



Educator guide: “Born to Shine” song

Recommended for grades:

Kindergarten

Time:

3 minutes

Activity description:

“Born to Shine” is a fun, upbeat song that talks about how to handle big feelings and how to share your thoughts and dreams with friends and family. It is written and performed by the Figureheads. Students can be encouraged to get up and dance along with the song. Playing the song can be a great way to start out each day’s mental and emotional health lesson or activity.

Vocabulary:

Use the following list of vocabulary as a reference for yourself or your students as you complete the “Born to Shine” song. You may choose to use this list in any way that fits your needs.

- Feelings – how we react to things that happen in our lives
- Mind – where your thoughts, feelings and dreams are
- Sad – feeling unhappy
- Scared – feeling worried about something or frightened by something



“Born to Shine” lyrics

One, two, ready go.

(Chorus)

We are the dreamers
wake up and see us.
We are, yes, we are.
We are the dreamers,
Wake up and see us
We are the ones who were born to shine
with hearts full of hope and healthy minds

(Hook)

Breathe in the new day, you can do it
It's as simple as in and out.
Take a deep breath in tune with the music,
in through the nose and out through the mouth.

(Verse 1)

Have you ever had a feeling that was too big to share?
And you might have wondered how it even got there
and it made you mad, sad or scared.
And you have the thought, “Does anybody care?”
Well, you're not alone. You're part of a crew.
It's a human thing. It's not just you.
It's a common thing we all go through.
So find a safe person that you can talk to
'cause momma always said there'll be days like this
when your feelings and thoughts are tied in a knot
and you're not sure how to untangle the twist.
Well, here's a couple of things I was taught.
Take a little walk, take a quick break,
come back to it with a fresh mind state.
Some things can wait If you're feeling frustrated,
you can take a break and come back to it later.
When I fall down, I get up again,
take a deep breath and I count to ten
yeah, I'll take a belly breath in and out
in through the nose and out through the mouth.

(Hook)

Take a deep breath.
You can do it. In then out.
Take a deep breath in tune the music,



in through the nose, out through the mouth.

(Chorus)

We are the dreamers

wake up and see us.

We are the ones who were born to shine
with hearts full of hope and healthy minds

We are the dreamers

wake up and see us.

We are the ones who were born to shine
with hearts full of hope and healthy minds.

(Hook)

Take a deep breath, now.

You can do it. In then out.

Take a deep breath

and we gonna get through it,

in through the nose and out through the mouth.

(Verse 2)

Have you ever had a dream

'bout what you want to be?

things you want to do?

places you want to see?

Do you share those thoughts with your family
or write them in your journal Like Dear Diary?

When my mind is buzzing like bees in a hive
and I have lots of thoughts at the same time,

I pick one thing that I'm thankful for,

like fresh air coming through an open door

or sunbeams shining through a gap in the clouds

or a song that I love and can sing out loud.

Then I dance around till I'm out of breath.

Then I'll take a quick rest and I get refreshed because

(Chorus)

We are the dreamers

wake up and see us.

We are the ones who were born to shine
with hearts full of hope and healthy minds

We are the dreamers

wake up and see us.

We are the ones who were born to shine
with hearts full of hope and healthy minds.



Handouts

Included on the following pages are additional resources that you and your students' families may find useful.



Recommended reading list

These books can be read aloud to help students relate to characters dealing with different mental and emotional health concerns. You may encourage students to check out one of these from the school library to bring home and read with their families.

“B is for Breathe” by Dr. Melissa Munro Boyd (2019, Ages: 4-10)

“Everyone” by Christopher Silas Neal (2016, Ages: 4-6)

“Frog Slime: A Child’s Guide to Calming Down” by Dr. Amanda DeSua (2017, Ages: 0-6)

“Grumpy Monkey” by Suzanne Lang (2018, Ages: 3-7)

“Listening to My Body” by Gabi Garcia (2019, Ages: 4-10)

“My Body Sends a Signal: Helping Kids Recognize Emotions and Express Feelings” by Natalia Maguire (2020, Ages: 3-9)

“Ruby Finds a Worry” by Tom Percival (2019, Ages: 3-6)

“Taking a Bath with the Dog and Other Things That Make Me Happy” by Scott Menchin (2013, Ages: 4-8)

“The Color Monster” by Anna Llenas (2018, Ages: 4-8)

“Visiting Feelings” by Lauren Rubenstein (2013, Ages: 4-8)

“When I Feel Angry” by Cornelia Maude Spelman (2000, Ages: 4-8)

Resources for families and educators

- Centers for Disease Control and Prevention (CDC), cdc.gov/childrensmentalhealth/
- Children's Wisconsin, childrenswi.org
- KidsHealth, kidshealth.org
- Mental Health America, mhanational.org
- National Alliance on Mental Illness (NAMI), nami.org
- National Institute of Mental Health (NIMH), nimh.nih.gov
- PBS Kids for Parents: Emotions and Self-Awareness, pbs.org/parents/learn-grow/all-ages/emotions-self-awareness
- Wisconsin Department of Public Instruction (Student Services/Prevention and Wellness), dpi.wi.gov/sspw



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Contact us:

**Children's Wisconsin
E-Learning Center**

(866) 228-5670

healthykids@childrenswi.org

