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We Are One

A song to celebrate our differences!

We Are One

Key of F major – first note C (so)

*Words and Music by
David E. Walden

Chorus

F Am Bb

Tall or short or thin or fat, We are one and

Verse

C7 F *Fine* F F aug. Bb C7

that is that! You were born in sun - ny lands a - cross the seas,

F F aug. Bb C7 F

I was born on a snow - y day, it was min - us ten de - grees, The col - or of your skin is

Bb Am Bb C7 *D.C. al Fine*

not the same as mine, but that's all right with me, in fact it's fine 'cause.

*Used by permission.

2. The differences between us only make it more fun,
Imagine if all day and night we only had the sun,
The colors of the rainbow are as different as can be,
But they're all in it together just like you and me, So . . .

Chorus

3. You've got hair that's blonde and hanging down to your knees,
Mine is brown and curly, Joe's is red as red can be,
Nose and eyes and ears are not the same as you can see,
But deep inside us we all know I'm sure you will agree, that . . .

Chorus

4. You are good in math which I don't understand at all,
I have trouble hearing, without your braces you would fall,
Tom has problems spelling but he likes to play a game,
But in spite of all the differences we're really just the same, 'cause . . .

Chorus

Description of disabilities

and mainstreaming

This chapter contains a description of the most common of childhood disabilities. Children with these problems are found in schools (some in regular classes and others in special classes) and in hospitals and institutions. Wherever they are found, all are entitled to as rich a music program as their abilities will allow.

Along with a description of the disabilities, ideas and activities are given to assist the teacher/leader to make the music lesson as successful, interesting, and valuable as possible. A discussion of mainstreaming is included.

The topics covered are:

Mental Disabilities (p. 239)

Physical Disabilities (p. 243)

Hearing Impairment (p. 248)

Visual Impairment (p. 256)

Learning Disabilities (p. 263)

Autism (p. 268)

Behavioral Disabilities (p. 271)

Multiple-Disabilities (p. 274)

Mainstreaming (p. 276)

MENTAL DISABILITIES

Mental disability falls roughly into four categories depending on the severity of the disability. Generalizations should not be made, however, because individuals will perform at a higher or lower level depending on their emotional stability, early training and encouragement, the presence of their handicaps, and so on. IQ should not be the only measure for assessment. Language ability, physical ability, and adjustment in the community should be considered as well.

Description of Mental Disabilities

Borderline, Intellectually Subnormal—Slow Learners

General I.Q. for this group is 70–85.

- Classed as slow learners.
- Often found in regular classrooms and may need extra, remedial help to keep up with the work.
- May be placed in separate opportunity classes or developmental classes in the later grades.
- Generally capable of assimilating up to Grade 7–9 work.

Mildly Retarded—Educationally Mentally Retarded (EMR)

- I.Q. of this group falls roughly between 50–55 and 70
- Will probably attain a top level of about Grade 5 or 6.