



SPEAK Vocal Empowerment Curriculum

Alignment to Standards

This participatory student-centered curriculum has been aligned to the following standards:

Collaborative for Social and Emotional Learning's (CASEL)

Core Competencies

To learn more please see: <https://casel.org/core-competencies/>

We have provided tools for both mentors/teacher assessment and self-assessments for participants to evaluate their own learning and progress. Please note: only the SEL competencies that we perceive as being addressed by the SPEAK curriculum are included.

- **Self-Awareness** - The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."
 - In this curriculum, students are encouraged to raise their awareness of their own voices in various circumstances. They are guided through a process of identifying their individual and shared values. They are asked to evaluate their vocal strengths and limitations and see opportunities where they may grow their sense of vocal empowerment through guided experiences.
- **Self-Management** - The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.
 - In this curriculum, students are given opportunities to use their voices in new ways, offering practical circumstances to regulate their emotions and motivate themselves. They are also asked to identify personal goals and things they would like to see changed in their communities.
- **Social Awareness** - The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.
 - In this curriculum, students are asked to identify the feelings and perspectives of their classmates. Further, they are asked to look at broader social issues, and see how they might be solved with existing and new social supports.

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Alignment to Standards

Collaborative for Social and Emotional Learning's (CASEL) Core Competencies (Continued)

- **Relationship Skills** - The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.
 - In this curriculum, students have opportunities to work collaboratively in groups to author solutions to problems they see in their communities. This gives them a chance to problem-solve and navigate group dynamics together.
- **Responsible Decision Making** - The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.
 - In this curriculum, students have opportunities to assess and evaluate themselves and their contributions to the world. They identify how to act from their core values and both listen and speak in equitable ways.

Battelle for Kids - 21st Century Framework (P21)

To learn more please see: <http://www.battelleforkids.org/networks/p21>

We have provided tools for both mentors/teacher assessment and self-assessments for participants to evaluate their own learning and progress. Please note: only the elements of the P21 Framework that we perceive as being addressed by the SPEAK curriculum are included.

Key Interdisciplinary Themes

- **Civic Literacy** - This curriculum enhances and encourages civic literacy by providing a framework for students to critically examine issues within their communities and determine actions their community could take or expand upon to resolve these issues.
- **Health Literacy** - This curriculum increases health literacy by introducing concepts of how to use the physical voice in a healthy way. Further, it introduces mindfulness techniques that can be utilized for both physical and social/emotional health.

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Alignment to Standards

Battelle for Kids - 21st Century Framework (P21) (Continued)

Learning and Innovation Skills

- **Critical Thinking** - Through this curriculum, students are encouraged to think critically about their own voices, their values, and issues that concern them in their communities.
- **Communication** - With a focus on voice, this curriculum is centered on the idea of effective communication. This includes speaking as well as listening. Students are given space to critically examine how they take space and make with their voices.
- **Collaboration** - Throughout this curriculum, students have multiple opportunities to work in groups together. The second half of the curriculum, students work in groups to solve a social issue and present a short skit that offers this solution to a supportive audience.
- **Creativity** - Based in theatre, this curriculum offers multiple ways for students to be creative. They are asked to create a short piece of theatre together, as well as solving issues creatively in small groups.