

## I CAN BE

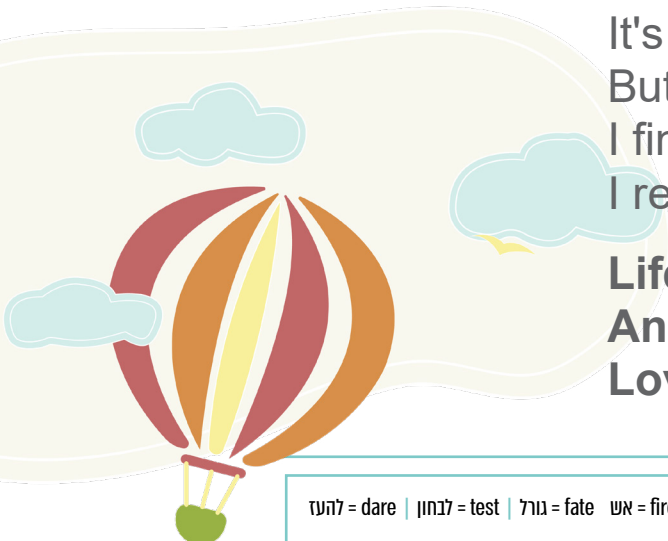
יעקב שוואקי

Have you ever felt there's nowhere to turn  
I am a child  
And the road ahead is paved with possibility  
Laughter and smiles  
When I'm with you I'm soaring high and free  
When you're in my world  
I believe in me  
I look into your eyes... and see that

**I can be stronger  
I can be braver  
I can be anything  
Anything I want to be  
I have the power  
I have the courage  
I am a hero  
Everything I need is inside of me**

Life throws me fire  
And fate will test me ten million ways  
Sometimes I'm tired  
It's hard to see the light of better days  
But then I dare to dream  
I find the hope for more  
I reach for all you gave and see that

**Life is the people we love  
And what we give to one another  
Loving is giving, giving is life**



## I CAN BE

**Written by:** Chedva Schwartzbart

### ABOUT THE SONG

This song was written for (the) singer Yaakov Shwekey. Yaakov Shwekey's wife and her friend set up a center for children with special needs. They care about these children and want them to be happy, feel loved and get whatever they need.

Ya'akov Shwekey says that music has a great power to touch people's hearts. This can be found in every one of us. With music and love we can be anything, no matter what challenges we have. This song is for all the children in the world. Everyone is special and everyone can be anything they want to be.

### BACKGROUND – PRE READING

- **Show the class the following pictures of the children in trouble and say:**

Sometimes children need help. When do they need help? What do they need help with? Who can help you when you have a problem? What can you do when there is someone older around that you can't do alone?



**אודות  
השיר  
I can be**

- Show the class the pictures of the children with special needs and ask:

What difficulties/challenges do these children have? What do they need? What can we do to help them feel good?



המילים בסוגריים הן התשובות - מיועדות למורה.

**Fill in the missing words.**

1. When driving a car, you must look at \_\_\_\_\_. [the road ahead]
2. There is always a \_\_\_\_\_ that things will get better. [possibility]
3. This \_\_\_\_\_ child is not afraid of anything. [brave]
4. Big animals are stronger and have more \_\_\_\_\_ than small animals. [power]
5. You saved my life. You are my \_\_\_\_\_. [hero]
6. We must find the best \_\_\_\_\_ to solve the problem. [way]
7. I \_\_\_\_\_ that one day I will reach the moon. [dream]
8. I don't give up. I am a \_\_\_\_\_. [fighter]

## UNDERSTANDING THE CONTENT

*I am a child*

*And the road ahead is paved with possibilities*

*Laughter and smiles...*

*When I'm with you I'm soaring high and free*

*When you're in my world*

*I believe in me*

*I look into your eyes and see that*

# אודות השיר

*I can be stronger*

*I can be braver*

*I can be, I can be anything*

*Anything I want to be*

*I have the power*

*I have the courage*

*I am a hero*

*Everything I need is inside of me*

## ASK:

- Who is the speaker in this song? [a child]
- Who is the child speaking to? [an adult: parent, teacher, friend, aunt/uncle, big brother/sister etc.]
- What is the road ahead paved with? [possibilities, laughter and smiles]
- What happens when the child is with the other person? [soaring high and free; I believe in me]
- How does the child feel when the other person is in his/her world? [stronger, braver, a hero]
- What does the child think she/he has? [power, courage, everything he/she needs]

## ACTIVITY A: Find the lines in the song which have similar meaning as the following sentences.

- Life brings me challenges. = \_\_\_\_\_ [Life throws me fire]
- Anything is possible. Nothing is impossible. \_\_\_\_\_ | [I can be anything]
- I can cope with any difficulty. = \_\_\_\_\_ [I am a fighter]
- People respect me for doing something brave. = \_\_\_\_\_ [I am a hero]
- I will not let anything stop me. = \_\_\_\_\_ [I have the power ... the courage]
- I find it difficult to continue, I almost give up. = \_\_\_\_\_ [It's hard to see the light of better days]

## ACTIVITY B: Think and Answer.

- How does the writer deal with his/her difficulties? [being optimistic, believing in him/herself, having someone he/she can trust]
- "Life throws me fire" – Explain and give examples. [Life brings me challenges; I deal

with difficulties; I have problems that I need to overcome]

- "Loving is giving" – Explain and give examples. [When you love someone, you want to give to them, but also when you give to someone you start loving them.]
- "Giving is life" – Explain why. [We can't live without helping each other and sharing things with each other]

## DISCUSSION

This activity can be done in small groups. Write each question on a separate card and have the students answer some of the questions together. Then choose two or three questions and have a whole class discussion.

- What happens when someone believes in you?
- What dreams do you have? What do you need in order to make your dreams come true? Give examples.
- When do you feel strong and brave?
- How can you be stronger and braver? Give examples.
- What does it mean to be a hero? What does it mean to be a fighter?
- How can we show someone that we believe in them? What do we need to do?
- "Loving is giving" – What can you give to others?

## ACTIVITY A: EMPOWERING SENTENCES [level one]

Ask the students to choose one empowering sentence from the song. Copy the sentence to an A5 card, decorate it, present it to the class and hang it on the wall.

Ask:

- When can you tell yourself this sentence?
- How does it make you feel?
- What can it help you do?

## ACTIVITY B: MOTIVATIONAL SENTENCES [level two]

Ask the students to complete the following sentences:

- I have the courage to .....
- I feel stronger when .....
- I feel brave when .....
- When I dare to dream, I .....
- I believe that I can .....
- I can find everything I need in .....

## ACTIVITY C: FIGHTERS AND HEROES [level two]

Ask the students to think of someone they know or someone they heard of that became a fighter/a hero because someone believed in them.

- What did they do?
- What difficulties/challenges did they face/have?
- Who helped them overcome those difficulties and how?

## ENRICHMENT / TAKEAWAY

Tell the following story about the two goats. Ask the students to compare and contrast the characters of story and the song.

What helped the child in the song soar high and free?

What helped the goat in the story get out of the hole?

### The Two Goats

In a farmyard far away, goats lived together, happy and free. One day, while they were walking around the farm, two goats fell into a hole. The hole was very deep and there was no hope of getting out of it. The two goats inside the hole couldn't find a way out. One goat said to the other, "Let's jump out." But the goats outside screamed, "No, the hole is too deep! You'll never get out. Don't even try. You'll die in there!"

The two goats in the hole didn't want to die. They ignored their friends and tried to jump as high as they could. The goats above continued to scream, "Stop trying! You'll never get out of the hole!" Finally, one of the goats in the hole thought, "They are right. I'll never get out of the hole". He decided to give up and died.

The other goat didn't give up. "I must try harder," he said, and continued jumping as high as possible. Seeing him jump, his friend screamed again at the top of their voice, "Stop trying! You can't jump that high!" "Yes, I can!" the goat said. He tried jumping again and again, and this time he made it out of the hole.

"How did you do it?" his friends asked. "Didn't you hear what we said?" The goat replied, "No, I didn't. I didn't hear you because I am deaf. I thought you said, 'Try, Try again. You can do it. We believe in you!'".



### When I'm with you I'm soaring high and free

- **Bird's-eye view** is a view of something from high above it as if seen by a bird in flight.
- **Worm's-eye view** is a view of an object from below, as if the observer were a worm.
- **Perspective** is a method of drawing a picture that makes objects look solid and shows distance and depth.

Ask the students to bring cameras and take photos of different objects from different angles/perspectives. Then create a collage.

#### Examples of views:



Optional: The students can describe what they did and how it made them feel.

## שיח אמנותי

השיר  
I can be

## כיתות א-ג:

### אופי מוזיקלי

**בקטו** מהתלמידים לתאר את אופי השיר "אני יכול להיות" מנקודת מבטם (עוצמתי, מלא אנרגיה, סוחף, משדר ביטחון, שמח. ייתכן שהשיר יתקבל אחרת אצל תלמיד כזה או אחר. חשוב להתחבר לתחושות השונות ללא שיפוטיות).

**בקטו** מהתלמידים לפרט מה במוזיקה מעניק את התחושות שפירטו.

### התייחסו ל:

- מהירות
- קצב
- כלי הנגינה
- סולו מול מקהלות
- גובה הצליל

### אפקטים "אנושים" בשיר

**השמיעו** את השיר לתלמידים, בביצוע המקורי של הזמר יעקב שוואקי.

### שאלו את התלמידים:

• מהם הכלים שאתם שומעים בפתיחה של השיר (לפני שמתחילה שירת הזמר)?

• האם אתם שומעים צלילים שאינם מופקים מכלי נגינה אלא ממקור אחר? (מחיאות כפיים).

**המשיכו** להקשיב עד ל-1:50. מצאו בשיר שני סוגים נוספים של צלילים שצורת ההפקה שלהם היא ממקור "אנושי טבעי" (מחיאות כפיים, שריקות, אצבע צרידה).

"כל מה שאני צריך נמצא בתוכי" - זהו משפט בשיר שיש לו משמעות רחבה ומשמעותית לחיים.

### שאלו את התלמידים:

• מדוע, לדעתכם, משתמשים בשיר באפקטים "אנושיים"?

• מה הם מעניקים לשיר?

• חשבו על משפט בשיר שמבטא את האפקטים האלה ("כל מה שאני צריך נמצא בתוכי").

**בקטו** מהתלמידים להמציא הקשת גוף המתאימה לפתיחה, הכוללת את מחיאות הכפיים הנשמעות בה.

**בקטו** מהם לשים לב לשינוי שחל בקצב ב-0:25, ולבטא את השינוי בתנועה חדשה.

# שיח מוזיקלי

השיר

I can be

כיתות א-ג



# שיח מוזיקלי

השיר  
I can be  
כיתות ד-ח

## כיתות ד'-ח'

### משקל והדגשות

**הקשיבו** לפתיחה של השיר והצטרפו למחזיקות הכפיים.

**בקשו** מהתלמידים לקרוא למחזיקה הראשונה "2" ולשנייה "4", תוך כדי מחזיקת הכפיים לצלילי המוזיקה בפתיחה.

כעת **בקשו** מהתלמידים למספר גם את "1" ו-"3" לפי זה.

קיבלנו ספירה של 1-4 החוזרת על עצמה שוב ושוב.

**הסבירו** לתלמידים, שהספירה מאחת עד ארבע, המתבצעת בחזרתיות, מעידה על כך שהמשקל של השיר הינו 4 רבעים.

**מהו משקל? (צורת הארגון של הפעמות לקבוצה, החוזרת על עצמה במהלך השיר או היצירה).**

**בקשו** מהתלמידים להחליף בין ההדגשות - להדגיש את פעמות 1 ו-3 במקום 2 ו-4 באמצעות מחזיקות כפיים, בזמן שהשיר מושמע ברקע. הנחו אותם להתרכז בפעולה כדי לא להתבלבל.

### שאלו:

• מהי התחושה כאשר מודגשות יחד גם 1,3 וגם 2,4? בקשו מהם לשתף.

**בחרו** תלמיד, שעל גבי ההקשות הקבועות (2,4) ינגן בכלי הקשה מקצב שלו, הכולל גם צלילים ארוכים וגם קצרים. שאר התלמידים ילוו אותו באמצעות הקשה של הפעמות הקבועות.

### אופי מוזיקלי

שירו יחד את השיר "אני יכול להיות".

**בקשו** מהתלמידים לתאר את אופי השיר מנקודת מבטם (עוצמתי, מלא אנרגיות וסוחף, משדר ביטחון, שמח. ייתכן שהשיר יתקבל אצל תלמיד כזה או אחר. חשוב להתחבר לתחושות השונות ללא שיפוטיות).

**הקשיבו** קצת לפני 2:33. בשנייה זו חל שינוי מובהק באופי הליווי: התופים העוצמתיים והסוחפים מפנים את מקומם לליווי עדין, שקט ומרגש. אם מקשיבים היטב מזהים את השינוי גם בקולו של הזמר.

### שאלו:

• אילו כלים "נעלמו" בחלק זה? ואילו נוספו? (הופסקו התופים, מופיעים כינורות).

**בקשו** מהתלמידים לגלות מהן המילים בחלק זה ושאלו:

• האם תוכן המילים תואם לרכות ולרגש שהופיעו פתאום במוזיקה? (בחלק זה מדבר השיר על נתינה ועל אהבה ועל חשיבותן בחיינו. הליווי החדש מספר על כך היטב).

**חפשו** שינוי נוסף בשיר, בעל אופי דומה. מהי הסיבה בשינוי הנוסף שמצאתם? (חלק הסיום. בחלק זה מקובל לשמוע שינויים באופי, המבטאים את ה"פרידה" שלנו מהשיר).

# השיר I CAN BE

♩ = 176

מילים: Sophia Franco  
לחן: Yitzy Waldner

**Drums 8** **Intro 8**

**Intro 2**

17 F B♭ F B♭  
Na na na na na na na Na na na na na na na na na

21 F B♭ Dm C  
Na na na na na na na Oh oh oh ohh

**A1**

25 F Gm  
I am a child And the road a-head is paved with pos-si-bi-li-ty

29 Dm C  
Laugh-ter and smiles When I'm with you I'm soar-ing high and

33 B♭ Gm  
free When you're in my world I be-lieve in me

37 C B♭ C B♭/D C/E  
I look in-to your eyes and see that

**B1**

41 F B♭ F B♭  
I can be stron-ger I can be bra-ver I can be, I can be a-ny-thing (-an-ything)

45 F B♭  
A-ny-thing I wan-na be, oh A-ny-thing I wan-na be (-an-ything I wan-na be)

2 49 F B $\flat$  Dm B $\flat$

I have the po - wer I have the cour - age I am a he - ro

53 Gm C F B $\flat$  F C

Ev ry-thing I need is in-side of me\_\_ Is in-side of me\_\_

**Bridge**

59 F C B $\flat$  /

**A2**

63 F / Gm /

Life throws me fi - re And fate will test me ten\_\_ mil - lion ways\_\_

67 Dm / C /

Some-times I'm ti - red It's hard to see\_\_ the light\_\_ of bet-ter days

71 B $\flat$  / Gm /

But then I dare to dream I\_\_ find the hope for more

75 C / B $\flat$  C B $\flat$ /D C/E

I reach for all\_\_ you gave and see that

**B2**

79 F B $\flat$  F B $\flat$

I can be stron-ger I can be bra - ver I can be, I can be a - ny-thing

83 F / B $\flat$  /

A - ny-thing I wan-na be,\_\_ oh\_\_ A - ny-thing I wan-na be

87 F B $\flat$  Dm B $\flat$

I have the po - wer I have the cour - age I am a he - ro



אשירה

לקידום שיח רגשי חברתי  
המחוז החרדי במשרד החינוך

91 Gm C F Bb F C 3  
Ev ry-thing I need is in-side of me\_\_ Is in-side of me\_\_

97 Bb C Am Dm  
Life is the peo-ple we love\_\_ and what we give\_\_ to one a - no - ther

101 Gm Eb C  
Lo - ving is gi - ving, and gi - ving is life

105 Bb C Am Dm  
Life is the peo-ple we love\_\_ and what we give\_\_ to one a - no - ther

109 Gm Eb C  
Lo - ving is gi - ving, and gi - ving is life

Interlude

114 F Bb Dm C  
Na na na na na na na Oh oh oh ohh

118 F# B F# B  
I can be stron-ger I can be bra-ver I can be, I can be a - ny-thing (- an-ything)

122 F# B  
A-ny-thing I wan-na be, oh A-ny-thing I wan-na be (-an-ything I wan-na be)

126 F# B D#m B  
I have the po - wer I have the cour - age I am a he - ro

130 G#m C# F# B  
Ev - ry - thing I need is in-side of me\_\_

134 F# B F# B

I can be stron-ger I can be bra-ver I can be, I can be a-ny-thing

138 F# B

A-ny-thing I wan-na be, oh A-ny-thing I wan-na be

142 F# B D#m G#7

I have the po-wer I have the cour-age I am a he-ro

146 G#m C# F# B F# C#

Ev-ry-thing I need is in-side of me Is in-side of me

Bridge

152 F# B D#m B

I am a figh-ter I am a drea-mer I am a he-ro

156 G#m C#

Ev-ry-thing I am 'Cause you be-lieved 'Cause you be-lieved in

Ending

160 F# B F# B

me Na na na na na na na na na na

164 F# B D#m C#

Na na na na na na na Oh oh oh ohh

168 F# B F# B

Na na na na na na na Na na na na na na na na na na

172 F# B D#m C# F#

Na na na na na na na Oh oh oh ohh