

Section III: Songs

Music in the Classroom

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 the ones that appeal to the youth you teach, and that are comfortable for you.**

Most of the songs in this section are taken from *The Children's Songbook*. It was first published in English in 1989 for the Primary, which is a children's organization for youngsters between the ages of 18 months and 12 years old. However, the songs can be used and enjoyed by any age.

Be Our Best
Here We Are Together
I'll Walk with You
Kindness Begins with Me
This Little Light of Mine
We Are Different

All of these songs may be used as poems or chants as well.

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

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

Here We Are Together

Here we are to - geth - er,* to - geth - er, to - geth - er; Oh, here we are to -

geth - er with our hap - py face. There's (name) and (name) and (name) and

(name); Oh, here we are to - geth - er in our hap - py place.

Here we are together,* together, together;
 Oh, here we are together with our happy face.
 There's (child's name) and (another name) and (another name) and (another name);
 Oh, here we are together in our happy place.

***Alternate phrases:** Here we go a-walking Here we are a-singing
 Here we go a-marching Here we are a-clapping

Improvise actions as suggested by the words.
 The list above is only a few of the possibilities.
 Consider other phrases that might fit the music and the occasion.

To hear the music go to the **RESOURCES** tab on the website: www.go-hre.org/music

I'll Walk With You

D Em

If you don't walk as most peo-ple do,

R.H. L.H.

G A7 D G A7 D

Some peo-ple walk a - way from you, But I won't! I won't! If

Em G A7 D

you don't talk as most peo-ple do, Some peo-ple talk and laugh at you, But

G A7 D Em D

I won't! I won't! I'll walk with you. I'll talk with you. That's

Em A7 D

how I'll show my love for you.

Lyrics: Carol Lynn Pearson
 b. 1939, 1987 IRI
 Music: Reid N. Nibley
 b. 1923, 1987 IRI

To hear the music go to the **RESOURCES** tab on the website: www.go-hre.org/music

Kindness Begins With Me

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

The musical score is written in 6/8 time with a key signature of one flat (Bb). It consists of two systems of music, each with a vocal line and a bass line. The first system contains the first two lines of the song, and the second system contains the last two lines. Chords are indicated above the vocal line: F, Gm, C7, and F. Fingerings are shown with numbers 1-5. A 'slower' marking is placed below the bass line for the final line of the song.

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."

To hear the music go to the **RESOURCES** tab on the website: www.go-hre.org/music

This Little Light of Mine

Piano

6
mine I'm gon-na let it shine This lit-tle light of mine

11
I'm gon-na let it shine This lit-tle light of mine I'm gon-na let it

16
shine Let it shine - Let it shine - Let it shine -

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

We Are Different

Rhythmically ♩ = 116-120

1. I know you, _____ and you know me. _____
 2. I help you, _____ and you help me. _____
 3. I love you, _____ and you love me. _____

We are as dif - frent as the sun and the sea. _____
 We learn from prob - lems, and we're start - ing to see. _____
 We reach to - geth - er for the best we can be. _____

I know you, _____ and you know me, _____
 I help you, _____ and you help me, _____
 I love you, _____ and you love me, _____

And that's the way that it's sup - posed to be. _____

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