“Waldo the Duck & Friends”

“Songs of Resilience”

Celebrating Diversity & Inclusion

Reaching IN...Reaching OUT
www.reachinginreachingout.com
“WALDO the DUCK” – “Grab ‘n’ Go” Guide

Themes
This musical story and sing-a-long with guided movements help children learn about...

- Overcoming adversity (discrimination & dislocation) (musical story)
- Celebrating diversity & being inclusive

These strengths support children’s development and resilience as well as social harmony.

General information
This “Grab ‘n’ Go” Guide contains all of the information you need to get started. Tips, articles and other resources for using these songs most effectively start on page 3 (Tips for using the songs for music- and nature-appreciation are also included).

The songs can be used together or by themselves. The “musical story” is aimed at children 4 to 7 years and the “sing-a-long,” 3-1/2 to 6+ years. The guided movements that accompany the sing-a-long can be simplified as needed.

What’s included in the package

- Waldo ‘musical story’
  - Audio recording (mp3 wav YouTube) (30.9MB; duration 3:03)
  - Lyrics (p. 7)
  - Resources
    - Tips to introduce the story (pp. 3-4)
    - Tips to discuss the story (pp. 4-5)
    - Links to pictures and facts about animals in the story (pp. 5-6, 8)
    - Links to pictures and facts about musical instruments used (p. 6)
    - Links to FREE resilience resources at www.reachinginreachingout.com

- Children’s ‘sing-a-long’
  - Audio recording (mp3 wav YouTube) (18.3MB; duration 1:49)
  - Lyrics, with guided movements (p. 12)
  - Music with chords (p. 13)
  - Resources
    - Tips for introducing the song (p. 10)
    - Using the guided movements (p. 10)
    - Tips for discussing the song (p. 10)

The Musical Story

- Three main characters

“Real-life” Jane, Waldo & Big Duck (picture)

- “Waldo” is a small, very colorful wood duck with a crested head (picture).
- “Jane” is a large, speckled, brown & cream female mallard and Waldo’s friend (picture).
- “Big Duck” is an even bigger male mallard who helps Waldo and Jane (picture).

Summary of the musical story
Waldo the wood duck meets Jane in the bay and they become good friends. He invites Jane to his home. The other wood ducks make fun of her and say she doesn’t belong. Waldo defends Jane. Later, they decide to leave and find a new home. When darkness comes, they are scared, but they meet Big Duck who is very kind. He welcomes them to his home in a pond in a park. All of the animals are so friendly that Waldo and Jane decide to stay.

Tips for using the musical story
- Musical stories help children build their auditory (hearing) learning channels instead of relying primarily on visual channels. Encourage children to really listen to the words and song! (You might say that it’s like a game and you’ll be asking questions about the story afterwards.)
- Briefly summarize the story & show pictures of the characters before starting the song. This helps children visualize the story and use their imaginations (see tips, pp. 3-4).
Discussion after the story helps children become more aware of the characters’ feelings and resiliency strengths. And it helps them come up with other ways to solve problems (see discussion tips, pp. 4-5).

The story can also be used to build music- and nature-appreciation (e.g., Show pictures of the key instruments before the story and point them out during discussion. For more ideas, see pp. 4-5.)

After the musical story, children’s learning is enriched by having them participate in the ‘sing-a-long.’ This reinforces the key messages by combining music, singing and movement. The musical story also can be used without the sing-a-long.

More resilience resources
In addition to tips, pictures and information about the animals and instruments, we’ve included links to other resiliency resources. There are more free resources from Reaching IN...Reaching OUT plus links to books for educators and other service providers or parents wanting to learn more (pp. 10-11).

A song for adult resilience

The “Songs of Resilience” Project

“Waldo the Duck” is part of the “Songs of Resilience” Project.

Research tells us that music and movement are a powerful combination. Together they help to:

- build better brains,
- reinforce learning
- support children’s development & resilience
- promote social harmony.

The project’s aim is to support young children’s development and resilience through special songs with guided movements. Each song focuses on an important strength that helps children bounce back and thrive. For more information about the project, click here.

Who we are

This project stems from the work of Reaching IN...Reaching OUT (RIRO).

Since 2002, RIRO has supported resilience in adults and children through its free online resources (www.reachinginreachingout.com) and evidence-based resiliency skills training programs for service providers and parents.

Our programs are accessible through non-profit and governmental organizations in many communities in Canada and beyond.
More Resources for you…

Musical Story (“Waldo the Duck”)

More about this story

“Waldo the Duck” focuses on overcoming discrimination and dislocation and finding inclusion and acceptance of diversity.

Inspiration for this song came from a true wildlife story in the Toronto Star by naturalist, Margaret Bream. She wrote about an unlikely trio of ducks who stay together in a large bay. She named them Waldo (a small, colorful wood duck), Jane (a large female mallard) and Big Duck, an even larger male mallard.

From this beginning, “Waldo the Duck” was born. It’s a story about how Jane faces discrimination which results in both Waldo and Jane leaving their homes in the bay. The two ducks persevere and finally meet Big Duck who welcomes them to his community of friendly animals at Peaceful Pond. Jane and Waldo now thrive in their new home.

We like to imagine that’s why Waldo was able to return to his singing. And Jane was empowered and eager to write this song about their experience. Jane and Waldo are now writing new songs about the challenges (both large and small) all of their new friends have overcome. They hope these stories and sing-a-longs will encourage young children and help them grow, bounce back and thrive.

“Waldo the Duck” is their first children’s song in the “Songs of Resilience” series. Other songs in the series highlight topics like persevering, calming down, confronting upsetting thoughts, developing a positive outlook, understanding feelings and participating and reaching out.

Resources

- Audio recording (size 30.9MB; length 3:03)
  This recording is available in mp3, wav and YouTube formats. (The wav format offers the highest quality sound, so it is best for downloading and burning a CD. The mp3 takes less space on mobile devices and YouTube offers the most flexibility.)

- Lyrics (see p. 7)

- Introducing the story
  Here is one way you could introduce this story to 4- to 6-year-olds:

  “This is a special story because it’s a “musical” story. It’s about two ducks who become good friends. Their names are, Waldo and Jane. Waldo is a small, very colorful male wood duck. Jane is a mallard, not a wood duck. She’s a big, brown-and-cream speckled female duck. They both live in different parts of the same bay (a curved inlet into a bigger body of water). Waldo brings his friend Jane to stay in his home in the bay. But, the other wood ducks are not nice to Jane. They get upset because she doesn’t look like them. And they let her know she doesn’t belong.”
So, Waldo and Jane decide to leave the bay. They fly away and finally find a little pond in a park. But it’s now night time and they get scared. But then, they meet Big Duck. He’s a mallard, too—a very big male. [Show picture of Big Duck, see p. 5.] And since this is a “musical” story, now you’ll really have to LISTEN to the words and music to find out what happens to all three ducks.” [Show picture of Waldo, Jane and Big Duck, p. 5.]

✓ Act out the story—young children learn best when adults they know are actively involved in their learning (instead of children looking at screens). Does play-acting make you feel shy? Remember, you don’t need to be an award-winning actor or actress. The sillier you are the better.

✓ Vocabulary—this is an opportunity to build children’s vocabulary by including words (and animals) they might not know, e.g., speckled, grain, proclaim, exclaim, fuss, creatures, in vain, tone, fawn, lark.

✓ Discussing the story
Before discussing the story, you might find it useful to read “Helping Young Children Express and Challenge Their Thoughts” - Resiliency Guide #11 about using stories to support children’s resilience.

Invite the child(ren) to tell you what happened to Waldo and Jane. Our research has found that one of the best ways to find out what young children think is to ask, “What are you saying to yourself inside your head about…,” then you can add... “what happened to Waldo and Jane?”

Here are some examples of questions that may help get the discussion going:

- What did the other wood ducks do when Waldo brought Jane back to his home in the bay?
- How do you think Jane felt when the wood ducks made fun of how she looked?
- How do you think Waldo was feeling when that happened to his friend Jane?
- What did he do when the other ducks were unkind to Jane?
- What did Waldo and Jane decide to do after the other wood ducks made fun of Jane and told her she didn’t belong in their pond? How would it be different if the wood ducks had been kind to Jane?
- What else could Waldo and Jane do?
- How do you think Waldo and Jane were feeling when they flew away and were in the dark?
- What happened when they stopped that night at the little pond in a park?
- How did the animals living at the pond treat Waldo and Jane? How do you think that made Waldo and Jane feel?
- (Optional: Nature education) What animals did they meet there? (see pictures & information, p. 6)
- (Optional: Music appreciation unit – see below) How did the music make you feel?

Another way to reinforce children’s learning is by highlighting the story characters’ resiliency abilities. It gives children role models to follow. For example, for this story you might want to highlight Waldo and Jane’s problem-solving, perseverance and reaching out (three very important resiliency strengths), e.g., “Waldo and Jane figured out what the problem was. [Ask children what happened to Jane—she was being made fun of and told she didn’t belong.] And then they made a plan to solve it. [Ask children what Waldo and Jane decided to do – i.e., they flew away.] They didn’t give up, did they? They kept on trying. [They found a little pond with friendly animals.] Waldo and Jane also reached out for help and made friends with all kinds of animals who lived around the little pond. And those animals reached out to help Waldo and Jane.” [Then, you also could ask the children ... “Who are some of Waldo and Jane’s new friends—i.e., Big Duck and the other ducks, swans, frogs, fawns, loons and a tiny little lark.” If you want to show pictures of these other animals, go to p. 6.]

✓ Music Appreciation Unit (optional)
Musical stories like Waldo can also be used to help build children’s musical literacy. For example, the additional information in italics below could be used in a discussion after hearing the story. Or it could be the main focus during the second playing of the song.
You could ask the children to think about how the music made them feel. “Did the music make you feel happy? Or sad? Or mad? Or some other way?”

Listening to the story for a second time with a different focus shows children that repeating stories gives us an opportunity to increase our understanding and learn new things. Here is an example of something you might say:

“Waldo and Jane wanted to tell kids about what happened to them. So, Jane decided to write this song about it. This type of song is called a march. Marches are often played by bands in parades. Waldo sings the story and plays the ukulele. And Jane plays the snare drum. [Show pictures of the two instruments (p. 6) and share a bit about them.] Can you imagine Waldo, Jane and Big Duck marching around the pond? Here is how the snare drum and ukulele sound. If you listen very carefully, you can hear both of them.

[To increase active participation, you also might want to show the children how to clap along with the music. For older children, you could show them how to emphasize the 1st beat (the downbeat) of each 4-beat measure of this march.]

✓ Pictures and information (links) for the musical story
  • Main characters
    o “Real-life” Jane, Waldo & Big Duck together, picture #1
      (For a letter-size version of this photo, see p. 8).
    o Jane, Waldo & Big Duck, picture #2
    o “Waldo” Wood duck info (Wood ducks are smaller than mallards and have very colorful iridescent feathers and red eyes. Long feathers at the back of their heads [crests that can go up and down] make their heads look quite large. They are called “wood” ducks because they nest in bushes and trees.)
    o “Jane” (Mallards are a common, widespread species of duck—they’re about 1/3 larger than wood ducks. Females have brown and cream speckled feathers. Typically, they nest on the ground near water.)
    o “Big Duck” Mallard info (Males have green iridescent feathers on their heads and some blue and black on their wings, but their bodies are primarily grey-beige and brown.)
    o “Speckled like grain” (Shows brown and cream speckles, like Jane’s feathers)
• Other animals in the story

  o  **Swan picture**  **Swan info**

  o  **Frog picture**  **Frog info**

  o  **Fawn picture**  **Fawn info**

  o  **Loon picture**  **Loon info**

  o  **Lark picture**  **Lark info**

• Musical instruments

  o  **Ukelele photo**  **Ukelele info**  (Ukeleles are a bit like small guitars usually with four strings instead of six found in most modern acoustic guitars. In the picture on the right, the ukulele in the middle is compared with two guitars.)

  o  **Snare drum photo**  **Snare drum info**  (Snare drums are different from other types of drums because have metal wires that rattle against the drum head making a buzzing sound. They are often used for playing marches.)
**"WALDO the DUCK"**

...a musical story celebrating diversity by

“Jane” aka Darlene Kordich Hall (music & lyrics)

“Waldo” aka Kirk Elliott (arrangement, singing & instrumentals)

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**Verse 1**

Waldo the duck was a colourful duck. He used to sing alone in the rain (tra-la-la-la!).
But one fine day, he just wanted to play, and he found a big duck named Jane. Her feathers were plain, kind of speckled like grain, but he liked her anyway. So, they played all day and he asked her to stay in his little home in the bay.

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**Verse 2**

"You sing in the rain with a duck named Jane," the other wood ducks complained. "Her head's too small, and she's much too tall," they loudly did proclaim. "So, what's the fuss – she doesn't look like us, but she is my own true friend. She's kind and smart. She likes songs and art. So, my friend I will defend!"
(That’s all there is to it!)

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**Verse 3**

So, the friends flew away, across the bay, to another pond in a park. They were all alone, and they didn't have a phone. So, they felt a little scared in the dark. But along came a duck, he was BIG (What luck!) and invited them both to stay. "I think you will find, that the creatures here are kind. And no one gets chased away.”
(Not even one!)

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**Verse 4**

Now they're happy as can be, those ducks all three. They have so many friends in the park. There are ducks and swans and frogs and fawns, even loons, and a tiny little lark. They sing in the sun and they all have fun, even though they aren't all the same. And they learn from each other, and they help one another. "We are friends!" they all exclaim.

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**Verse 5**

So, Waldo the duck still sings in the rain, but now it's not all in vain. When he sings a tone (la-la), he is not alone. He has friends, Big Duck and Jane. He has friends, Big Duck and Jane.

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Sing-a-long (“We Can All Be Part of the Team”)

More about the sing-a-long

The latest research tells us that music and movement are a powerful combination. Together they help children by...

- building better brains
- reinforcing learning
- supporting development
- helping them ‘bounce back’ & thrive
- promoting social harmony

So, that’s why we’ve created a sing-a-long with guided movements to accompany the musical story. Simple melodies and lyrics coupled with movements can help us remember key messages throughout our lives.

This simple song with movements teaches young children why excluding others hurts them and why inclusiveness can help everyone. It also demonstrates strengths that help children deal with everyday challenges and stress and how to get along with each other. So, when children face bigger challenges someday, they’ll have these strengths to help them.

Resources

- Audio recording (size 18.3MB wav; length 1:49)
  This recording is available as an mp3, wav or YouTube formats to provide the greatest flexibility.

A slower tempo has been chosen for this song so that young children have time to do the guided movements. In addition, the first time Verse 1 is played, it allows children to listen to help them learn the words to the song. The second time Verse 1 is played, the vocalist invites the children to sing along with him.

The song has two verses. The recording has four parts:
- Intro-listen only: Verse 1 (to help children learn song)
- Sing-a-long: Verse 1 (children sing along)
- Listen only: Verse 2 (if you wish, you can replay Verse 2 and teach the words to older children)
- Sing-a-long: Verse 1, children sing along

Here are some ways to use this recording:

- Note that it’s best to teach the song to the children first, and then add the guided movements.
- Play full recording “as is” the first time (listen to Verse 1 the first time; then sing along to Verse 1; then listen to Verse 2; then sing along to Verse 1 again). Next, listen to Verse 2 again, then repeat and sing along to Verse 2. Repeat as needed. Then have children sing the whole song. Then add movements and repeat as needed. (Appropriate for most children ages 4 to 6 years.)
- Use just Verse 1 for younger children and then repeat Verse 1 as needed to teach children the song. Then add movements and repeat. Simplify movements as needed.
- (For musicians) Use the recording and music to learn the song yourself. Then, sing and play the song on your instrument. Then teach it to the children without the recording and then add the movements.

- Lyrics with guided movements (go to p. 12)
  The lyrics are very simple and are in two parts. Verse 1 can be used as a “stand-alone” song for very young children. Verse 2 can be added for kindergarten-age and older. For both groups repeat Verse 1.
✓ Using the guided movements
The guided movements are simple gross motor actions. These are very important because they reinforce children’s learning in the brain. Suggested movements for children 4 to 6 years are shown below the lyrics. Younger children may not be able to do all the movements – please adapt as needed.

✓ Music with chords (go to p. 13) plus instructions for instrumental accompaniment
The melody and chords are given for piano. The key of F major was chosen to keep the song within young children’s singing range (mid-C to A). For guitar accompaniment, you will need to put a “capo” on the 3rd fret, then play D instead of F, A instead of C and G instead of Bb. If you wish to play a short introduction, play /Bb C/F/.

✓ Introducing the sing-a-long
Here is one way to introduce the sing-a-long:
“Waldo and Jane wrote this sing-a-long because they want kids to know how important it is for everyone to be included – no matter what they look like, where they come from or what language they speak. This song is fun because kids get to sing and move around. So, let’s listen to the song first and then sing it. And then, I’ll show you some “moves” to go with it.”

✓ Discussing the sing-a-long
Invite the child(ren) to discuss the song. Here are some questions that may help the children talk about the song:
• When we’re unkind to others (like making fun of them – or calling them names – or not playing with them) —how do you think they feel?
• If the wood ducks welcomed Jane to “be part of their team” instead of making fun of her—how do you think Jane would feel? And Waldo would feel?
• Do you think they would have stayed instead of moving away from Waldo’s home?
• Do you think Waldo and Jane feel “part of the team” in their new home in the pond?

✓ Pictures for sing-a-long
• Colors – for younger children, show items, animal pictures or paper in these colors: cream, green, blue and purple.
And “yes”—there are PURPLE animals!!

Resiliency Song for You – “Take Five & Thrive!”

✓ Audio recording link (mp3  wav  YouTube) (mp3 is 5MB; 2:10)

More Resiliency Resources by Reaching IN...Reaching OUT (RIRO)
• Cultural Competence & Resilience (RIRO Newsletter #32)
• Music Development & Resilience (RIRO Newsletter #30)
• Helping children express and challenge their thoughts (RIRO Guide #11)
• RIRO Resiliency Guidebook – a book for adults who want to build their own capacity for resilience and model these strengths with children
• RIRO website for service providers
• RIRO website for parents
• Video: “Building Resilience in Young Children & Families” – Watch this inspirational video to learn about resilience and how it can help you and the children around you steer through the inevitable challenges on the "Road of Life.” Produced by Jennifer Pearson for Reaching IN...Reaching OUT. (10:35)
• “Building Resilience in Young Children” (English  French) – a booklet written by RIRO staff for the Best Start Resource Centre (free pdfs at links above or order booklets K35-E or K35-F from Best Start)
Other resources


Feedback and sharing

Please give us your feedback (send us an mail).

- How well did you and the child(ren) like the musical story? the sing-a-long?
- How old are the children and how many?
- Was the resource package useful for you?
- Do you have any other comments or suggestions for us?
- What would you tell other people who live or work with young children about these songs?

Please share these songs with family, friends, co-workers, schools and daycares in your community.

Technical information

If you would like to make a CD of the musical story or sing-a-long, choose the link for “wav” format for the highest quality sound. The wav version is housed on a “cloud” – a social media platform for sharing songs. Depending on your software, you may not be able to download the songs directly from this cloud. For information on ways to download these songs to another program, here is a link that may be helpful. If you have any difficulties with your initial download of the Waldo song package, you can go to the “Songs of Resilience” web page to download the songs available on YouTube or the complete song package again.

Acknowledgments

We want to thank all of the kind donors who contributed to our crowd-funding campaign. Without your help, the “Waldo the Duck” recordings and song package would not be possible and available to all at no cost on our website. Special thanks go to the Leicht family whose generous donation enabled “Waldo the Duck” to be dedicated to their little grandson, Arlo. We’d also like to acknowledge one of our anonymous donors who matched all donations. The “Songs of Resilience” Project is dedicated to the memory of Sylvia Morrison, PhD., a wonderful mother and professional who cared deeply about children.

Further thanks go to all of the service providers and parents who piloted the “Waldo the Duck” song package with young children and offered such useful and encouraging feedback. We are also grateful to our friends and colleagues for their comments on earlier versions of the songs and resource materials.

[See sing-a-long lyrics with movements and music with chords on the next two pages.]
“We Can All Be Part of the Team”
(Sing-a-long* for “Waldo the Duck”)

**Verse 1**
Whether **big** or **small** or **short** or **tall**, it **does not matter at all**.

- (‘big’) **Extend both arms out to the side as far apart as possible.**
- (‘small’) **Move hands together as close as possible (in front of chest).**
- (‘short’) **Bend knees and put both hands as close to the ground as possible.**
- (‘tall’) **Reach overhead with both hands as high as possible.**
- (‘does not matter at all’) **Shake head from side to side.**

Whether purple or green or blue or cream, we can all be part of the team.

- (‘purple, green, blue, cream’) **Point with whole arm alternating between arms (or point to the colours, if available).**
- (‘all be part of the team’) **All join hands (or hug yourself). [Stop at Verse 1, and repeat, for really young children.]**

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**Verse 2**

Even **though we are not all alike**, we can learn to get along.

- (‘…though we are not all alike’) **Shake head from side to side.**
- (‘…learn to get along’) **Hug yourself, swinging from side to side (or shake head up and down).**

But sometimes we can forget to be kind, so it helps to sing this song.

- (‘…sometimes we can forget to be kind’) **Frown & point finger at temple as though trying to remember.**
- (‘…helps to sing this song’) **Smile, hug yourself, swinging from side to side.**

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**Verse 1 (final repeat)**

Whether **big** or **small** or **short** or **tall**, it **does not matter at all**.

- (‘big’) **Extend both arms out to the side as far apart as possible.**
- (‘small’) **Move hands together as close as possible (in front of chest).**
- (‘short’) **Bend and put both hands as close to the ground as possible.**
- (‘tall’) **Reach overhead with both hands as high as possible.**
- (‘does not matter at all’) **Shake head from side to side.**

Whether purple or green or blue or cream, we can all be part of the team.

- (‘purple, green, blue, cream’) **Point with whole arm alternating between arms.**
- (‘all be part of the team’) **All join hands and smile.**

**Repeat twice** – We can all be part of the team. **Continue to hold hands and smile.**

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*NOTES:
- Sing-a-long music & lyrics, Darlene Kordich Hall,
- Arrangement, vocals & instrumentals, Kirk Elliott
- Sing-a-long uses same melody as Part 1 of “Waldo the Duck” musical story
- Photo, Margaret Bream (photo used with permission of the Toronto Star)
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"We Can All Be Part of the Team" (Waldo's Sing-a-long)

Darlene Kordich Hall, music, lyrics & guided movements
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VERSE 1

Piano

Whether big or small or short or tall, it does not matter at all. Whether purple or green or blue or cream, we can all be part of the team. Even though we are not all alike, we can learn to get along. But sometimes we can forget to be kind, so it helps to sing this song.

[Arms out wide]     [Hands almost together]     [Hands low]     [Hands up high]

[Shake head side-to-side]     [Point to L]     [Point to R]     [All join hands or hug yourself]

[Shake head side-to-side]     [Point to L]     [Point to R]     [Hug yourself, swing side-to-side]

[Point to L]     [Point to R]     [Hug yourself, swing side-to-side]

[Point to L]     [Point to R]     [Hug yourself, swing side-to-side]

[Point to L]     [Point to R]     [Hug yourself, swing side-to-side]
FEEDBACK: “Waldo the Duck”

Please give us your feedback by sending an email to: darlene@reachinginreachingout.com
(You could cut and paste these questions into an email (or) fill in this sheet and scan (or) send as an
attachment (or) just tell us what you think in your own words. It’s up to you.)

• Were you using these songs as a: parent _____; teacher _____; ECE _____;
other service provider _____; other describe:_____________

• How well did you and the child(ren) like the musical story? (Ages? # of children? )

• How well did you and the child(ren) like the sing-a-long? (Ages? # of children? )

• How helpful was the resource package to you?

• What would you tell other people who live or work with young children about these songs?

• Do you have any other comments or suggestions for us?

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Please share these songs with family, friends, co-workers, schools and daycares in your community.
THANK YOU!