

Workers In Our Community

Values Targeted

Care for Others
Cooperation
Appreciation
Gratitude
Respect
Responsibility
Doing Your Best
Awareness
Working for the Common Good

Outcomes

- Appreciates the skills and talents of those who meet our needs
- Discusses the difference between needs and wants, goods and services
- Identifies the roles and responsibilities of community workers, both paid and unpaid
- Demonstrates a knowledge of musical concepts, through activities which involve performing (singing, playing, moving), listening and organising sound



Suggestions for Literacy

1. Using magazine pictures, create a collage of workers in the community under the heading, 'Working in Unity for the Community'. Label each picture.
2. Students come up with own verses for the song. Use Bonus Backing Track for this purpose.
3. Discuss the occupations of students' parents. Invite parents along to talk to the class.
4. Read books about various workers.
5. Discuss the work the students would like to do when they grow up.
6. Students paint a picture of a worker and attach a caption, 'When I grow up I want to be a ...'
7. Write sentences about the tools each worker uses, e.g. 'A nurse uses a thermometer', 'A builder uses a hammer'.
8. Create a Retrieval Chart to illustrate the differences between goods and services, wants and needs, paid and unpaid.
9. Discuss the importance of volunteers in a community and the types of services they provide, e.g. canteen workers, meals on wheels, volunteer lifeguards, fire fighters, etc.
10. Students write 'Thank you' cards to various volunteers in the school community.
11. Students find the verbs in the song, e.g. take, cut, style, help and work. Discuss meanings of words and use in sentences.



Exploring Musical Concepts

Pitch: Students experiment with singing the song, by fitting their own lyrics to the melody. Use Bonus Backing Track and extra verses provided on lyric sheet, for this purpose.

Structure: Refer to lyric sheet for order of sections, e.g. Introduction and Coda.

To familiarize students with repeated sections within the music, use Bonus Backing Track to play Musical Charades. Each student chooses an occupation to mime. Play the backing track with everyone singing the song. When the fourth line is reached, all stop singing, allowing one student to mime the chosen occupation. The rest of the class has to guess the occupation (pause CD to allow time to guess). When the correct answer is announced, the student nods to indicate the correct answer has been given. Restart CD and all sing, 'How clever of you'. Repeat until all students have had a turn to mime a verse.

Duration: During verses, clap hands, click fingers or slap thighs in time to the beat.



Activities

1. Class discussion about the uniqueness of each person and the diversity of gifts and talents.
2. Class discussion about needs and wants.



Assembly or Performance Piece

1. Using main song track, all sing.
Students, dressed up as the various community workers, perform the song. At the start of each verse the appropriate worker steps forward, e.g. gardener, nurse, fire fighter, and supplies the answer, e.g. 'a gardener!' Everyone sings 'How clever of you!' Student steps back at the end of the verse.
2. When students are familiar with song, they can use the Bonus Backing Track to experiment with the additional lyrics provided. Alternatively, use the backing track to create own lyrics.

Bonus Backing Track on CD

Workers In Our Community

Introduction

There are so many workers in our community,
Providing goods and services for all our wants and needs;
Whether paid or unpaid, everyone agrees,
Their generosity and skills, we appreciate indeed!

1. Oh! Who do you think I am?

What do you think I do?

I'm not an Engineer or a Socceroo.

I take care of sick people,
That is what I do.
I am a Nurse. How clever of you!

2. Oh! Who do you think I am?

What do you think I do?

I'm not an Engineer or a Socceroo.

I help to put out fires,
That is what I do.
I am a Fire Fighter. How clever of you!

3. Oh! Who do you think I am?

What do you think I do?

I'm not an Engineer or a Socceroo.

I take away your rubbish,
That is what I do.
I am a Garbage Collector. How clever of you!

4. Oh! Who do you think I am?

What do you think I do?

I'm not an Engineer or a Socceroo.

I cut and style your hair,
That is what I do.
I am a Hairdresser. How clever of you!

5. Oh! Who do you think I am?

What do you think I do?

I'm not an Engineer or a Socceroo.

I help children learn,
That is what I do.
I am a Teacher. How clever of you!

6. Oh! Who do you think I am?

What do you think I do?

I'm not an Engineer or a Socceroo.

I work with nails and hammer,
That is what I do.
I am a Builder. How clever of you!

CODA

There are so many workers in our community,
Providing goods and services for all our wants and needs;
Whether paid or unpaid, everyone agrees,
Their generosity and skills, we appreciate indeed!

Supplementary Verses

7. Oh! Who do you think I am?

What do you think I do?

I'm not an Engineer or a Socceroo.

I care for all your teeth,
That is what I do.
I am a Dentist. How clever of you!

8. Oh! Who do you think I am?

What do you think I do?

I'm not an Engineer or a Socceroo.

I help enforce the law,
That is what I do.
I am a Police Officer. How clever of you!

9. Oh! Who do you think I am?

What do you think I do?

I'm not an Engineer or a Socceroo.

I help to cure your symptoms,
That is what I do.
I am a Doctor. How clever of you!

10. Oh! Who do you think I am?

What do you think I do?

I'm not an Engineer or a Socceroo.

I help protect our land,
That is what I do.
I am a Soldier. How clever of you!

11. Oh! Who do you think I am?

What do you think I do?

I'm not an Engineer or a Socceroo.

I cook delicious food,
That is what I do.
I am a Chef. How clever of you!

12. Oh! Who do you think I am?

What do you think I do?

I'm not an Engineer or a Socceroo.

I sing and dance and act,
That is what I do.
I am an Entertainer. How clever of you!

13. Oh! Who do you think I am?

What do you think I do?

I'm not an Engineer or a Socceroo.

I give my time for nothing,
That is what I do.
I am a Volunteer. How clever of you!

14. Oh! Who do you think I am?

What do you think I do?

I'm not an Engineer or a Socceroo.

I mow people's lawns,
That is what I do.
I am a Gardener. How clever of you!

15. Oh! Who do you think I am?

What do you think I do?

I'm not an Engineer or a Socceroo.

I sell to the public,
That is what I do.
I am a Shop Assistant. How clever of you!

© 2007 Lyrics by Nuala O'Hanlon. Music by Kathryn Radloff
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Workers In Our Community

Words by Nuala O'Hanlon
Music by Kathryn Radloff

With energy ♩ = 120

The musical score is written in treble clef with a key signature of three sharps (F#, C#, G#) and a common time signature (C). It consists of six staves of music. The first staff begins with a double bar line and a repeat sign. The lyrics are: 'There are so man-y work - ers in our com - mu - ni - ty, pro - vid - ing goods and ser - vic - es for all our wants and needs. Whe - ther paid or un - paid, ev - 'ry - one a - grees their gen - er - os - i - ty and skills we ap - pre - ci - ate in - deed. Oh! Who do you think I am? What do you think I do? I'm not an en - gi - neer'. The score includes various musical notations such as notes, rests, and triplets. Chord symbols (Bm7, E, A, D) are placed above the staff. A large, semi-transparent watermark 'Sample' is overlaid diagonally across the page.

Bm7 E A Bm7 E A §

There are so man-y work - ers in

4 D A D A

our com - mu - ni - ty, pro - vid - ing goods and ser - vic - es for

6 Bm7 E A

all our wants and needs. Whe - ther paid or un - paid,

8 D A D A

ev - 'ry - one a - grees their gen - er - os - i - ty and skills we ap -

10 Bm7 E A *Fine* A

pre - ci - ate in - deed. Oh! Who do you think I am?

12 D 3 A D A

What do you think I do? I'm not an en - gi - neer

14 Bm7 E A

or a Soc - cer - oo. 1. I take care of sick peo - ple,
 2. I help to put out fi - res, _____
 3. I take a way your rub - bish, _____
 4. I style and cut your hair, _____
 5. I help chil - dren learn, _____
 6. I work with nails and ham - mer, _____

16 D A D A

that is what I do. I am a... *Spoken: Nurse!* How
 that is what I do. I am a... *Spoken: Fire Fighter!* How
 that is what I do. I am a... *Spoken: Garbage Collector!* How
 that is what I do. I am a... *Spoken: Hair Dresser!* How
 that is what I do. I am a... *Spoken: Teacher!* How
 this is what I do. I am a... *Spoken: Builder!* How

19 Bm7 E A 1, 2, 3, 4, 5. Bm7 E A 6. Bm7 E A *D.S. al Fine*

clev - er of you! Oh!
 clev - er of you! Oh!
 clev - er of you! Oh!
 clev - er of you! Oh!
 clev - er of you! Oh!
 clev - er of you! Oh!

There are

7. Oh! Who do you think I am?
 What do you think I do?
 I'm not an Engineer or a Socceroo.
 I care for all your teeth,
 That is what I do.
 I am a Dentist. How clever of you!

8. Oh! Who do you think I am?
 What do you think I do?
 I'm not an Engineer or a Socceroo.
 I help enforce the law,
 That is what I do.
 I am a Police Officer. How clever of you!

9. Oh! Who do you think I am?
 What do you think I do?
 I'm not an Engineer or a Socceroo.
 I help to cure your symptoms,
 That is what I do.
 I am a Doctor. How clever of you!

10. Oh! Who do you think I am?
 What do you think I do?
 I'm not an Engineer or a Socceroo.
 I help protect our land,
 That is what I do.
 I am a Soldier. How clever of you!

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