many other creative ways you can use this song and make it your own. Use your imagination.

NEW CHORD: A Major

Our next chord is A Major. The chord symbol for A Major is just "A." The A chord uses the first three fingers of the left hand. Check out the diagram and photo below—you will see that the 1st finger presses the 3rd string at the 2nd fret, the 2nd finger presses the 4th string at the 2nd fret, and the 3rd finger presses the 5th string at the 2nd fret. All three fingers are on the same fret, which is a squeeze. The 0's above the 5th and 1st strings indicate they are to be played open. However, you will see an "x" above the 6th string. This tells you not to strum that string—only strum the top five strings. As with the E7 chord, the thumb rests on the back of the neck and lightly squeezes while you press down on the strings to get a better sound. You should be able to hear the pitch of each string clearly. If you can't hear one of the strings, you may not be pressing hard enough, or a finger of your left hand may be touching more than one string.

Changing Between A Major and E7

Our next song features two chords, so it's important to practice changing chords. Try this:

1. Finger and strum an A chord
2. Slide the 1st finger down to the 1st fret (you don't have to change strings)
3. Lift the 2nd finger up and move it over one string toward the ceiling on the same (2nd) fret
4. Lift up the 3rd finger, and you are now fingering an E7 chord!

Changing Chords Using the Quarter-Note Downstrum

For the next exercise, we will be using the quarter-note downstrum, with four strums per measure. Practice changing chords with the strum, playing four beats on an A chord, switching to E7 and strumming four beats, etc. You can listen to Track 4 to hear how this is supposed to sound. Notice the repeat sign at the end of the example. This tells you to go back to the beginning and play the two measures again; you can do this as many times as you need to get the hang of the changes. Don't worry about how fast you change chords—you'll get quicker with practice!

Let's use our chords and strum for the next two songs (pages 12 and 13).

Page 11

The main focus of the skills on this page is a new chord and changing chords. The new chord, A Major, requires three fingers, which may be a challenge for beginning students.

Pointers:

- With the A Major chord, suggest to students that they begin to always place the 1st finger into position first. Having that finger down helps provide an anchor and reference point for the other fingers.
- Although, in the A Major chord, it looks like the fingers are lined up parallel to each other, the chord shape (as can be seen in the photo on page 11), really looks more like a small triangle. Keeping that image in mind can help in forming the chord.
- Be sure students are using the tips of their left-hand fingers to get a good sound.
- In learning to change chords, the four-step process in the middle of page 11 is a good step-by-step procedure to follow. If students just lift their fingers off the strings and try to place them all down again at the same time, the chord change can be quite awkward.

The following two songs are the same except for the words. Be careful—the first four lines of each song have eight strums on each chord. However, in the fifth line, you strum E7 for six beats, and then the A chord for two beats before you begin again. Listen to Track 5 to hear this song. (Note: This is the first piece to have a key signature at the beginning, which tells you the key of the music. If you read music, you will know we are in the key of A—and that all F, C, and G notes are to be sharped throughout the piece. If you do not read music, don't worry about it—just listen to the CD to hear how the melody is supposed to sound.)

WHAT KIND OF DAY ARE YOU HAVING TODAY?

Listen to Track 6 to hear how this next song is supposed to sound. It's the same as the previous song except for the lyrics.

HOW HAVE YOU BEEN SINCE WE SAW YOU LAST?

Pages 12–13

This is a fun song, but it will be challenging due to the chord change.

Pointers:

- It may help to have students count beats as they strum. You can start by singing alone. When they get the hang of the chord changes, they can sing as well.
- Once the singing starts in measure 3, the chords change every eight beats, except for the last measure, which contains two beats of E7 and two beats of A Major. This can be a tricky change, so be sure the students are ready for it.
- You will see that the chords, strums, and chord changes are the same for both of these one-page songs; only the lyrics are different. As such, you can tell your student they are learning two songs at the same time—this can help boost confidence and the sense of accomplishment.