

Section III: Songs

Music in the Classroom

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

To hear the music, go to the **LANGUAGES** menu tab, select **ENGLISH**, and click on the button that says **Music**.

<https://go-hre.org/resources/music-english/>

- 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!

The musical score is written for a melody and bass line in 2/4 time, key of B-flat major. The melody is on a treble clef staff, and the bass line is on a bass clef staff. The key signature has two flats (B-flat and E-flat). The melody is marked with chords: F, B-flat, C7, and F. The lyrics are as follows:

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!

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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

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This Little Light of Mine

African Folk Song

Piano

The musical score is written for piano and voice. It is in 4/4 time and B-flat major. The piano part features a simple harmonic accompaniment with chords and triplets. The vocal part includes the following lyrics:

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!

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I Am Me

Kristina Evonne Carter

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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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