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

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Georgia College and State University
Graduate Project
Fall 18**

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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-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

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