

# Section III: Songs

## Music in the Classroom

**Be Our Best**  
**Kindness Begins with Me**  
**This Little Light of Mine**  
**I Am Me**

To hear other songs that are available, please go to the **RESOURCES** tab on the website:  
[www.go-hre.org/music](http://www.go-hre.org/music)

- In addition to being fun and providing joy, scientists have found that music strengthens the connection between the brain and the body, and improves learning on almost every level, including recall.
- Students remember a message better when words have a melody, movement and rhythm attached to them. In that way, words provide facts and feelings.
- When learning about human rights, music can be an effective way to help students remember and think about the messages they are hearing.
- Each culture has its own songs, of course, that can be used for teaching important principles dealing with human rights.
- **Use songs that appeal to the students you teach, and that are comfortable for you.**
- **All of these songs may be used as poems or chants as well.**

# Be Our Best

## Chant:

Dignity and children's rights! Oh, dignity for ev'ryone!  
 Dignity and children's rights! Oh, dignity! It can be done!

1. I have val - ue, yes I do. I have val - ue, you do, too, With  
 2. I have rights to lift my voice. Du - ties, too, with ev - 'ry choice. To  
 3. Du - ty, yes, to be our best. Not to fight or to op - press. Oh,

Rights to do what we can do To be our best, yes, me and you.  
 Help each per - son have a voice To live in free - dom and re - joice.  
 dig - ni - ty for ev' - ry one! With chil - dren's rights it can be done!

### Chant

Dignity and children's rights!  
 Oh, dignity for ev'ryone!  
 Dignity and children's rights!  
 Oh, dignity! It can be done!

2. I have rights to lift my voice,  
 Duties, too, with ev'ry choice,  
 To help each person have a voice,  
 To live in freedom and rejoice.

### Song

1. I have value, yes I do.  
 I have value. You do, too,  
 With rights to do what we can do  
 To be our best, yes, me and you.

3. Duty, yes, to be our best,  
 Not to fight or to oppress.  
 Oh, dignity for ev'ryone!  
 With children's rights, it can be done!

To hear the music go to the **RESOURCES** tab on the website: [www.go-hre.org/music](http://www.go-hre.org/music)

# Kindness Begins With Me

Words and music: Clara W. McMaster

*Simply* ♩ = 60-69 (Conduct two beats to a measure.)

I want to be kind to ev - 'ry-one, For that is right, you see. So I

say to my-self, "Re - mem - ber this: Kind-ness be - gins with me."

*slower*

To hear the music go to the **RESOURCES** tab on the website: [www.go-hre.org/music](http://www.go-hre.org/music)

# This Little Light of Mine

African Folk Song

Piano

The musical score is written in 4/4 time with a key signature of one flat (Bb). It consists of four systems of music. The first system (measures 1-5) shows the piano introduction with a treble clef and a bass clef. The second system (measures 6-10) includes the first vocal line with lyrics: "mine I'm gon-na let it shine This lit-tle light of mine". The third system (measures 11-15) includes the second vocal line with lyrics: "I'm gon-na let it shine This lit-tle light of mine I'm gon-na let it". The fourth system (measures 16-20) includes the final vocal line with lyrics: "shine Let it shine - Let it shine - Let it shine -". The piano accompaniment features a steady bass line and chords in the right hand, with some triplet markings.

1. This little light of mine, I'm gonna let it shine.  
This little light of mine, I'm gonna let it shine.  
This little light of mine, I'm gonna let it shine.  
Let it shine, let it shine, let it shine!
2. Everywhere I go, I'm gonna let it shine,  
Everywhere I go, I'm gonna let it shine,  
Everywhere I go, I'm gonna let it shine,  
Let it shine, let it shine, let it shine!
3. This little light of mine, I'm gonna let it shine.  
This little light of mine, I'm gonna let it shine.  
This little light of mine, I'm gonna let it shine.  
Let it shine, let it shine, let it shine!

To hear the music go to the **RESOURCES** tab on the website: [www.go-hre.org/music](http://www.go-hre.org/music)

# I Am Me

Kristina Evonne Carter

4  
Who am I? I am a per\_\_ son, I am me, I am of val-

9  
- ue. I am me, I am\_\_ me, I am\_\_ me. I have a right

14  
\_\_ to be ac-cept - ed\_\_ Eve - ry - where\_\_ as a per - son. I have a name,

18  
\_\_ I have a name,\_\_ I have a name.\_\_ I have\_\_

23  
\_\_ an i - den-ti - ty reg - is - tered\_\_ with\_\_ my na-tion - al - i - ty First name, last name

27  
birth-day, boy or girl.\_\_ I've got\_\_ in - di-vid-u - al - i - ty, I am\_\_ part

33  
\_\_ of a fami-ly. I have these rights eve-ry where I go.\_\_ Who am I? I am a per

39  
\_\_ son, I am me, I am of val - ue. I am me, I am\_\_ me, I am\_\_ me.

45  
I have a right\_\_ to be ac cept\_\_ ed\_\_ Eve - ry - where\_\_ as a per

49  
\_\_ son. I have a name,\_\_ I have a name,\_\_ I have a name.\_\_

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