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# Songbook and Activities: Popular Black music Popular Songs from the 70's to present day

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**Songbook and Activities: Popular Black music**  
**Popular Songs from the 70's to present day**

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**Graduate Project**  
**Fall 18**

## Table of Contents

Page 2.....	<b>Before I Let Go x Frankie Beverly and Maze</b> , <i>Limited movement</i>
Page 3.....	<b>Lift Ev'ry Voice and Sing</b> , <i>Substance abuse, self-esteem, depression, anxiety</i>
Page 4 .....	<b>Ain't Too Proud to Beg x The Temptations</b> , <i>Fine motor, TBI, goal-setting</i>
Page 5.....	<b>Let's Stay Together x Al Green</b> , <i>Depression, Anxiety</i>
Page 6.....	<b>This is How We Do It x Montell Jordan</b> , <i>Depression, Limited mobility</i>
Page 8.....	<b>1999 x Prince</b> , <i>Depression, memory loss/retention</i>
Page 9...	<b>Tell Me Something Good x Rufus&amp;Chaka Khan</b> , <i>Depression, Anxiety,</i> <i>Self-esteem</i>
Page 10.....	<b>Sittin on the Dock of the Bay x Otis Redding</b> , <i>Depression, anxiety</i>
Page 11.....	<b>Try a Little Tenderness x Otis Redding</b> , <i>Depression, anxiety, self-esteem</i>
Page 12.....	<b>I Feel Good x James Brown</b> , <i>Depression, anxiety, self-esteem</i>
Page 13.....	<b>ABC x Jackson 5</b> , <i>Memory loss, Attention span, TBI</i>
Page 14.....	<b>I'll Be There x Jackson 5</b> , <i>Support systems</i>
Page 16.....	<b>Hero x Mariah Carey</b> , <i>Support systems, Substance abuse</i>
Page 18.....	<b>If This World were Mine x Luther Vandross</b> , <i>Self-expression</i>
Page 19.....	<b>Don't You Worry bout'a Thing x Stevie Wonder</b> , <i>Depression, Anxiety, Stress,</i> <i>triggers</i>
Page 21....	<b>New Attitude x Patti LaBelle</b> , <i>Anger, Depression, Anxiety, Stress, triggers, Behavior</i> <i>control</i>
Page 22.....	<b>Somebody Loves You Baby x Patti LaBelle</b> , <i>Depression, Anxiety, Support</i> <i>systems</i>
Page 24.....	<b>Don't Stop til You Get Enough x Michael Jackson</b> , <i>Depression, Anxiety,</i> <i>Support systems, Coping skills, Triggers, Communication, Attention to task</i>
Page 26.....	<b>Remember the Time x Michael Jackson</b> , <i>Memory loss/retention,</i> <i>Reminiscence</i>
Page 28.....	<b>Where Do Broken Hearts Go? X Whitney Houston</b> , <i>Depression, coping</i> <i>skills, support systems</i>
Page 30.....	<b>Waterfalls x TLC</b> , <i>Depression, coping skills, support</i> <i>systems, anxiety</i>
Page 32.....	<b>Unforgettable x Nat King Cole</b> , <i>Depression, coping skills, support</i> <i>systems, reminiscence, self-esteem</i>
Page 33.....	<b>Unthinkable x Alicia Keys</b> , <i>Depression, coping skills, support</i> <i>systems, reminiscence, self-esteem</i>
Page 35.....	<b>Survivor x Destiny's Child</b> , <i>Depression, coping</i> <i>skills, self-esteem, self-expression, substance abuse</i>
Page 37.....	<b>Whip, Nae Nae x Silento</b> , <i>Coping skills,</i> <i>self-esteem, self-expression</i>

**Song: Before I Let Go x Frankie Beverly & Maze**

**Decade: 1980s**

**Population recommendation: Adult, Geriatric**

**Possible issues addressed: Limited movement**

**Possible skills used: gross motor, fine motor, cognitive**

**Music source: Recorded (recommended)**

**Activities ideas:**

**(1) Lyric analysis**

- **Discuss the meaning of the lyrics**
- **Discuss support systems**
- **Discuss moving coping skills for moving on from the past/past mistakes**

**(2) Movement**

- **The 'Electric Slide' is a popular dance performed to this song. Use this as an opportunity to teach this \*line dance (modify for various physical abilities) and provide a movement activity for clients.**

**\*Line Dance: The Electric Slide is a popular dance that goes along with a popular song titled "Electric Boogie" by Marcia Griffiths. This song can also be used for a movement activities.**

**Song: Lift Every Voice and Sing (The Black National anthem) X James Weldon Johnson**

**Decade: 1900**

**Population recommendation: Adolescent, adult, geriatric**

**Possible issues addressed: Substance abuse, self-esteem, depression, anxiety**

**Possible skills used: positive coping skills**

**Music source: Recorded or live (score needed)**

**Activity ideas:**

**(1) Discussion: What is an anthem?, Do you have a personal anthem?, What is the purpose of an anthem?, etc.**

**(2) Songwriting: Use song titles, selected words, or free writing to help clients write their own personal anthem**

**Lift every voice and sing,  
Till earth and heaven ring,  
Ring with the harmonies of Liberty;  
Let our rejoicing rise  
High as the list'ning skies,  
Let it resound loud as the rolling sea.  
Sing a song full of the faith that the dark past has taught us,  
Sing a song full of the hope that the present has brought us;  
Facing the rising sun of our new day begun,  
Let us march on till victory is won.**

**Song:**Ain't Too Proud to Beg

**Decade:** 1960s

**Population recommendation:** Adult, Geriatric

**Possible issues addressed:** Fine motor, TBI (traumatic brain injury), goal-setting

**Possible skills used:** fine motor, cognitive

**Music source:** Live music

**Activities ideas:**

**(1) Ukulele**

- Use ukulele to teach clients D and G. These two chords can be played throughout the entire song.

**(2) Resonator bells**

- Use D, G, A bells and assign a note(s) to each client.

**(3) Goal-setting**

- Talk to clients about goal-setting. Talk about each step it took to learn the song then translate that into goal setting (taking steps) for their own personal goals

                  D                  G  
I know you want to leave me;  
                  D                  G  
I re-fuse to let you go.  
                  D                  G  
If I have to beg, plead for you sympathy;  
                  D                  G  
I don't mind, 'cos it means that much to me.

[Chorus 1]  
                  D  G  D  
Ain't too proud to beg, sweet darlin',  
                  G          D          G          D  
Please don't leave me; don't you go.  
                  D                  G  D  G  
Ain't too proud to plead, baby, baby,  
                  D          G          D  G

Please don't leave me; don't you go.

**Song:** Let's Stay Together x Al Green

**Decade:** 1960s

**Population recommendation:** Adult, Geriatric

**Possible issues addressed:** Depression, Anxiety

**Possible skills used:** Cognitive, positive coping skills

**Music source:** Live music (guitar)

**Activities ideas:**

**(1) Lyric Analysis**

- Discuss meaning of the lyrics

**(2) Finish the lyrics**

- For patients who may be familiar with the song and have some sort of issue with memory loss/retention

**(3) Discuss support systems**

- Ask clients about support systems (i.e. Why are they important?, Do you have a support system?, etc.)

F        Am  
I, I'm so in love with you  
          Bb  
Whatever you want to do  
          Bbm  
Is all right with me  
      Am Gm    F    Em    D  
'Cause you    make me feel so brand new  
      Am Gm    F    Am    D  
And I    want to spend my life with you

[Verse 2]

F        Am  
Since, since we've been together  
          Bb  
Loving you forever

          Bbm  
Is what I need  
          Am Gm    F    Em    Dm  
Let me be the one you come running to  
          Am Gm    F    Am    Dm  
I'll never be untrue

[Bridge]

Gm            Am  
Let's, let's stay together  
          Gm  
Lovin' you whether, whether  
          Bb    Am Dm    C  
Times are good or bad, happy or sad

**Song:** This is How We Do It x Montell Jordan

**Decade:** 1990s

**Population recommendation:** Children, Adult, Geriatrics

**Possible issues addressed:** Depression, limited mobility

**Possible skills used:** Fine motor, gross motor, cognitive, social skills

**Music source:** Live music (guitar) or recording

**Activities ideas:**

**(1) Movement**

- Allow clients to move freely and to take turns coming up with their own moves to the song
- Add in direction (move left, move right, to the front, to the back, etc) to utilize client cognitive skills

C	Hit the shore 'cause I'm faded
This is how we do it	D
D	Honeys in the street say,
Em	"Monty, yo we made it!"
It's Friday night, and I feel alright	C
D	D
The party is here on the West side	It feels so good in my hood tonight
C	Em
So I reach for my 40 and I turn it up	The summertime skirts and the guys in Kani
D	D
Designated driver take the keys to my truck	All the gang bangers forgot about the drive-by
Em	C
	D



**You gotta get your groove on,  
before you go get paid**

**Em**

**So tip up your cup and throw  
your hands up**

**D**

**And let me hear the party say**

**CHORUS**

**C**

**I'm kinda buzzed and it's all  
because**

**Em**

**(This is how we do it)**

**C**

**South Central does it like  
nobody does**

**Em**

**(This is how we do it)**

**C**

**To all my neighbors you got  
much flavor**

**Em**

**(This is how we do it)**

**C**

**Let's flip the track, bring the  
old school back**

**Em**

**(This is how we do it)**

**Song:** 1999 x Prince

**Decade:** 1990s

**Population recommendation:** Adult, Geriatrics

**Possible issues addressed:** Depression, memory loss/retention

**Possible skills used:** Fine motor, gross motor, cognitive, social skills

**Music source:** Live music (guitar) or recording

**Activities ideas:**

(1) Reminiscence

- Discuss what clients were doing during a certain year, what year they were born, and what memories they have ties to a certain year or time period.

(2) Resonator Bells

- Teach clients to play the song using bells.
- Can discuss goal-setting and steps to goals

A E  
[VERSE 1]  
E  
I was dreamin' when I wrote this  
E D E D E  
Forgive me if it goes astray  
E  
But when I woke up this mornin'  
E D E D E  
Coulda sworn it was judgment day  
E  
The sky was all purple,

E D E D E  
There were people runnin' everywhere  
E  
Tryin' 2 run from the destruction,  
E D E D E  
U know I didn't even care  
[CHORUS 1]  
A C#m  
say say two thousand zero zero party over,  
Oops out of time  
A C#m  
So tonight I'm gonna party like it's 1999

**Song:** Tell Me Something Good x Rufus & Chaka Khan

**Decade:** 1970s

**Population recommendation:** Adult, Geriatric

**Possible issues addressed:** Depression, Anxiety, Self-esteem

**Possible skills used:** Cognitive, positive coping skills

**Music source:** Live music (guitar) or recorded

**Activities ideas:**

**(1) Sharing**

- Play song then allow clients to share positive attributes about themselves and each other (if the group has been acquainted)
- Allow clients to share good news about their day or life
- Discuss looking forward to and appreciating the good things (depression)

[VERSE 1:]

A G F#m Em D C Bm A G  
You ain't got no kind of feel-ing inside  
A G F#m Em D C Bm A G  
I got something that'll sure 'nuff set your stuff on fire  
A G F#m Em D C Bm Am G  
You re -fuse to put anything before your pride  
B C# D Eb E F F# G N.C.(A)  
What I got will knock all your pride aside

|N.C (A) / / / | / / / / | / / / / | / / / / |

[CHORUS:]

A E F#m D E  
Tell me something good  
A E F#m D E  
Tell me that you love me  
A E F#m D E  
Tell me something good  
A E F#m D E  
Tell me that you like it, yeah

**Song:**Sittin on the Dock of the Bay x Otis Redding

**Decade:** 1960s

**Population recommendation:** Adult, Geriatrics

**Possible issues addressed:** Depression, anxiety

**Possible skills used:** Coping skills

**Music source:** Live music (guitar)

**Activities ideas:**

(1)Lyric analysis

- Discuss what the client does to relax/relieve stress
- Discuss places where they go (or would like to go) to relax

[Verse 1]

G                    B7  
Sittin' in the mornin' sun  
                  C                    A  
I'll be sittin' when the evenin' comes  
G                    B7  
Watching the ships roll in  
                  C                    A  
And then I watch 'em roll away again, yeah

[Verse 2]

G                    B7  
I left my home in Georgia  
C                    A  
Headed for the 'Frisco Bay  
G                    B7  
'Cause I've had nothing to live for  
                  C                    A  
And look like nothin's gonna come my way

[Chorus]

G                    E  
I'm sittin' on the dock of the bay  
                  G                    E  
Watching the tide roll away  
                  G                    A  
Ooo, I'm just sittin' on the dock of the bay  
                  G E  
Wastin' time

[Chorus]

G                    E  
So I'm just gonna sit on the dock of the bay  
                  G                    E  
Watching the tide roll away  
                  G                    A  
Ooo, I'm sittin' on the dock of the bay  
                  G E  
Wastin' time

**Song:** Try a Little Tenderness x Otis Redding

**Decade:** 1960s

**Population recommendation:** Adult, Geriatrics

**Possible issues addressed:** Depression, anxiety, self-esteem

**Possible skills used:** Coping skills, positive self-talk

**Music source:** Recording

**Activities ideas:**

(1) Lyric analysis

(2) Self-Esteem

- Discuss ideas of perfection. Questions: Do you feel the need to be perfect? Why is that healthy/unhealthy? What do you do in moments when you feel inadequate? Etc.
- Discuss showing ‘tenderness’ and love to ourselves and others when they make mistakes.

[Verse 1]

G Em  
Oh she may be weary  
C D  
Those young girls they do get weary  
G F E7 e-0-----|  
Wearing that same old shaggy dress  
b---3-1-0-|  
Am D  
But when she gets weary  
G C G D  
You try a little tenderness

[Verse 2]

G Em  
I know she's waiting  
C D  
Just anticipating  
G F E7  
The thing that you'll never never possess  
Am D  
no no no but while she's there waiting  
G C G  
Try just a little bit of tenderness  
That's all you got to do

**Song:** I Feel Good x James Brown

**Decade:** 1960s

**Population recommendation:** Adolescents, Adult, Geriatrics

**Possible issues addressed:** Depression, anxiety, self-esteem

**Possible skills used:** Coping skills, positive self-talk, movement

**Music source:** Recording or guitar

**Activities ideas:**

**(1) Movement**

- Instruct clients to come up with a dance move and emotion to express how they are feeling.
- Each patient will share how they feel and their movement and the group will copy.
- Place their emotion into the chorus of the song “I feel \_\_\_\_\_. I knew that I would”. Continue until each client has had a turn.

**(2) Sharing emotions**

- Discuss what makes clients happy, sad, anxious, etc.
- Discuss ways that they cope with these feelings.

                  A          D  
WOAHH! I feel good, I knew that I would now,  
                  G          D  
I feel good, I knew that I would now,  
                  A      G      D  
so good, so good, i got you  
                                  D  
WOAHH! I feel nice, like a sugar and spice,  
                  G          D  
I feel nice, like sugar and spice  
                  A      G      D  
so nice, so nice, cause i got you

                                  [Bridge]  
                                  G  
                  When i hold you in my arms  
                                  D  
I know my love can do no wrong now.  
                                  G  
                  When i hold you in my arms  
                                  A  
My love can't do me no harm  
                                  [Verse]  
                                  D  
And I feel nice, like a sugar and spice,  
                  G          D  
I feel nice, like sugar and spice

A G D  
so nice, so nice, i got you

**Song:** ABC x Jackson 5

**Decade:** 1970s

**Population recommendation:** Child, Adol, Adult, Geriatrics

**Possible issues addressed:** Memory loss, Attention span, TBI brain stimulation

**Possible skills used:** Cognitive skills

**Music source:** Recording or guitar

**Activities ideas:**

**(1) Memory loss and TBI brain stimulation**

- Instruct client to fill in certain words as you sing the song
- Use gestures and modify playing to cue the client on when they should fill in the word

**(2) Focus and/or attention span**

- Select certain instruments for clients to play during the song
- Instruct clients to play a certain instrument (can be individual or separated into groups) when they hear a certain word or phrase

G C  
You went to school to learn girl  
G C  
What you never never knew before  
G C  
Like I before E except after C  
G C  
Why two plus two makes four na na na  
G C  
I'm gonna teach you (teach you, teach you)  
G C  
All about love yeah (all about love)  
G C

Sit yourself down, take a seat

G C  
All you gotta do is repeat after me

[Chorus]

G Am G/B C  
A B C easy as

G Am G/B C  
1 2 3 oh simple as

G Am G/B C  
Do re mi A B C

G D/F# Em C D G  
1 2 3 baby you and me girl

**Song:** I'll Be There x Jackson 5

**Decade:** 1970s

**Population recommendation:** Child, Adolescents, Adult, Geriatrics

**Possible issues addressed:** Support systems

**Possible skills used:** Cognitive skills

**Music source:** Guitar or recorded music

**Activity Ideas:**

(1) Lyric analysis

- Discuss lyrics of the song
- Discuss support systems (what is a support system? Is it important to have support in life?)

(2) Support systems worksheet

- Create a worksheet that allows client to write down various people that support them
- Discuss the people that they wrote down and why they feel that they are supported by them

[Verse]

C G Am Em  
You and I must make a pact, we must bring salvation back  
F G C  
where there is love, I'll be there  
C G Am Em  
I'll reach out my hand to you, I'll have faith in all you do  
F G C  
just call my name and I'll be there

[Chorus]

Eb Bb  
And oh - I'll be there to comfort you,



F C  
build my world of dreams around you, I'm so glad I that I found you  
Eb Bb  
I'll be there with a love that's strong  
F C  
I'll be your strength, I'll keep holding on - yes I will, yes I will

[Verse]

C G  
Let me fill you heart with joy and laughter  
Am Em  
Togetherness, well that's all I'm after  
F G C  
Whenever you need me, I'll be there  
C G Am Em  
I'll be there to protect you, with an unselfish love I respect you  
F G C  
Just call my name and I'll be there

[Chorus]

Eb Bb  
And oh - I'll be there to comfort you,  
F C  
build my world of dreams around you, I'm so glad I that I found you  
Eb Bb  
I'll be there with a love that's strong  
F C  
I'll be your strength, I'll keep holding on - yes I will, yes I will

**Song** :Hero x Mariah Carey

**Decade**: 1990s

**Population recommendation**: Adolescents, Adult, Geriatrics

**Possible issues addressed**: Support systems, Substance abuse

**Possible skills used**: Cognitive skills

**Music source**: Guitar or recorded music

**Activity Ideas**:

(1) Lyric analysis

- Discuss what the words mean to each client

(2) Substance abuse

- Question: Who or what is your hero? What keeps you clean or inspires you to want to be/keep clean? Discuss

(3) Support systems

- Discuss support systems. Who or what are they to each client?

[Intro]

D Bm G A

[Verse]

D

There's a hero If you look inside your heart

G

A

You don't have to be afraid Of what you are

D

C

There's an answer If you look into your soul

Bb

A

And the sorrow that you know will melt away

[Chorus]

D

Bm

Then a hero comes along

G

With the strength to carry on

And you cast your fears aside  
A D  
And you know you can't survive  
D Bm  
So when you feel like hope is gone  
G  
Look inside you and be strong

And you'd finally see the truth  
A D Bm G A  
That the hero lies in you

[Verse]

D  
It's a long road When you face the world alone  
G A  
No one reaches out a hand For you to hold  
D C  
You can find love If you search within yourself  
Bb A  
And the emptiness you felt Will disappear

[Bridge]

Bb F C  
Lord knows, dreams are hard to follow  
Bb F C  
But don't let anyone tear them away  
Bb F C  
Hold on there will be tomorrow  
Bb F A  
In time will find our way

**Song: If This World were Mine x Luther Vandross**

**Decade: 1980s**

**Population recommendation: Adult**

**Possible issues addressed: Self-expression**

**Possible skills used: Cognitive skills**

**Music source: Recorded music**

**Activity Ideas:**

**(1) “In a Perfect World” activity/discussion**

- What would a perfect world look like to you? Would there be people? How would it run? Etc.

**(2) My Own World**

- Discuss with each client what makes their world perfect. Who or what contributes to your ‘perfect world’?

If this world were mine, I'd place at your feet  
All that I own, you've been so good to me  
If this world were mine  
I'd give you the flowers  
The birds and the bees  
And the old love inside me, that would be all  
I need  
If this world were mine  
I'd give you anything

If this world were mine, I'd make you a king  
With wealth untold, you could have anything  
If this world were mine  
I'd give you each day so sunny and blue  
And if you wanted the moonlight, I'd give you  
that too

If this world were mine  
I'd give you anything  
  
Oh baby, you're my inspiration  
And there's no hesitation  
When you want me, honey, just call me  
  
Oh babe, you're my consolation  
I feel so much sensation  
When I'm in your arms, when you squeeze  
me  
  
The way that you do  
The way that you (love me boy)  
The way that you do (oooh the way that you  
love me)

**Song :Don't You Worry bout a Thing x Stevie Wonder**

**Decade: 1970s**

**Population recommendation: Adolescent, Adult, Geriatric**

**Possible issues addressed: Depression, Anxiety, Stress, triggers**

**Possible skills used: Cognitive skills**

**Music source: Live or Recorded music**

**Activity Ideas:**

**(1) Lyric analysis**

- Discuss lyrics and what they mean to each client
- Discuss triggers or worries of stress, depression, and anxiety

**(2) Steps activity/goal setting**

- Discuss what these different emotions look like to each patient
- Work through, on paper or whiteboard, different steps to take to relieve stress, depression, and anxiety

**\*TUNE DOWN A HALF STEP\***  
**(Eb Ab Db Gb Bb Eb)**

**[Intro]**

**Em B , Em B**

**[Verse 1]**

**Em B Em A**

**Every-body's got a thing;**

**Dm G C B**

**But some don't know how to handle it.**

**Em B Em A**

**Always reachin' out in vain,**

**Dm G C B**

**Ac-cepting the things not worth ha... ving.**

**[Chorus 1]**

**(n.C) G**

**Don't you worry 'bout a thing,**

**Bm C**

Don't you worry 'bout a thing, mama.  
A C G B  
'Cos I'll be standing on the side, when you check it out.

[Verse 2]  
Em B Em A  
They say your style of life's a drag,  
Dm G C B  
And that you must go other pla -ces.  
Em B Em A  
But just don't you feel too bad,  
Dm G C B  
When you get fooled by smiling fa-ces. But...

[Chorus 2]  
(n.C) G  
Don't you worry 'bout a thing,  
Bm C  
Don't you worry 'bout a thing, mama.  
A C  
'Cos I'll be standing on the side, when you check it;

G F# F E D# D G  
Ou.....t. When you get...  
G F# F E D# D G  
O.....ff your trip.  
(n.C)  
Don't you worry 'bout a...

Em B Em A F  
Th.....ing. Don't you worry 'bout a...  
Em B Em A F  
Th.....ing.

**Song :New Attitude x Patti LaBelle**

**Decade: 1980s**

**Population recommendation: Adolescent, Adult, Geriatric**

**Possible issues addressed: Anger, Depression, Anxiety, Stress, triggers, Behavior control**

**Possible skills used: Cognitive skills, goal setting**

**Music source: Recorded music**

**Activity Ideas:**

**(1) Goal setting**

**Discuss goal that each client has. Discuss how having a new attitude or perspective can help reach those goals.**

**Create a plan (steps) that will help reach each goal. (Steps activity)**

Runnin' hot, runnin' cold  
I was runnin' into overload  
It was extreme, ex-ex-ex-ex-ex-extreme  
I took it so high, so low  
So low, there was nowhere to go  
Like a bad dream  
Somehow the wires uncrossed, the tables  
were turned  
Never knew I had such a lesson to learn  
I'm feelin' good from my head to my shoes  
Know where I'm goin' and I know what to do  
I tidied up my point of view  
I got a new attitude  
I'm in control, my worries are few  
'Cause I've got love like I never knew  
Ooh, ooh, ooh, ooh, ooh  
I got a new attitude  
I'm wearing a new dress (New), new hair  
(New)  
Brand new ideas, as a matter of fact I've  
changed for good  
It must have been the cool night, new moon,  
new slight change

More than to figure, but I feel like I should,  
yes  
Somehow the wires uncrossed, the tables  
were turned  
Never knew I had such a lesson to learn  
I'm feelin' good from my head to my shoes  
Know where I'm goin' and I know what to do  
I tidied up my point of view  
I got a new attitude  
I'm in control, my worries are few  
'Cause I've got love like I never knew  
Ooh, ooh, ooh, ooh, ooh  
I got a new attitude  
Ooh, ooh, ooh, ooh, ooh... ooh...  
Somehow the wires uncrossed, the tables  
were turned  
Never knew I had such a lesson to learn  
I'm feelin' good from my head to my shoes  
Know where I'm goin' and I know what to do  
I tidied up my point of view  
I got a new attitude  
I'm in control, my worries are few  
'Cause I've got love like I never knew

Ooh, ooh, ooh, ooh, ooh

I got a new attitude

**Song** :Somebody Loves You Baby x Patti LaBelle

**Decade**: 1980s

**Population recommendation**: Adult, Geriatric

**Possible issues addressed**: Depression, Anxiety, Support systems

**Possible skills used**: Cognitive skills

**Music source**: Recorded music

**Activity Ideas**:

(1) Support systems

- Discuss support systems and why they are important

(2) 'No Man is an Island' worksheet (attached)

- Instruct clients to fill out worksheet
- Discuss answers. 'Who did you write down as your support?' 'How do they support you?'

Somebody loves you baby

Ooh ooh ooh

Somebody loves you baby

Ooh ooh ooh

Somebody loves you baby

Ooh ooh ooh

Somebody loves you baby

You know who it is

It happened so suddenly

I woke up one morning with you on my mind

No matter what I did

Couldn't stop thinking about you

Wanted instant replay of yesterday

Somebody loves you baby

Ooh ooh ooh

Somebody loves you baby

Ooh ooh ooh

Somebody loves you baby

Ooh ooh ooh

Somebody loves you baby

You know who it is

I'm under your spell

I don't want to break free

You can make a slave out of me



**I worship you and nobody else**

**I pledge my love to you forever**

**Somebody loves you baby**

**Ooh ooh ooh**

**Somebody loves you baby**

**Ooh ooh ooh**

**Somebody loves you baby**

**Ooh ooh ooh**

**Somebody loves you baby**

**You know who it is\**

**Song :Don't Stop til You Get Enough x Michael Jackson**

**Decade: 1970s**

**Population recommendation: Adolescent, Adult, Geriatric**

**Possible issues addressed: Depression, Anxiety, Support systems, Coping skills, Triggers, Communication, Attention to task**

**Possible skills used: Cognitive skills, fine motor skills**

**Music source: Guitar or Recorded music**

**Activity Ideas:**

**(1) Ball Toss**

- Instruct clients to pass around a ball in a circle
- Play the song
- When the song stops, the person holding the ball has to answer a question
- Cater questions to individual client goals and/or use this as a general sharing/communication activity

[Verse 1]

A B  
Lovely, is the feelin' now.  
A B  
Fever; temperatures risin' now.  
A B  
Power, (ah, power), is the force, the vow.  
A B  
That makes it happen; it asks no questions,  
why.  
A B  
(Ooh), so get closer, to my body, now.  
A B  
Just love me, 'till you don't know how, (ooh).

[Chorus 1]

A  
Keep on, with the force, don't stop, don't  
stop 'till you get enough.

B

Keep on, with the force, don't stop, don't  
stop 'till you get enough.

A

Keep on, with the force, don't stop, don't  
stop 'till you get enough.

B

Keep on, with the force, don't stop, don't  
stop 'till you get enough.

[Verse 2]

A B  
Touch me, and I feel on fire.  
A B  
Ain't nothin', like a love desire.  
A B  
(Ooh), I'm melting, (I'm melting), like hot  
candle wax.  
A B  
Sen-sation, (ah, sensation), lovely where

we're at.

A B

(Ooh), so let love take us, through the hours.

A B

I won't be com-planin', 'cos this is love, love  
power, (ooh).

[Chorus 2]

A

Keep on, with the force, don't stop, don't

stop 'till you get enough.

B

Keep on, with the force, don't stop, don't  
stop 'till you get enough.

A

Keep on, with the force, don't stop, don't  
stop 'till you get enough.

B

Keep on, with the force, don't stop, don't  
stop 'till you get enough.

**Song :Remember the Time x Michael Jackson**

**Decade: 1980s**

**Population recommendation: Adult, Geriatric**

**Possible issues addressed: Memory loss/retention, Reminiscence**

**Possible skills used: Cognitive skills**

**Music source: Guitar or Recorded music**

**Activity Ideas:**

**(1) Music Charades**

- Create cards that have different songs (from whichever decade/time that would be most beneficial for your clients)
- Allow clients to pick a card and act out the song while the other clients guess the song

**(2) Questions**

- Ask clients questions about certain memories (birthdays, events, etc.)

**“Do you remember the time when...?”**

[Verse 1]

**B7**  
Do you remember when we fell in love  
**Em**  
We were young and innocent then  
**B7**  
Do you remember how it all began  
**Em**  
It just seemed like heaven so why did it end

[Pre-Chorus 1]

**B7**  
Do you remember back in the fall  
**Em**  
We'd be together all day long  
**B7**  
Do you remember us holding hands  
**Em**

In each other's eyes we'd stare, tell me

[Chorus]

**B7**  
Do you remember the time when we fell in  
love  
**Em**  
Do you remember the time when we first met  
girl  
**B7**  
Do you remember the time when we fell in  
love  
**Em**  
Do you remember the time

[Verse 2]

**B7**

Do you remember how we used to talk  
Em  
You know we'd stay on the phone at night till  
dawn  
B7  
Do you remember all the things we said  
Em  
Like I, I love you so I'll never let you go

[Pre-Chorus 2]

B7  
Do you remember back in the spring  
Em  
Every morning bird would sing  
B7  
Do you remember those special times  
Em  
That just go on and on in the back of my  
mind

[Chorus]

B7  
Do you remember the time when we fell in  
love  
Em  
Do you remember the time when we first met  
girl  
B7  
Do you remember the time when we fell in  
love  
Em  
Do you remember the time

[Bridge]

Cmaj7 Em  
Those sweet memories  
Cmaj7 Em  
will always be dear to me  
Cmaj7 Em  
And girl no matter what we said  
Am B7  
I will never forget what we did now baby

**Song :Where Do Broken Hearts Go? X Whitney Houston**

**Decade: 1980s**

**Population recommendation: Adult, Geriatric**

**Possible issues addressed: Depression, coping skills, support systems**

**Possible skills used: Cognitive skills**

**Music source: Guitar or Recorded music**

**Activity Ideas:**

**(1) Lyric analysis**

- Discuss lyrics and what they mean to each client
- Discuss the overall message in the song

**(2) Support systems**

- Discuss what a support system is and why they are important
- Give clients the opportunity to share their own support systems (worksheet or just verbal)

**(3) Coping skills**

- Discuss negative and positive coping skills

[Verse]

D                    A  
I know it's been some time  
Bm                    D  
But there's something on my mind  
G                    A  
You see, I haven't been the same  
D                    A  
Since that cold November day  
We said we needed space  
But all we found was an empty place  
And the only thing I learned  
Is that I need you desperately

Bm    A  
So here I am

D                    A  
And can you please tell me, oh

[Chorus]

D                    A  
Where do broken hearts go  
Bm                    D  
Can they find their way home  
G                    D  
Back to the open arms  
A  
Of a love that's waiting there  
D                    A  
And if somebody loves you  
Bm                    D  
Won't they always love you

G D  
I look in your eyes

A D  
And I know that you still care, for me

[Verse]

I've been around enough to know  
That dreams don't turn to gold  
And that there is no easy way  
No you just can't run away  
And what we have is so much more  
Than we ever had before  
And no matter how I try  
You're always on my mind

Bm A  
So here I am  
D A  
And can you please tell me, oh

[Chorus]

D A  
Where do broken hearts go  
Bm D  
Can they find their way home  
G D  
Back to the open arms  
A  
Of a love that's waiting there  
D A  
And if somebody loves you  
Bm D  
Won't they always love you  
G D  
I look in your eyes  
A D  
And I know that you still care, for me

Bm A  
And now that I am here with you  
G D  
I'll never let you go  
B F#m  
I look into your eyes  
F#  
And now I know, now I know

**Song: Waterfalls x TLC**

**Decade: 1990s**

**Population recommendation: Adolescent, Adult**

**Possible issues addressed: Depression, coping skills, support systems, anxiety**

**Possible skills used: Cognitive skills**

**Music source: Guitar or Recorded music**

**Activity Ideas:**

**(1) Lyric analysis**

- Discuss the lyrics and what they mean to each client
- What are the “waterfalls” that the singers are referring to?

**(2) Waterfall discussion**

- Ask clients about the ‘waterfalls’ in their lives. (i.e. anger, substance, depression, anxiety, negative coping skills, etc.)
- Discuss the ‘rivers and lakes’ line. What does it mean to each client? What are the ‘rivers and lakes’ in their lives? (success, support systems, positive coping skills, etc.)

[Verse]

D            A  
A lonely mother gazing out of her window  
C            G  
Staring at a son that she just can't touch  
If at any time he's in a jam, she'll be by his  
side  
But he doesn't realize he hurts her so much  
But all the praying just ain't helping  
At all 'cause he can't seem to keep  
His self out of trouble  
So he goes out and he makes his money  
The best way he knows how  
Another body laying cold in the gutter, listen  
to me

[Chorus:]

D            A  
Don't go chasing waterfalls  
                  C  
Please stick to the rivers  
                  G  
And the lakes that you're used to  
I know that you're gonna have it your way  
Or nothing at all  
But I think you're moving too fast

[Verse]

Little precious has a natural obsession  
For temptation but he just can't see  
She gives him loving that his body can't  
handle



But all he can say is baby it's good to me  
One day he goes and takes a glimpse in the  
mirror  
But he doesn't recognize his own face  
His health is fading and he doesn't know why  
3 letters took him to his final resting place  
Y'all don't hear me?

[Chorus:] x2

D            A  
Don't go chasing waterfalls

                  C  
Please stick to the rivers

                  G  
And the lakes that you're used to  
I know that you're gonna have it your way  
Or nothing at all  
But I think you're moving too fast

[Verse]

I see a rainbow yesterday  
But too many storms have come and gone  
leavin' a trace of not good-given ray  
Is it because my life is ten shades of gray  
I pray all ten fade away  
Seldom praise Him for the sunny days  
And like His promise is true only my faith  
can undo  
The many chances I blew to bring my life to  
anew  
Clear blue and unconditional skies  
Have dried the tears from my eyes  
No more lonely cries endurin' pain that  
it keeps 'em in the pourin' rain  
Who's to blame it's a shame  
You shoot and aim for someone else's brain  
You claim the insane and name his day in  
time  
For fallin' prey to crime, I say the system  
Got you victim to your own mind  
Dreams are hopeless aspirations in hopes  
Of comin' true, believe in yourself  
The rest is up to me and you

**Song :Unforgettable x Nat King Cole**

**Decade: 1950s**

**Population recommendation: Adolescent, Adult, Geriatric**

**Possible issues addressed: Depression, coping skills, support systems, reminiscence, self-esteem**

**Possible skills used: Cognitive skills, long term memory**

**Music source: Recorded music**

**Activity Ideas:**

**(1) What is 'unforgettable' to you?**

- Ask clients about certain events in their lives and/or certain people that are unforgettable to them. Question: Why do these thing/people stick out to you?

**(2) What is unforgettable about you?**

- Ask clients what makes them unforgettable. (self esteem)
- Give clients a chance to describe what makes their group members unforgettable.

[Verse]

G Gm  
Unforgettable, that's what you are

C A Em Cm  
Unforgettable, though near or far

F Fm  
Like a song of love that clings to me

C A  
How the thought of you does things to me

D Db D  
Never before has someone been more

[Verse 2]

G Gm  
Unforgettable, in every way

C A Em Cm  
And forever more, that's how you'll stay

F Fm  
That's why, darling, it's incredible

C A

That someone so unforgettable  
D Db D  
Thinks that I am unforgettable, too

[Interlude]  
(Verse chords)

[Verse 3]

G Gm  
Unforgettable, in every way

C A Em Cm  
And forever more, that's how you'll stay

F Fm  
That's why, darling, it's incredible

C A  
That someone so unforgettable

D Db G  
Thinks that I am unforgettable, too.

**Song :Unthinkable x Alicia Keys**

**Decade: 1950s**

**Population recommendation: Adolescent, Adult**

**Possible issues addressed: Depression, coping skills, self-esteem, self-expression**

**Possible skills used: Cognitive skills, creativity**

**Music source: Live or recorded music**

**Activity Ideas:**

**(1) Short stories w/ song titles**

- Create a list of song titles relevant to the population
- Instruct clients to create a short story about themselves using the song titles
- Play the songs in order of the story (creating a playlist prior to activity is ideal)
- Discuss with each client what they chose the titles that they chose

**(2) Album covers**

- Allow clients to complete album covers using paper and markers/colored pencils (inside and outside)
- Instruct them to create the outside cover based on how they feel on the outside and the inside cover based on how they feel on the inside
- Have a discussion about self-esteem, self-expression, and what makes it important.

[Verse 1]  
Capo 2

Am  
Moment of honesty  
C  
Someone's gotta take the lead tonight  
F  
Whose it gonna be?

I'm gonna sit right here  
Am  
And tell you all that comes to me  
C  
If you have something to say  
F  
You should say it right now  
You ready?

[Pre-Chorus]

Am C F  
You give me a feeling that I never felt before

And I deserve it, I think I deserve it  
Am C F  
It's becoming something that's impossible to  
ignore  
And I can't take it

[Chorus]

Am  
I was wondering maybe  
C  
Could I make you my baby  
F  
If we do the unthinkable would it make us  
look crazy  
Am C  
If you ask me I'm ready  
F  
If you ask me I'm ready

[Verse 2]

Am  
I know you once said to me  
C F  
"This is exactly how it should feel when it's  
meant to be"  
Am  
Time is only wasting so why wait for  
eventually?  
C  
If we gon' do something 'bout it  
F  
We should do it right now

[Pre-Chorus]

Am C F  
You give me a feeling that I never felt before

And I deserve it, I know I deserve it  
Am C F  
It's becoming something that's impossible to  
ignore  
And I can't take it

[Chorus]

Am  
I was wondering maybe  
C  
Could I make you my baby  
F  
If we do the unthinkable would it make us  
look crazy  
Am C  
Or would it be so beautiful either way I'm  
sayin'  
F  
If you ask me I'm ready  
Am C F  
If you ask me I'm ready

[Bridge]

Dm Em  
Why give up before we try  
Am  
Feel the lows before the highs  
F  
Clip our wings before we fly away  
Dm Em  
I can't say I came prepared  
Am  
I'm suspended in the air  
F  
Won't you come be in the sky with me  
[Chorus]

**Song** :Survivor x Destiny's Child

**Decade**: 2000's

**Population recommendation**: Adolescent, Adult

**Possible issues addressed**: Depression, coping skills, self-esteem, self-expression, substance abuse

**Possible skills used**: Cognitive skills

**Music source**: Live or recorded music

**Activity Ideas**:

(1) Lyric analysis

- What is the song about?

(2) I'm a Survivor (worksheet or board work)

**Questions**:

- What adversities have you faced? Give each client opportunity to share obstacles that they have faced in life.
- How did you get through it? (coping skills)
- What would you like to be a survivor of? (Goal-setting)

[Verse 1]

                    Em  
Now that you are out of my life,  
                    C  
I'm so much better,  
                    B  
You thought that I'd be weak without ya,  
                    Em  
But I'm stronger,  
                    Em  
You thought that I'd be broke without ya,  
                    C  
But I'm richer,  
                    B  
You thought that I'd be sad without ya,  
                    Em  
I laugh harder,

You thought I wouldn't grow without ya,  
Now I'm wiser,  
You thought that I'd be helpless without ya,  
But I'm smarter,  
You thought that I'd be stressed without ya,  
But I'm chillin'  
You thought I wouldn't sell without ya,  
Sold nine million.

[Chorus]

                    Em  
I'm a survivor,  
                    C  
I'm not gonna give up,  
                    B  
I'm not gon' stop,  
                    Em

I'm gonna work harder,  
I'm a survivor,  
I'm gonna make it,  
I will survive,  
Keep on survivin',  
I'm a survivor,  
I'm not gonna give up,  
I'm not gon' stop,  
I'm gonna work harder,  
I'm a survivor,  
I'm gonna make it,  
I will survive,  
Keep on survivin'.

[Verse 2]

Thought I couldn't breathe without you,  
I'm inhalin'  
You thought I couldn't see without you,  
Perfect vision,  
You thought I couldn't last without ya,  
But I'm lastin'  
You thought that I would die without ya,  
But I'm livin'  
Thought that I would fail without ya,  
But I'm on top,  
Though it would be over by now,  
But it won't stop,  
You thought that I would self-destruct,  
But I'm still here,  
Even in my years to come,  
I'm still gon' be here.

[Chorus]

Em  
I'm a survivor,  
C  
I'm not gonna give up,  
B  
I'm not gon' stop,  
Em  
I'm gonna work harder,  
I'm a survivor,  
I'm gonna make it,  
I will survive,  
Keep on survivin',  
I'm a survivor,  
I'm not gonna give up,  
I'm not gon' stop,  
I'm gonna work harder,  
I'm a survivor,  
I'm gonna make it,  
I will survive,  
Keep on survivin'.

[Bridge]

I'm wishin' you the best,  
Pray that you are blessed,  
Much success, no stress, and lots of  
happiness,  
(I'm better than that)  
I'm not gonna blast you on the radio,  
(I'm better than that)  
I'm not gonna lie on you or your family, yo,  
(I'm better than that)  
I'm not gonna hate you in the magazine,  
(I'm better than that)  
I'm not gonna compromise my Christianity,  
(I'm better than that)  
You know I'm not gonna diss you on the  
Internet  
Cause my momma told me better than that.

**Song :Whip, Nae Nae x Silento**

**Decade: 2010's**

**Population recommendation: Adolescent, Adolescent**

**Possible issues addressed: Coping skills, self-esteem, self-expression**

**Possible skills used: Cognitive skills, movement**

**Music source: Live or recorded music (instrumental)**

**Activity Ideas:**

**(1) Get moving**

- **Play song and allow clients to move freely.**
- **Teach clients moves to the song**
- **Allow clients to come up with their own moves and replace the lyrics “Do the stanky leg..” with the name of the movement that they come up with**
- **Instruct the group to follow each client as they come up with their own movement**

Now watch me whip (kill it!)

Ooh ooh ooh ooh

Now watch me nae nae (okay!)

Ooh watch me, watch me

Now watch me whip whip

Ooh watch me, watch me

Watch me nae nae (want me do it?)

Ooh watch me, watch me

Now watch me whip (kill it!)

Ooh ooh ooh ooh

Watch me nae nae (okay!)

Do the stanky leg, do the stanky leg (x8)

Now watch me whip whip

Watch me nae nae (can you do it?)

Now watch me

Ooh watch me, watch me

Ooh watch me, watch me

Ooh watch me, watch me