

Section III: Songs

Music in the Classroom

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

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

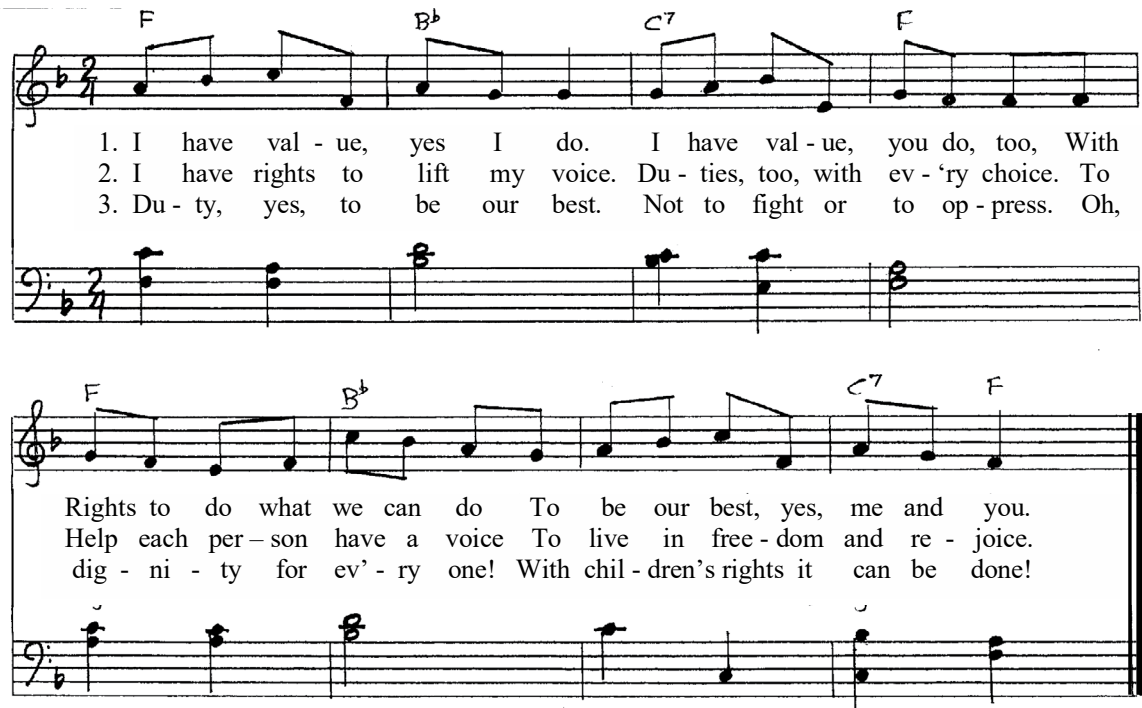
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- In addition to being fun and providing joy, scientists have found that music strengthens the connection between the brain and the body, and improves learning on almost every level, including recall.
- Students remember a message better when words 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!

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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.

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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.

R.H.

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

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Kindness Begins With Me

Words and music: Clara W. McMaster

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. The first system has four measures. The second system has four measures, with the final measure marked 'slower'. Fingerings are indicated by numbers 1-5. Chords are indicated by letters above the staff: F, Gm, C7, and F. The lyrics are: '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.''

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 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) contains 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) contains 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) contains the final vocal line with lyrics: "shine Let it shine - Let it shine - Let it shine -". The score includes various musical notations such as treble and bass clefs, a key signature of one flat (B-flat), a 4/4 time signature, and triplets in measures 4, 10, and 19.

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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We Are Different

Words and music: Patricia Kelsey Graham

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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