



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

Curriculum Guide





Curriculum Guide

A SOROPTIMIST/LIVEYOURDREAM.ORG RESOURCE

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

Table of Contents

I.	Introduction	2
II.	Additional Resources	3
III.	Timeline	4
IV.	Dream It, Be It Curriculum	4
V.	Icebreakers	6
VI.	Movement Breaks	7
VII.	Career Guidance Session	9
VIII.	Additional Opportunities	10

I. Introduction

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

Soroptimist/LiveYourDream.org'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.

Soroptimist/LiveYourDream.org's global program aims to help girls dream big and then achieve those dreams. *Dream It, Be It* joins Soroptimist/LiveYourDream.org'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/LiveYourDream.org ensure both women and girls have access to the education and training they need to reach their full potential and live their dreams. Soroptimist/LiveYourDream.org is committed to investing in programs that create a sustainable, measurable change for women and girls. The Dream Programs, especially *Dream It, Be It*, will contribute to our 2021-2031 Big Goal: to invest in the dreams of half a million women and girls through access to education, leading to economic empowerment. 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. Additional Resources

In addition to this guide, Soroptimist/LiveYourDream.org offers the following resources to assist with this program.

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 planning toolkit will help you plan a project, including information on:

- Conducting a community assessment
- Partnering with girls
- Selecting a project model – conference or small group mentoring
- Building partnerships
- Finding girls to participate
- Finding a location
- Creating a budget and raising funds

Evaluation Guide

Volunteers are required to administer an evaluation of *Dream It, Be It* with the girls who participate so that Soroptimist/LiveYourDream.org can measure the impact of the program on girls locally and globally. The evaluation measures the program goal and objectives stated above. Your *Dream It, Be It* project in your local community directly connects to the work taking place in all of Soroptimist/LiveYourDream.org's countries and territories, and we want to tell the story of the global impact we all have on girls. The evaluation guide will help you evaluate our program, including information on:

- Why Soroptimist/LiveYourDream.org measures impact
- Tips for administering the evaluation
- How to submit evaluation data to Soroptimist/LiveYourDream.org's online form
- Reporting & Evaluation Worksheet

Evaluation Form for Girls *Dream It, Be It* Merchandise

SIA has created a number of items for purchase. *Dream It, Be It* merchandise is available to support the curriculum and provide fun items for 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.

Assistance

If you have questions about *Dream It, Be It*, there is help available. For Soroptimist clubs, your [Dream It, Be It Region Chairs](#) and [Program Chairs](#) can provide assistance. For all volunteers implementing a *Dream It, Be It* project, [staff at Soroptimist/LiveYourDream.org headquarters](#) are happy to help!

III. Timeline

Dream It, Be It projects may be implemented at any time during the year. At the conclusion of a conference or small group mentoring sessions, volunteers should provide participants with the [evaluation form](#) and request that participants complete it and return it to a designated volunteer(s). An [online report](#) including details about your project and evaluation data from girls is **due one month after**

your project. Volunteers are responsible for reviewing and following the [evaluation guide](#) for more detailed instructions.

IV. Dream It, Be It Curriculum*

The [Dream It, Be It curriculum](#) ensures 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. Clubs must use at least one session of the curriculum in order to be counted as delivering *Dream It, Be It*.

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 conference or separate topics for small group mentoring sessions. 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

We recommend using the full curriculum in number order because each session builds on concepts from the previous session. However, the curriculum has also been created to 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 and/or maturity.

Before facilitating a session, we recommend reviewing it with other volunteers to determine if the session aligns with the needs of your community. Make the 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, you considered and identified which model was best suited for your

community. After reviewing the curriculum, confirm this decision. A conference will allow you to reach a larger group of girls in a shorter amount of time. Small group mentoring will allow you to build deeper relationships over time with girls.

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 by working with a very large number of participants, but instead through the strength of the relationships formed between participants and volunteers. The curriculum can be used in both settings.

Conference

In a conference setting, we suggest seating girls at tables and placing a volunteer(s) at each table for support during small group work. One main facilitator can lead the entire group through the activities, while additional volunteers seated at each of the tables direct conversation and offer support in smaller groups.

A suggested agenda is provided below for delivering *Dream It, Be It* in a conference setting. Two sessions have been condensed so that the full curriculum can fit within the framework of one day. However, you are not limited to this suggested agenda and may implement the curriculum in a longer conference of two or more days. Each curriculum session is available individually so you may decide how to structure a conference that fits the needs of volunteers and girl participants.

Keep in mind that for a conference setting, you will need to schedule a lunch break. Work with local businesses to donate food for the girls. Asking girls to bring their own food for lunch may prevent some girls from attending. See Section VIII: Career Guidance Lunch for more details on planning a lunch break.

Timeline

8:30 – 9:00 am	Registration (including breakfast): During registration, record which participants are present and provide each participant with a folder that contains handouts needed for each session. We recommend providing 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.

Small Group Mentoring

In a small group mentoring setting, we suggest seating girls at tables near one another, or arranging seats in a circle. One of two volunteer facilitators can lead the group through the activities.

It may be helpful to schedule each meeting for approximately 15 minutes longer than the 60- or 75-minute curriculum session. The additional time will provide an opportunity for volunteers and girls to build relationships and trust with one another. Consider using the additional time to eat a snack together while volunteers and girls share information about themselves. You 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.

If you are confined to shorter time periods because you are delivering the program during school class, lunch, or after-school time, you could make adjustments such as:

- Meet for more than seven sessions and spend the initial session or two just on icebreakers and relationship building. Then in the following sessions, mostly focus on the learning discussions and activities of each session and very little, if any, time on icebreakers.
- Meet for more than seven sessions and break up some of the individual sessions into two sessions.
- Meet for 7 weeks but send worksheets home to be completed as homework and brought back for the next session, instead of completed during the session (we suggest this option only as a last resort because it is critical for volunteers to support girls as they think through their options and responses to the worksheets).

*Background Checks Needed to Work with Youth

To support clubs in conducting programs in a safe and secure environment for participating youth, all clubs participating in *Dream It, Be It* or with another project involving youth are required to adhere to the guidelines and standards provided in the [SIA Procedures for Working with Youth](#).

In some countries, there are rules about working with youth. It is necessary for you to check your state and/or country laws to find out what background checks or other clearances are needed for volunteers to work with girls. In the United States and Canada, all volunteers working on site with girls in *Dream It, Be It* need to have background checks completed. These procedures are required by Soroptimist/LiveYourDream.org's insurance company to protect the organization and volunteers from liability that can arise from working with young people.

Please reference our [SIA Procedures for Working with Youth](#) for more information.

V. Icebreakers

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 icebreaker during the first session. In small group mentoring meetings, volunteers may want to consider different icebreakers 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 icebreakers:

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.

VI. Movement Breaks

Each session of the curriculum takes either 60 or 75 minutes to complete, which can be a long time for girls (and adults!) to focus. We recommend looking at each session and determining the best time for your pacing to have a movement break.

Before doing any physical activity, always remind girls to listen to their bodies and respect what it is telling them to avoid injury. Find ways to include girls with more limited mobility so they can still enjoy the energizing benefits (example: offer an alternative stretch or a stationary activity).

Below is an overview of suggested movement breaks. Some are very gentle and might work well after an emotional segment, while others require more space and movement (and may need some encouragement to relax and participate fully!). Each break takes no longer than 5 minutes. Feel free to innovate and incorporate your own ideas! We strongly recommend that any fitness, yoga, dance, or Zumba activities be led by a certified instructor for the safety and health of all involved.

Box Breathing

For six total breaths, have girls follow the below prompts:

- Stand up tall. Relax your shoulders. Close your eyes if you would like.
- Breathe in slowly for six seconds
- Hold your breath for six seconds
- Breathe out slowly for six seconds
- Hold for six seconds
- Repeat.

Chair Action

Have girls sit on the edge of their chairs while keeping their back straight. Play music with a strong beat and have the girls mirror the following actions for at least 30 seconds per movement:

- Hiking: Girls swing their arms and reach to tap their toes while lifting their knees.
- Swimming: Girls move their arms as if doing a front or back crawl stroke and kick their legs in a flutter kick motion.
- Cycling: Girls hold on to the seat of their chairs and pedal their legs as if riding a bike.
- Paddling: Girls use an imaginary paddle to paddle their canoe (both sides).

Shake It

Girls can remain seated or stand up,. Have them start by shaking the accompanying body part and counting down out loud from 10 to 1 as they do so:

- Shake right hand 10 times
- Shake left hand 10 times
- Shake right foot 10 times
- Shake left foot 10 times

Repeat counting down the number of shakes from 9 down to just 1 each.

Count Your Ones, Twos, and Threes

Ask the girls to pair up and stand facing their partner. They should start counting “one, two, three” out loud over and over again.

After a few rounds of just counting, ask them to clap their hands instead of saying “one,” while still going on to say “two, three” out loud.

After a few rounds of clapping and counting, ask them to bend their knees instead of saying “three,” while still clapping for “one” and saying “two” out loud. Continue for a few rounds.

Freeze and Justify

If you’re in a large group setting, split into smaller groups. Sit or stand in a circle, and ask any two girls to stand in the middle. Give them a scene to perform (shopping at the grocery store, taking a test, riding on the bus) with exaggerated hand movements and expressions.

During any time that the girls are performing, any other girl can yell “freeze.” The performing girls will have to freeze their act temporarily.

The girl who shouted “freeze” has to get up and tap either of the performing girls, who will now sit back down. The new girl will take over and start a new scene of her choosing, showing her partner through the dialogue and her actions what the new scene is. Continue through as many rounds as you wish.

Family Portrait

If you’re in a large group setting, split into smaller groups. Each group takes a turn acting in front of the rest of the group. The acting group is given a title for a portrait that revolves around a type of family, like “Family of Dentists,” “Cheerleading Squad,” “Family of Dinosaurs.” You could give even more specific prompts, like “Football Team Lost the Championship,” or “Sooptimists Won a Prize at the Carnival.” The acting group will have ten seconds to form a portrait based on the title. Count them down and at the end of the ten seconds yell out “FREEZE!” for the group to strike their pose.

VII. 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 volunteers and other women from the community to provide girls with career guidance. This is a good opportunity for you 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, match individual girls or a group of girls (depending on the number of participants) with a volunteer or woman community member.

Before the session, each volunteer/community member will need to prepare a five-minute overview of her education and career journey to be shared with girls during this session. Volunteers/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, assign volunteers/community members to each participant. You may want to include each participant's assignment within the folder of handouts or on nametags. The assigned volunteer/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 are seated, volunteers/community members should begin the session.

Volunteers/community members should bring a blank piece of paper and pen to the lunch table. Begin the session by introducing yourselves 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 volunteer/community member should share her prepared five-minute education and career overview.

After five minutes, encourage girls to ask questions. Volunteers/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 volunteers/community members again in the final session for a Career Guidance Session-Part 2. In the Career Guidance Session-Part 2, volunteer/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.

VIII. Additional Opportunities

The following ideas will help to strengthen the impact we have on girls and ensure their future success. Consider expanding your *Dream It, Be It* project to include some of these activities.

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 activity will give girls a chance to ask questions and learn more about different jobs available and what it takes to be successful in that position.

Internships

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

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. Or, plan a volunteering event for several girls to participate!

Congratulations! You are now prepared to review the [Dream It, Be It Evaluation Guide](#) and measure your project's success.