



DREAM IT ★ BE IT ★
CAREER SUPPORT
★ {for girls} ★

Club Project Guide





Club Project Guide

A SOROPTIMIST RESOURCE FOR CLUBS & MEMBERS

Welcome to Dream It, Be It: Career Support for Girls!

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I. Introduction

Welcome to the club project guide for Dream It, Be It: Career Support for Girls! This resource will help your club to manage a Dream It, Be It project and to understand and effectively use the Dream It, Be It curriculum.

Soroptimist’s global program for girls – [Dream It, Be It: Career Support for Girls](#) – targets girls in secondary school who face obstacles to their future success. It provides girls with access to professional role models, career education and resources to live their dreams. Career support includes help and assistance to pursue an occupation that will offer opportunities for long-term success. Although we don’t think all girls will know what they want to do for the rest of their lives, the skills they learn in Dream It, Be It will help them regardless of the career they choose to pursue or when they choose to pursue it.

SIA’s new global program aims to help girls dream big and then achieve those dreams. Dream It, Be It joins Soroptimist’s other Dream Program, the [Live Your Dream: Education and Training Awards for Women](#), to ensure girls have access to the resources they need to live their dreams. The Dream Programs of Soroptimist ensure both women and girls have access to the education and training they need to reach their full potential and live their dreams. Soroptimist is committed to investing in programs that create a sustainable, measurable change for women and girls.

In order to ensure we are reaching our goals and helping girls in meaningful, measurable ways, Dream It, Be It has very clearly defined goals and objectives.

Program Goal: Through education and access to role models, girls will be empowered to pursue their career goals and reach their full potential.

Objectives:

1. Increase the number of girls who feel prepared to pursue their career goals.
2. Increase the number of girls who feel comfortable creating achievable goals.
3. Increase the number of girls who have tools to overcome obstacles to success.
4. Increase the number of girls who understand the importance of resilience.
5. Increase the number of girls who can connect personal values with possible careers.
6. Increase the number of girls who feel more confident about their future success.
7. Increase the number of girls who have professional role models.

II. Resources to Assist Your Club

In addition to this guide, SIAHQ offers the following resources to assist your club with this program.

Club Planning Toolkit

Although Dream It, Be It is based on international research, the issues facing girls and the resources available to them vary in each community. The [club planning toolkit](#) will help your club to plan for a local-level project including:

- Conducting a community assessment
- Beginning to partner with girls
- Selecting a project model – conference or small group mentoring
- Building partnerships

If She Can Dream It: Providing Role Models and Mentors for 21st Century Girls Empowerment

The Dream It, Be It program is based on more than a year of research involving girls, experts and Soroptimist members. The outcomes of that research are available in this [paper](#). News media, community partners and schools may be interested in this research as well.

Sales Items

SIA has created a number of sales items to support the curriculum and fun items for participating girls. These items are available through the [Soroptimist Store](#) or [CafePress](#). Orders of 20 or more of the same item are eligible for volume discounts through the Soroptimist Store. The following items are available:

- Folders for handouts
- Journals and pens
- Pens
- Bracelets
- Stickers

- T-shirts

Region Chairs and SIAHQ Staff

If you have questions, there is help available. Your region [Dream It, Be It Chairs, Program Chairs](#) and the program staff at [SIAHQ](#) are always there to help. Together, we will build Dream It, Be It into a worldwide-recognized program to empower girls to reach their full potential and live their dreams.

Still to Come

- Evaluation Guide – This guide will help clubs to support the measurable impact of the program. It will be available early in the 2015-2016 club year.
- Publicity Kit – This kit will help clubs recruit participants and advertise their project within the local community.

III. Timeline

Local-level Dream It, Be It projects can be conducted at anytime throughout the year. There are two important deadlines to remember:

- **February 15:** Report on your club participation to your region chair using the Transmittal Form (page 13 of the Club Project Guide).
- **June 1:** Evaluation due to SIAHQ (The first deadline will be June 1, 2016).

IV. Working with Girls

Finding Girls to Participate in Dream It, Be It

One of the first steps in executing your local-level project is to find girls who will benefit from participation. The program focuses on girls in secondary school – or the schooling before they receive a degree or diploma. In most cases, the girls will be between the ages of 14 and 18. The program also focuses on girls facing barriers to their success. Although all girls face barriers because of their gender, there are some girls who have additional barriers. Identifying underserved girls for participation in your project will ensure they have opportunities to learn and succeed.

In determining which girls to engage in your project, consider all types of target populations, including those from low-income communities, minority and immigrant or refugee girls, foster girls, and teen mothers. Consider contacting a school guidance counselor to reach girls who may be at risk of dropping out of school prior to graduation, or the staff of girls' organizations, camps, or teen programs. In general, think broadly about the needs of your community in order to determine a target audience that would benefit most from involvement. There are a number of different ways to find girls to participate. Clubs can partner with schools or community organizations, reach out to sports teams or religious centers, or even contact past Violet Richardson Award recipients to solicit ideas. Clubs may also contact teen pregnancy shelters, foster care organizations, or girls' summer camps.

Also, when you conducted your community assessment, you should have identified other organizations working with girls. Use these resources to find girls or to advertise your project.

As you begin to identify girls, keep in mind the two options for delivering the project – a one-day conference or small group mentoring. The size of the group and the specific needs of girls may support choosing one or other method. (For more information, see the [Club Planning Toolkit](#) and Section V.)

Girls Advisory Group

It is important to include girls in the Dream It, Be It process – not just as beneficiaries but as planners as well. As with any project, getting the input of the population you are seeking to help is vital. This is especially true with girls who often struggle to have their voices heard. To do this, create a partnership with girls by forming a Girls Advisory Group to help plan, implement and evaluate your project. This partnership means that both groups – Soroptimists and girls – should have the opportunity to make suggestions and decisions regarding the Dream It, Be It project.

Why Should We Partner with Girls?

When girls are actively involved in the planning of projects for them, the project is more likely to be a success. Take advantage of the expertise girls can offer. Letting girls have the authority to make decisions about Dream It, Be It helps to develop important skills such as leadership, planning and teamwork. Also, being a part of a partnership can build a sense of belonging and the feeling of being needed and valued. This in turn helps girls build self-esteem and confidence.

How to Build a Girls Advisory Group

Your advisory group should be reflective of the girls you are hoping to reach through Dream It, Be It. For example, if you are planning to work with a particular school in your community, girls for your group should be selected from the student body.

You can involve your advisory group by asking them to:

- Review the curriculum and provide feedback
- Serve as a test audience for the curriculum
- Suggest different stories or scenarios within the curriculum that will resonate most with your audience
- Prepare materials for sessions
- Brainstorm creative ice breaker activities
- Act as additional facilitators
- Help set up meeting space, food, or make snacks for participants
- Provide feedback about the project to improve future projects
- Compile participant evaluations

Tips for Working with Girls

Working with girls may be new for your club. Use the following tips when working with girls to ensure a good relationship:

- Ask girls for their opinions and seriously consider and value their input. If their ideas cannot be implemented, explain why.
- Soroptimists are initiating the program, but important decision-making should be shared with girls.
- Give girls challenging, responsible roles, as well as the training and support they need to succeed in those roles.
- Treat girls as individuals and assure them you are interested in their unique opinions. Don't assume one girl represents the views of all girls.
- Don't move too fast. Remember it takes time to develop trust and rapport with girls.
- Schedule meetings when girls can attend and in a location that is accessible to them.
- Remember girls will have other interests and responsibilities. Don't overwhelm them with responsibility and try to understand if they have to say no.
- Don't expect more from the girls than you would from another adult or hold them to a stricter standard.
- Remember that your role in a partnership with girls is not to parent. We want to give girls different ways to relate to adults.
- Make sure the girls have parental permission to participate in the project.
- Don't talk down to girls – encourage them with patience and support.

Background Checks Needed to Work with Youth

In some countries, there are rules about working with youth. It is necessary for you to check local laws to find out if background checks or other clearances are needed for club members to work with girls. In the United States and Canada, all members or volunteers working on site with girls in the Dream It, Be It program need to have background checks completed. SIA recommends clubs use the screening provider [Info Cubic](#), but another source may be used. Clubs will then need to verify on their Transmittal Form that all background checks have been completed. In addition, all members or volunteers working with girls must participate in an online training or [another resource provided by SIA](#). Please reference the [Guidelines for Participation in Programs Involving Youth](#) and [SIA Procedures for Working with Youth](#) documents for more information on getting proper background checks and reporting.

V. Dream It, Be It Curriculum

Using the [Dream It, Be It curriculum](#) will ensure we are reaching the objectives and goal of the program. The curriculum represents those areas where girls need skills in order to live their dreams. Because we don't expect that all girls will know what they want to do for the rest of their lives and we also know that plans change, the skills developed through the curriculum can be applied to any goals girls identify throughout their education and careers.

The curriculum is designed to create an experiential learning environment for girls. Experiential learning is a process through which learners develop knowledge, skills, and values from direct experience, rather than a traditional academic setting. Experiential learning focuses on both content and process and involves the learner in an interactive way that allows her to take

responsibility for her learning. Each session intends to follow stages of an experiential learning cycle that address several different learning styles. The learning styles addressed include imaginative (focus on human relationships, listen to others, imagine/daydream, heart-based), analytic (rational and logical focus, organized data and facts, mind-based), common sense (experimental, applying concepts to situations, making concepts real-world), and dynamic (action-based, real-world application learning styles).

Each of the sessions of the curriculum take either 60 or 75 minutes to complete. They can be the agenda of a one-day conference or separate topics for small group mentoring meetings. The sessions build on one another and should be presented in order. Each session begins with an overview, specific learning objectives, supplies and handouts needed, and an agenda. Following that, there are specific instructions for each learning exercise.

The seven sessions are:

1. Discovering Your Dreams
2. Exploring Careers
3. Creating Achievable Goals
4. Rising Above Obstacles
5. Turning Failure into Success
6. Balancing Your Stress
7. Putting Dreams into Action

Adapting the Curriculum for Your Audience

It is recommended that clubs use the full curriculum sequentially, as the curriculum has been designed to reach certain objectives in a certain order. However, the curriculum has also been created so it can be adapted to your audience. Based on your community assessment, you may find that certain sessions are not as relevant to your community as other sessions. You may wish to supplement or substitute parts of the curriculum with sessions that are a better fit for your participants. Additionally, you may need to adapt the sessions due to differences in culture.

Before facilitating a session, we recommend you review it with club members to determine if the session aligns with the needs of your community. Make any changes you feel are necessary and work with your Girls Advisory Group to improve the session for your target audience. The critical part of the curriculum is that it meets the learning objectives outlined in each session and that, as a whole, these learning objectives will support the overall goal and objectives of the program.

Adapting the Curriculum for Your Setting – Conference or Small Group Mentoring

Each of the sessions has been designed to work in a conference or small group mentoring setting. During the planning phase, the club considered and identified which model was best suited for their community. After reviewing the curriculum, confirm this decision. A conference will allow you to reach a larger group of girls in one day. The small group mentoring over time will allow you to build deeper relationships with girls. It will, however, take more of a time commitment from the club.

In either setting, the quality and depth of the project are far more important than the size of the project. Learning objectives will not be achieved through a very large number of participants,

but through the strength of the relationships formed between participants and facilitators. The curriculum can be used in both settings. In the conference setting, for small group work, girls would work at tables with a facilitator at each table. There would be one main facilitator speaking to the entire group and then additional facilitators at each of the tables to facilitate conversation in smaller groups. In the small group mentoring setting, your club may follow the conference format with fewer girls, or rely on one facilitator for the entire group.

For small group mentoring, flip charts or white boards will work best. With a larger group, flip charts or white boards can be supplemented with PowerPoint slides for the entire group to view at once.

For a conference, you will need to schedule a lunch break. Work with local businesses to donate food for the girls. See Section VIII: Career Guidance Lunch for more details on planning a lunch break.

If your club chooses a small group mentoring setting, it is suggested that you schedule each meeting for approximately 15 minutes longer than the 60 or 75 minute curriculum session. The additional time will provide an opportunity for club members and girls to build relationships and trust with one another. Consider using the time to share a snack together where club members and girls share information about themselves. Your club may also use the time to review the 'Ground Rules' from session one at the beginning of following sessions. Another option is to assign a brief homework assignment or pose a question to girls at the end of each session and review the assignment or discuss answers to the question during this additional time.

Suggested Conference Agenda

This suggested agenda is provided for clubs that have chosen a conference setting for their Dream It, Be It project. Two sessions have been condensed so that the full curriculum can fit within the framework of a one-day conference. Clubs planning to host a conference are not limited to this suggested agenda. Each curriculum session is available so clubs may decide how to structure a one-day conference. The agenda below is recommended by SIA because it is an efficient method of achieving the program objectives.

Timeline

8:30 – 9:00 am	Registration (including breakfast): During registration, club members should record which participants are present and provide each participant with a folder that contains handouts needed for each session. It is recommended that clubs also provide breakfast to participants during this time.
9:00 – 9:35 am	Condensed Session #1 The condensed "Discovering Dreams" session excludes the activities "I Admire..." and "Letter to Self."
9:35 – 10:50 am	Session #2
10:50 – 11:00 am	Break
11:00 – 12:00 pm	Session #3

12:00 – 1:00 pm	Career Guidance Lunch Session See Section VIII for a full description of the Career Guidance Session for a conference setting.
1:00 – 2:15 pm	Session #4
2:15 – 3:15 pm	Session #5
3:15 – 3:25 pm	Break
3:25 – 4:25 pm	Session #6
4:25 – 5:00 pm	Condensed Session #7 The condensed “Putting Dreams into Action” session abbreviates the “Assembling an Action Plan” activity. The “Career Guidance Session” has also been condensed because the majority of that activity will occur during lunch in a conference setting.

VI. Finding a Location

The next step in carrying out your project is to find a location for your conference or mentoring sessions. It is important to find a space that fits the size and availability of your group. Try to find a casual, comfortable space that is not far from the center of town or from most girls’ schools or organizations. If the location is too far away, transportation barriers might prevent some girls from participating

There are many different community resources to consider when deciding upon a location. First, check with local schools to see if they have available classrooms, gymnasium or auditorium during lunchtime, after school, or on weekends.

Local community centers, like a YMCA, YWCA, or fitness/yoga center, may have suitable rooms for your project. Additionally, halls or centers affiliated with local religious communities might be available to rent.

Clubs may also contact local universities, which typically have large lecture halls and classrooms available during off-hours. Nearby hotels, retreat centers, summer camps, and conference centers are feasible locations as well.

VII. Ice Breakers

Ice Breakers are short, fun activities to develop comfort within a new group of people. In the conference setting, there may only be time for one ice breaker during the first session. In small group mentoring meetings, the club may want to consider different ice breakers each time the group meets – time permitting. Some are very simple for girls who are just getting to know each other. Some are more complex and can be used to build deeper relationships among girls who have already spent time together. Below are some sample ice breakers:

Name + Little Known Fact: Girls go around in a circle and introduce themselves along with a little known fact about themselves. Before telling their fact, have them write it on a piece of paper. Then, after everyone has introduced herself, each girl draws the fact from a hat and has to match it to the girl who said it.

Name + Word: Girls go around and introduce themselves with a word that describes them starting with the first letter of their first name (ex: Super Sonya, Happy Hannah, etc.) Start in a circle and each person has to say everyone's names before them along with adding her own. It becomes increasingly difficult as more people become added to the chain.

Powerful Women Post-It Note Activity: Every girl should write down a powerful woman in popular culture (well-known) on a post-it note. Redistribute the post-it notes and have each girl place the post-it note on her forehead without reading the name. Then, have girls go around and ask different yes/no questions to determine who the woman on her forehead is. After this, each girl should turn to the person next to her and explain why she chose to write down the woman she did and what qualities she might want to emulate in her own life.

Birthday Line: Explain to the group that this is a nonverbal exercise. Girls are to form a single straight line according to birthdays. No lip reading or writing out dates is allowed. When the line is completed, begin at the front of the line and have each girl share her birthday date.

Once girls have fostered a relationship, the following would be good activities:

Three Truths and a Lie: Have everyone write three facts about themselves on a note card, along with one lie. Every girl reads her 'facts' out loud, and then the other girls have to guess what is false.

Feed Forward: Girls should go around in a circle and take turns giving each girl meaningful compliments, admiration, and affirmations.

Mirror Image: Girls should pick a partner and stand in front of each other. Have each pair maintain eye contact for about a minute. Announce that the first partner will lead off with a simple movement and the second partner will mirror the same movement. Then, the second partner leads as the first partner follows her movement. Then suggest a new set of movements that may be more difficult to follow. Partners repeat as above with the new set of movements. Continue this exercise until the time is up.

VIII. Career Guidance Session (Lunch Session or Session #7)

There will be an opportunity in both a conference setting and in a small group mentoring setting for club members and other women from the community to provide girls with career guidance. This is a good opportunity for your club to involve other women in the community who may have interesting jobs and/or who may serve as strong role models to girls. You may be able to identify interested female professionals in the community through local contacts, nearby corporate leadership groups for women, or through local advocacy coalitions and volunteer organizations.

Before the session for either setting, club members should match individual girls or a group of girls (depending on the number of participants) with a club member or woman community member.

Before the session for either setting, each club/community member will need to prepare a five minute overview of her education and career journey to be shared with girls during this session.

Club/community members may wish to tailor their career story to what participants have learned in the program such as goal-setting, identifying and overcoming obstacles, learning from experiencing a failure, dealing with stress, and taking action towards a dream.

Conference Setting

In a conference setting, the opportunity to provide girls with career guidance will take the form of a career guidance lunch session.

Prior to the conference, your club should assign club/community members to each participant. Your club may want to include each participant's assignment within the folder of handouts or on nametags. The assigned club/community member and girls will eat lunch together and discuss common interests, career experiences, and general career advice.

At the start of the career guidance lunch session, girls should first get their food and then find their seats. Instruct girls to find the name or number on a table that matches the name or number within their folder or on their nametag.

Once the girls in the pair or group are seated club/community members should begin the session.

Club/community members should bring a blank piece of paper and pen to the lunch table. Begin the session by introducing yourself and asking the participants to introduce themselves.

Explain to participants:

- We're going to spend the next two minutes brainstorming a list of things that we have in common (besides body parts, gender, or clothing).
- Maybe we are oldest children, we all like to read, or our favorite color is blue.

Solicit a girl to use the blank piece of paper and pen to record the list of things your group discovers you have in common. After two minutes have passed, read the list aloud. Place the paper in the middle of your group to remind one another of your ability to connect across generational or communicational barriers.

Then, each club/community member should share her prepared five minute education and career overview.

After five minutes, encourage girls to ask questions. Club/community members may wish to provide girls with the handout **Ask an Expert: Possible Career Guidance Questions** (included with the full-length Session 7: Putting Dreams into Action) for possible questions to ask.

Continue conversation while you eat until the lunch session has ended. The girls will interact with their matched club/community members again in the final session for a Career Guidance Session-Part 2. In the Career Guidance Session-Part 2, club/community members will review the prepared resource guide with the girls with whom they have been matched.

Small Group Mentoring Setting

In a small group mentoring setting, the opportunity to provide girls with career guidance will take the form of a career guidance session within Session 7: Putting Dreams into Action. The full-length session addresses the same objectives as the career guidance lunch session.

IX. Additional Opportunities

While preparing the curriculum, multiple ways to engage girls and help support their career goals were considered. These ideas will help to strengthen the impact we have on girls and ensure their future success. Consider growing your Dream It, Be It project to include some of these suggestions.

College Visits

Some girls may not have had the opportunity to visit local colleges, community colleges or technical schools. Consider a day or half day trip to a local college. Work with the admissions office to set up activities for your visit.

Financing Education

Compile a list of local organizations that provide grants or scholarships for post-secondary school. Include tips on how to search for national scholarships. Provide a list of universities that do not consider financial need when making acceptance decisions.

Workplace Visits

Arrange tours of different businesses in the community as a way to expose girls to different careers and work place environments. Work with the business to set up activities and give the girls an opportunity to talk with some of the people who work there.

Matching Girls with Professional Women

By the end of the curriculum, you should have more of an idea of where girls' career aspirations may lie. Match girls with women working in their field of interest. The women can keep in touch or be available for questions as the girls continue to pursue their goals.

Shadow Days

Get together a list of professional women who would be willing to let a girl shadow her for a half or full day at work. This will give girls exposure to the work place while also providing a chance to ask questions and learn more about different jobs available and what it takes to work in that position and be successful.

Internships

If there are organizations in the community that provide internships for students, work in partnership with those organizations to connect girls with internships.

Informational Interviews

At the end of the project, girls might wish to learn more about the responsibilities and lifestyle of a specific career path. Help girls set up an informational interview that will allow them to ask varied questions about their possible career choice in an informal setting.

Volunteering

Put together a list of volunteer opportunities in the area that are relevant to the girls' interests. Be sure to include contact information for the organizations and information on signing up to volunteer.

X. Reporting and Evaluation

There will be two reports required of clubs to track participation in the program and to measure the impact of the program on girls. The reporting and evaluation toolkit will be available on the SIA website early in the 2015-2016 club year.

Club Transmittal

This simple form tracks the participation of clubs in the program. The form should be completed and submitted to the Dream It, Be It Region Chair by February 15 of each year.

Evaluation

The evaluation process allows us to measure the impact the program has had on girls. The ability to report on the impact we have on women and girls is critical to SIA's goal of increasing our collective impact. We will be measuring the impact of the curriculum on girls with 10-12 survey questions. Clubs will be responsible for administering the survey to the girls and entering the responses into our evaluation database. The evaluation guide will be released in the 2015-2016 club year.



Dream It, Be It Club Transmittal Form

A SOROPTIMIST RESOURCE FOR CLUBS & MEMBERS

Due: February 15

Instructions: This form should be filled out and submitted to your region chair by February 15. For region chair contact information, please visit the [leadership directory](#). Only clubs participating in Dream It, Be It should fill out a transmittal. Supporting club activities will be reported by the participating club.

Club Name _____ Club Number _____

Submitted by Name and Title _____

Email _____ Phone _____

There are two ways that clubs can engage in Dream It, Be It – through participation or support. Participating clubs will report on support – including funds and volunteer hours – received by other clubs.

Dream It, Be It Participating Clubs - club (or clubs) that have held a Dream It, Be It conference or small group mentoring sessions for girls in secondary school, used the Dream It, Be It curriculum and provided the impact information through the SIA evaluation database. If two or more clubs are working together and sharing the management equally, all will be counted as participating.

Dream It, Be It Supporting Clubs – clubs that have supported another participating club through financial support, in-kind donations, providing speakers or administrative support and/or providing additional opportunities for girls participating in a Dream It, Be It project. Any funds or support from supporting clubs should be included below.

1. Our club used the Dream It, Be It curriculum and held:

Small group mentoring sessions for _____ girls.

A one-day conference for _____ girls.

2. This year our club:

Committed _____ volunteer hours to Dream It, Be It.

Expended \$ _____ on Dream It, Be It.

3. Our project:

- Attracted _____ new members to the club
- Received media attention
- Included new partners

4. All adult participants (US and Canada only):

- Had state clearances
- Participated in on-line training

5. Our project provided additional opportunities for girls, including (select all that apply):

- College visits to _____ girls
- Workplace visits to _____ girls
- Matching _____ girls with professional women
- Job Shadow days to _____ girls
- Internships for _____ girls
- Informational interviews for _____ girls
- Volunteer opportunities for _____ girls
- Other: _____

6. Our club was supported by other Soroptimist Clubs, please list:

Participating clubs will need to complete the on-line evaluation by June 1. For more information, see the [Dream It, Be It section](#) under 'Program' in the Members Only area of the SIA website.