



SPEAK
Vocal Empowerment Program
YEAR 2- Gircott / Premio Impacto

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VE YEAR 2: Girlcott / Premio Impacto

ABOUT

In this year, students will learn about the power they have as consumers and possible future business owners, understand how their voice can be used in their economic choices, choose a business that represents their shared values and then present a *Premio Impacto* award to this business.

To prepare for this they will:

- choose a business for the award
- arrange for a date for the presentation of the award with the business
- record a brief radio spot announcing their Premio Impacto to the community
- notify the media of this event occurring
- create a script for actually presenting the award personally to the management
- create a chant for the procession to the business
- make a sign for the procession
- create musical instruments out of recycled materials
- sign a framed award they will present to the business for them to display

Premio Impacto is an award publicly presented to a business whose practices embody Starfish values. It acknowledges the role business plays in transforming our world. It is a positive expression of approval intended to encourage businesses to support women's empowerment. By doing a Premio Impacto, we prepare a world in which our Starfish graduates can be hired, thrive and contribute back to their communities. It is an activity in which we can use our voice to support and encourage positive economic change.

Vocal Empowerment Objectives:

- to use our voices to support our individual economic empowerment
- to use our voices to encourage businesses practices that support women's empowerment

How to Use This Curriculum:

Unlike the first year's curriculum, which outlines every activity in sequence for 12 full 90 minute sessions, this curriculum provides a guideline for steps to take, and offers suggested activities and games that can be used, but allows the mentors/teachers to divide the activities into the number of sessions they feel they need to best serve their students. We recommend 12 sessions minimum and encourage the integration of other themes and subject areas where appropriate.

STEP 1

Understanding the Economic Machine

(Recommended 1-2 Sessions)

OBJECTIVE(S)

Before the end of the sessions, students will understand the basic definition of the economy and how they participate in it daily, and begin to discuss how their voices may be used as a tool for their economic empowerment.

POSSIBLE INTEGRATIONS

MATH

Integrating into a lesson on interest (compounded and simple)

SOCIAL STUDIES

Discussion on laws that regulate the economy, how jobs receive salaries, etc.

COMMUNICATION

Write about a memory of purchasing something for the first time.

LIFE SKILLS

Could be expanded to explain how to open a bank account, write a check, save for the future or more.

VOCABULARY

Economy- the wealth and resources of a country or region, especially in terms of the production and consumption of goods and services.

Vocal Economic Empowerment- Understanding how your voice can influence where and how money is used. Using your voice to make and influence individual and collective economic choices that benefit yourself and your community.

SUGGESTED EXERCISES/ACTIVITIES/GAMES

Vocal/Physical Warm Up Exercise

Human Machine

Create a "human machine" in which everyone contributes a repeated sound and movement to make the human machine function.

Thematic Game

"Banker May I"

- The "Banker" (the mentor or one student) starts on one side of the room, facing away from the "Customers"
- The "Customers" (the rest of the group) start on the other side of the room in a line
- The Customers want to get to the Banker and deposit a check, but they can only do it with the Banker's permission.
- They must ask, one at a time, for permission to move. EG:
 - "Banker, may I take five steps forward?"
 - The Banker either replies "Yes, you may" or "No, you may not do that, but you may _____ instead" and inserts his/her own suggestion.
 - The players usually move closer but are sometimes led farther away.
 - Even if the Banker makes an unfavorable suggestion, the child must still perform it.

Thematic Reflection Questions on the Game:

- Did that game feel fair?
- Who had power in the game?
- What ways did the Customers have power? The Banker?
 - Does this make you think of anything in real life?

Theatre Activity

Rehearsing For Life: Opening a Bank Account

Rehearse going to a bank to set up an account for your money

- Research ahead of time what is required to set up a bank account
- Mentor handles the imaginary cash and acts as banker
 - Provide realistic obstacles, such as needing proof of identity, filling out forms, not giving your attention to a young woman
 - identifying challenges
 - together devising solutions
 - rehearsing solutions
 - critiquing solutions
 - rehearsing improved solutions

NOTE: You may be able to get real check books donated from a local bank, or have an expert banker come in to speak to students about how to create checking/savings accounts.

Suggested Journal Reflections

Does having money change how you feel about yourself?

What does money represent to you?

What does it feel like to have money of your own that you are saving in a bank?

How might you want to use this money?

Does it feel safe to store your money in a bank?

Do you have any concerns about doing this?

Will you be the first in your family to be a woman with her own bank account?