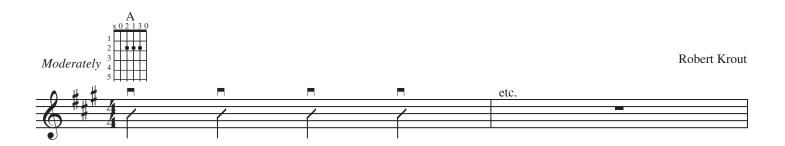
Listen to Track 6 to hear how this next song is supposed to sound. It's the same as the previous song except for the lyrics.



## HOW HAVE YOU BEEN SINCE WE SAW YOU LAST?





# 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:

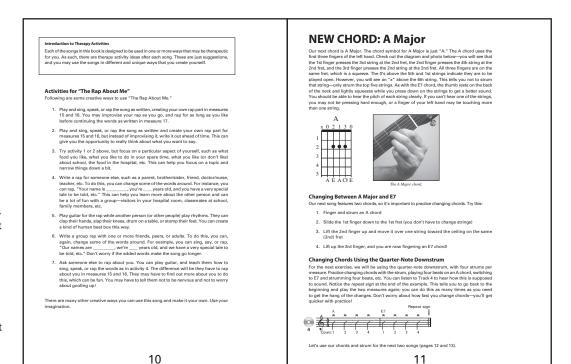
- While some students may have a
  lot of ideas for what to rap about
  themselves, others may not know
  where to start and will be at a loss
  for words. This is why the first fill-inthe-blanks are so structured (student
  name and age). If the student
  doesn't know what to rap about on
  page 9, 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.

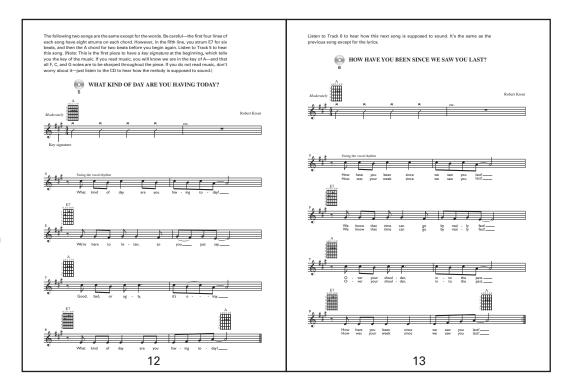
## Page 11

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.





## 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.