

Walk, Walk, Walk

Chord Diagrams:

- Dm:**
- C:**
- B♭:**
- A:**
- G:**

Music Score:

Line 1: I'll

Line 2: bet you've had strong feel- ings coming from with- in. Hard to

Line 3: see a- noth- er's point of view when you're in your own skin.

Line 4: Changing your per-spec- tive. Thinking through your stuff.

Line 5: Em- pa- thy's not ea- sy when the go- ing gets rough. You know that

Line 6: it may be hard to think it through. O- ther peo-

B $\flat$ **A**

ple fee- ling diff- erent because they're not you. You got to

B $\flat$ **C** **A**

Walk, walk, walk. Walk in their shoes.

B $\flat$ **C** **Dm**

Take a look and see what they're see- ing.

B $\flat$ **C** **A** **Dm**

Walk, walk, walk. Walk in their shoes.

B $\flat$ **C** **Dm**

Try to un- der- stand what it would feel like to be them. You got- ta

B $\flat$ **C** **A** **Dm**

Walk, walk, walk. Walk in their shoes.

B $\flat$ **C**

Em- path-y is what we're say- ing. Re- cog- nize those feel- ings.

G A

You've felt them, too. That's em- pa- thy!

Dm C B $\flat$ A

Dm C B $\flat$ A

You

Dm C B $\flat$ A

see she's get- ting an- gry. You've felt that feel- ing, too. Em-

Dm C B $\flat$ A

barrassed, jea- lous, scared, strong e- mo-tions through and through.

Dm C B $\flat$ A

Em- pa- thy's the path- way to re- cog- nize and walk. So you can

Dm C A

dish out some com-pas- sion and real- ly walk the talk.

G A

Peo- ple show- ing strong feel- ings. What do you do?

B $\flat$ C

Show them that you get it. Treat them with kind- ness

B $\flat$ C

through and through! You got- ta walk, walk, walk.

A Dm B $\flat$ C

Walk in their shoes. Take a look, see what they're

Dm B $\flat$ C

see- ing. Walk, walk, walk.

A Dm B $\flat$ C

Walk in their shoes. Try to un- der- stand what it would

Dm B $\flat$ C

feel like to be them. You got- ta walk, walk, walk.

A Dm B $\flat$

Walk in their shoes. Em- pa- thy is what we're say- ing

C G

Re- cog- nize those feel- ings and reach out

A Dm C

too. Yeah, em- pa- thy!

B $\flat$ A Dm C

Em- pa- thy!

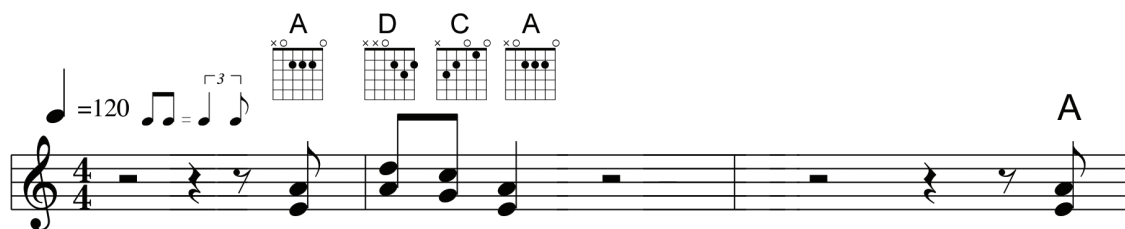
B $\flat$ A Dm C

Em- pa- thy!

B $\flat$ A Dm

Em- pa- thy!

Calm Down

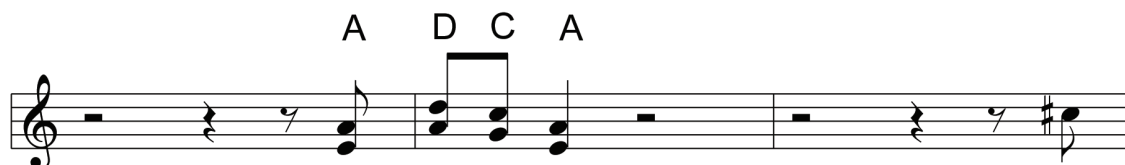
♩ = 120 

(Spoken) It's astounding. How intense is this feeling?



Anger is building up. You need some healing.

But listen closely,



there's a way to do it.

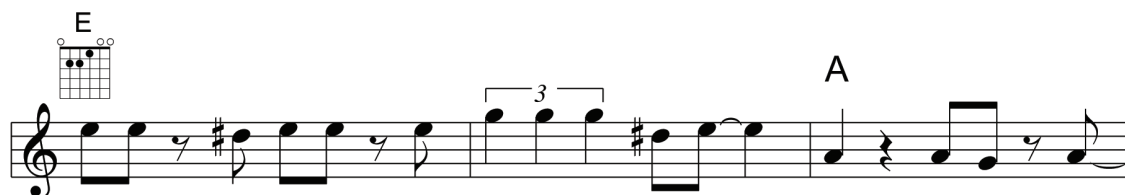
Feel the power, keep control, work on through it. In-



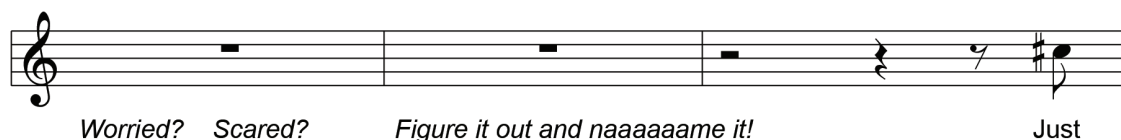
stead of those wild knee-jerk reactions, you got- ta catch your own



at- ten- tion. E- motions come calling. In- stead of just fal- ling to



brawling, name calling, or whining and bawling, stop. Name your feel-



E

breath- ing, us- ing self- talk, or cow- ow- ow- ow-

ount- ing. *And a one, two, three.*

A

Stop. Name your feel- ing, calm down. Stop. Name your feel-

D

ing, calm down. *Remember this - when you have strong feelings, like*

A **D**

anger, fear or jealousy, before they take over,

E

you take that power. Emotions don't drive you. YOU have the key! By

D **A**

slowing it down and feeling your pow- er and naming your par-ti- cu- lar feel-

ing, calm down. Stop. Name your feel- ing, calm down.

Step Up (and Be Cool)

Musical notation for the song "Step Up (and Be Cool)". The score is in 4/4 time with a key signature of two sharps (F# and C#). The tempo is marked as 126. The music features several guitar chords: A major (A), F# minor (F#m), and D major (D). There are also triplets and slurs indicated. The lyrics are: "Here's a great way to re-mem-ber. Keep it strong in your head, yeah. Af-ter the storm of strong e-mo-tions, here's da way to solve da prob-lem, yeah. I say step. (Step) I just re-mem-ber to step. (Step) Oh, chi-ld. (S) You say the pro-blem out loud now. (T) Now think so-lu-tions that may work and how. (E) Ex-plore con-se-".

E

quen- ces. What would hap-pen if? (P) Now pick the best so-

A

lu- tion and make your plan, yeah. You got to step.(Step) Step up

F#m

to be cool, yeah. (S T E P) Give you po- wer now

A F#m

af- ter the storm of strong e- mo- tion. (S T E P)

A

Solve the prob- lem, now. (Spoken) Now listen to me, all you good people.

F#m A

There's nothing wrong with strong emotion. But after you calm it down, you still got a

F#m

problem, see? Now you gotta fix it, and you can! Oh, you step

A F#m

up. Let me show ya! Say you're in line and a kid comes and cuts

A

in front of ya. Whoa! That make you mad, brothers and sis- ters. So

F#m A

feel it, and calm it, and take a- nother look, yeah. (STEP) Whoa, let me

D

show ya now. (S) You say the pro- blem out loud now.

A F#m

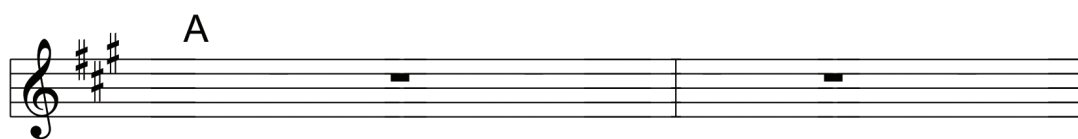
You both want to be first in line. No blame! (T) Now think so- lu- tions

E

that may work and how. Now these gotta be safe and respectful. No pushing,

D

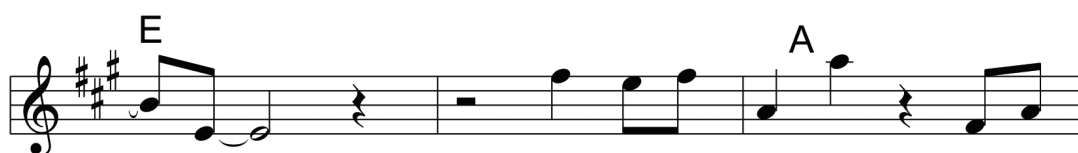
no shoving, see? (E) Ex- plore con- se- quen-ces. What would happen if?



How will other people feel? How will you feel? Will it work?



(P) Now pick the best so- lu- tion and make your plan,



yeah. Choose it and act on it! You got to step. (Step) Step up



to be cool, yeah. (S T E P) Give ya po- wer now



Af- ter the storm of strong e- mo- tion. (S T E P)



Solve the pro- blem now. (S) You say the pro- blem out loud now.



(T) Now think so- lu- tions that may work and how. (E) Ex- plore conse-

