



SOROPTIMIST®
Investing in Dreams

DREAM IT ★ BE IT ★

CAREER SUPPORT

★ {for girls}®

Club Toolkit



Table of Contents

This toolkit has been saved as an interactive PDF. Click below to navigate to each section.

Introduction	3
How to Use this Toolkit and Access Project Resources	4
Frequently Asked Questions	5
General Questions	5
Planning Questions	7
Curriculum Questions	9
<i>Dream It, Be It</i> Planning Guide	11
Quick Start Guide	12
Planning Your Project	15
Forming a Planning Committee	15
<i>Dream It, Be It</i> Club Chair Position Description	15
Conducting a Community Assessment	16
Organizing a Girls Advisory Group	17
Selecting a Model: Small Group Mentoring or Conference	19
Building Community Partnerships	20
Creating a Budget and Raising Funds	21
Finding a Location	22
Finding Girls to Participate	22
Customizable Publicity & Recruitment Resources	23
<i>Dream It, Be It</i> Visual Identity	24
Standards and Compliance	25
SIA Standards for Working with Youth	25
Club Compliance Checklist	29
Member Compliance & Release Form	30
Parental Consent Form	31
Media Consent Form	32
Media/Consent Release Tips for Virtual Programs	35

Table of Contents (continued)



<i>Dream It, Be It Curriculum Guide</i>	36
Curriculum Overview	37
Before You Begin	37
Session Summary	38
Adapting the Curriculum	39
Adapting for Conference vs. Small Group Mentoring	39
Ice-Breakers	42
Movement Breaks	43
Career Guidance Session	45
Additional Ways to Support Girls	47
Tips for Facilitating Groups	48
10 Tips for a Successful Project	51
<i>Dream It, Be It Evaluation and Reporting Guide</i>	54
Measuring Impact	55
Evaluation Timeline	55
Tips for Administering the Participant Evaluation	55
Participant Evaluation Form	57
Club Reporting: How to Submit Evaluation Information	60
Participant Certificate	61
“Share Your Story” Form	61



Introduction

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

Welcome to Soroptimist's global program for girls—[*Dream It, Be It: Career Support for Girls*](#)[®].

Dream It, Be It 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. The topics covered include career opportunities, setting and achieving goals, overcoming obstacles to success, and how to move forward after setbacks or failures.

Soroptimist conducted research around the world to discover what girls need and what Soroptimists could do to address those needs.

We found girls faced a myriad of barriers to living their dreams. However, girls and experts agreed that girls need access to mentors and trusted adults who can share their knowledge and guidance. This was the perfect intersection of what girls need and what Soroptimist is able to provide. Together, we built *Dream It, Be It* into a worldwide-recognized program to empower girls to reach their full potential and live their dreams.

Secondary school is defined as schooling that follows elementary and middle school and is followed by higher education or vocational training. Typically, girls in secondary school are aged 14 to 18.

Career support means providing assistance, including financial help, to pursue an occupation that will offer opportunities for long-term success.

Not all girls know what they want to do with the rest of their lives, but 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 Dream Programs

Dream It, Be It joins Soroptimist's long-running program, the [*Live Your Dream: Education and Training Awards for Women*](#)[®]. As the *Live Your Dream Awards* is our cornerstone program for assisting women, *Dream It, Be It* is the primary way we assist girls.

These Dream Programs provide significant assistance to women and girls so they may 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 demonstrate a sustainable, measurable change for women and girls. The Dream Programs, and especially *Dream It, Be It*, will help us reach 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.



Dream It, Be It 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.

Timeline

Dream It, Be It projects may be implemented at any time during the year. Create a timeline according to your club's program date and planning process. After the conclusion of your project, ensure girls complete the [Evaluation Form](#) and return it to the designated volunteer(s). Your club should then submit the online [Dream It, Be It Reporting Form](#) to tell us about your project and provide participant evaluation data. We recommend submitting this within a month after completing your project while the details are still fresh.

All reports must be submitted by June 30 to be counted for that club year. Review the [Evaluation Guide](#) for more detailed instructions.

How to Use this Toolkit and Access Project Resources

SIA offers a wealth of resources to support participation in *Dream It, Be It*.

This club toolkit is a great place to start with all your resources in one place. It provides step-by-step instructions for how to begin your local project—from planning and conducting an impactful program to how to evaluate and report your project's impact.

You can find additional resources and download printable resources on the [Dream It, Be It section of Soroptimist.org](#).

Please contact the SIA program team at program@soroptimist.org with any questions or if you need help finding contact information for your region *Dream It, Be It* chair or region program chair.

Start with these resources:

- ★ [Dream It, Be It Impact Infographic](#)
- ★ [Dream It, Be It Video \(English only\)](#)
- ★ [Dream It, Be It 101 Webinar Recording](#)



Frequently Asked Questions

General Questions

Why do we have this program for girls?

The SIA Board of Directors identified the need for SIA programs to provide sustainable, measurable change in the lives of women and girls to grow our collective impact. For more than ten years, the Violet Richardson Award was SIA's program for girls. This program's goal was to encourage girls to be life-long volunteers. The board decided there was more SIA could do to ensure girls were economically empowered. Clubs can continue to offer the Violet Richardson Award in their communities, but SIA will no longer support the program at the region or federation level. If Violet Richardson Award recipients have not been counted in a *Dream It, Be It* project, this can be [reported as a Big Goal Accelerator Project](#) and count towards our Big Goal!

Why was career support selected as the focus of the program?

We received 412 survey responses from girls in 22 countries, conducted 50 focus groups with girls in seven countries, consulted secondary research, and interviewed experts working with girls. We found girls face a myriad of barriers to living their dreams. However, girls and experts overwhelmingly agreed that girls need mentors and trusted adults who can share knowledge and information about how they can pursue their dreams. This was the perfect intersection of the needs of girls and what Soroptimist is able to provide.

What is secondary school? Why not just use ages?

Schooling and the age of girls in school varies in different countries. *Secondary school* is a term used by the United Nations and refers to schooling that follows elementary and middle school and precedes higher education or vocational training. Typically, girls in secondary school are aged 14 to 18 but this varies by Soroptimist country.

Is the program just for girls in secondary school? What about young women or boys?

The research directed us to focus on girls in secondary school. The program materials are designed for that population. Furthermore, the mission of SIA is to provide women and girls with access to the education and training they need to achieve economic empowerment. Our focus is on the special needs of women and girls.

Why does the program focus on girls in secondary school and not younger girls?

SIA focuses on girls in secondary school because they are the same cohort of girls focused on through the Violet Richardson Awards, and there was a desire to keep working with the same age group. From experience with the Violet Richardson Awards, SIA is better equipped to work with adolescent girls than a younger age group. SIA wanted to develop a way to engage more meaningfully with adolescent girls and have a larger impact on their lives. SIA recognizes that in the broader global landscape, much attention and resources are given to younger girls and their primary education. These efforts are very valuable, but SIA understands there are more restrictions and challenges in working with younger girls and also wanted to fulfill a different need.



There are not as many resources focused on adolescent girls, yet there is great need among that population. In developing this program, adolescent girls were surveyed and experts on adolescent girls provided additional context, so *Dream It, Be It* has been informed by those specific needs. SIA chose to focus *Dream It, Be It* on career support, a need identified by adolescent girls that Soroptimists are prepared to discuss.

Can we print and sell our own products with the *Dream It, Be It* logo?

The club is welcome to create products with the *Dream It, Be It* logo to give away. However, they cannot sell these items for any reason, including fundraising. See [Policy for Use of SIA Registered Marks](#) for more information.

Does this program provide financial support for girls to pursue their career goals?

At this time, the program is based on providing the *Dream It, Be It* curriculum in a small group mentoring or conference setting. It is through use of the curriculum that the goal and objectives of the program will be realized. Some clubs may provide a monetary award to a *Dream It, Be It* participant, but this is not required or built in as part of the program.

What are SIA's expectations for club participation in *Dream It, Be It*?

SIA understands initiating a new project is a large undertaking. Consider starting small with just a few sessions of the curriculum that can grow into a larger *Dream It, Be It* program. It is perfectly acceptable to host small group mentoring sessions with 5-10 girls or a one-day conference with 25-30 girls. SIA wants to ensure the program goal and objectives are met, which can be done largely through meaningful relationships between members and participants.

Clubs must use at least one session of the curriculum to be considered "participating."

SIA does not expect participating clubs to implement a *Dream It, Be It* project more than once in a club year. However, clubs may implement a project as frequently as is possible for the club.

SIA expects participating clubs to report their project via the online [Dream It, Be It Reporting Form](#). It is recommended that clubs complete the form within one month of their project, or by June 30 at the latest, to be considered participating for that club year.

What recognition is offered?

Girls who complete *Dream It, Be It* may be given a [Certificate of Participation](#). Girls may also wish to list their *Dream It, Be It* participation on their resume.

SIA clubs that engage with *Dream It, Be It* will receive recognition of participation from SIA Headquarters.

What are clubs required to submit regarding their participation in *Dream It, Be It*?

SIA expects participating clubs to report their project via the online [Dream It, Be It Reporting Form](#). It is recommended that clubs complete the form within one month of their project, or by June 30 at the latest, to be considered participating for that club year. Only one report is required per project. If a club hosts a



succession of small group mentoring sessions or collaborates with other clubs, there is room to note that on the singular report.

Our club isn't capable of taking on such a large project right now. What else can we do to support *Dream It, Be It*?

All clubs will be encouraged to plan a future local project to support *Dream It, Be It*, but SIA recognizes that this is a large undertaking for some clubs.

Some suggestions for these clubs to consider:

- ▶ Begin long-term planning to see if future participation is possible.
- ▶ Consider what the club is already doing. Are each of these projects supporting the SIA Big Goal of investing in the dreams of half a million women and girls through access to education? Perhaps there are projects where the club could divest its resources and instead apply them to *Dream It, Be It*.
- ▶ Start small with just a small group of girls in a mentoring atmosphere.
- ▶ Donate to Club Giving and SIA's Annual Fund to support the growth of *Dream It, Be It*.
- ▶ Identify community partners who would be interested in supporting *Dream It, Be It*.
- ▶ Recruit new members specifically interested in working with girls.
- ▶ Partner with a nearby club to support their project or host a project together.

Planning Questions

If our club already has a project focused on helping girls, should we change it?

Clubs are encouraged to adapt their existing projects to align with the goal and objectives of *Dream It, Be It*. SIA's Big Goal is to invest in the dreams of half a million women and girls through access to education by 2031. We can achieve this goal only if we work on similar projects, allowing us to measure and report our impact as a global organization.

What if a similar project already exists in our community?

During the [community assessment](#), you may have identified similar projects. Meet with the organizations implementing those projects to explore the possibility of a partnership. *Dream It, Be It* may be a good complement to existing programs. You may also be able to identify a subset of the population being served by the existing project that you could target to provide additional education and skill-building.

Visit the [Building Community Partnerships](#) section of this toolkit for guidance.

What should our club budget be for our local-level project?

Budgeting will be determined by the plan for the club's local-level project and costs in the local community. In each of the curriculum sessions, there is a recommended list of supplies to acquire. In addition, consider



rental fees of a site location, transportation needs for the girls, snacks and/or meals, and giveaways for girls. This program may be of interest to businesses and organizations in your community that want to support girls. Work with local businesses to get financial support or in-kind donations to support your *Dream It, Be It* project.

Visit the [Creating a Budget and Raising Funds](#) section of this toolkit for guidance.

Do we need background checks to work with girls?

Different countries, states, and provinces have different rules governing work with young people. Clubs must investigate the laws in their communities to make sure they are in compliance. Additionally, all clubs must be in compliance with [SIA's Standards for Working with Youth](#).

Our club has never done a project like this before. What other resources are available to help us with this new program?

For clubs that have never worked with girls before, *Dream It, Be It* can seem like a large undertaking. This toolkit provides clubs with all the information they need to participate.

★ [Quick Start Guide](#)

- ▶ A streamlined handout to help you get started with planning

★ [Curriculum Guide](#)

- ▶ Guidance for understanding how to effectively use the research-based curriculum

★ [Evaluation Guide](#)

- ▶ Learn how to capture your project's impact in a meaningful, measurable way

★ [10 Tips for a Successful Project](#)

- ▶ Top tips to help you provide an effective program

After reviewing these materials, if you still have concerns, contact your region *Dream It, Be It* chair for more assistance. Many Soroptimist clubs around the world have experience working with girls, and they can be an asset as you plan your local-level *Dream It, Be It* project. Region chairs can assist you with making these connections.

View the [Impact and Club Engagement Report](#) to see all the clubs that participated in *Dream It, Be It* the previous club year.

Curriculum Questions



Some of the curriculum would not be appropriate for our community. Can we change it?

The curriculum was created to be flexible and adaptable. We recommend you review the curriculum and work with your Girls Advisory Group to adapt the exercises, examples, and resources to fit your community's needs. Any adaptation should still aim to meet the learning objectives for each session, as well as the goal and objectives of *Dream It, Be It*.

Can we do a hybrid program that includes a one-day conference and small group mentoring? Or are we restricted to only one?

Clubs that wish to do more can create a hybrid program that includes a conference followed by small group mentoring to explore the concepts and ideas further. Again, the goal will be to ensure your local-level project is meeting the goal and objectives of the program.

Can we use the curriculum for younger girls?

The curriculum was specifically designed for girls in secondary school. Some of the concepts may not be appropriate for younger girls or as helpful, as younger girls may be much further removed from career planning.

Who will be the facilitators of the curriculum?

The curriculum was created with step-by-step instructions so that club members would be able to facilitate each session if they choose to do so. Clubs may also consider inviting other community members, such as counselors, educators, or businesswomen, to facilitate sessions.

When choosing facilitators, consider club members or community members who have:

- ▶ Previous experience working with teens.
- ▶ Some comfort and/or experience leading group discussions.
- ▶ Good listening skills.
- ▶ An upbeat, positive attitude to get adolescent girls excited to participate.
- ▶ The ability to be open and honest to help adolescent girls develop trust.
- ▶ Willingness to submit to background check requirements of your local area.

Refer to the [Tips for Facilitating Groups](#) for more information on *Dream It, Be It* curriculum facilitation.

What if a participant brings up an issue our club feels unprepared to respond to?

Many adolescent girls deal with unhealthy relationships, eating disorders, body image issues, bullying, self-



harm, estranged families, substance use disorder, etc. Participants may mention some of these issues during *Dream It, Be It*. It is important to be aware of the [Adverse Childhood Experiences](#) (ACEs) that may impact your participants. However, it is not necessary for your club to know how to address each of these issues. It is always better to defer to an expert, but the way that you respond will impact the girls' whole experience.

If an issue does arise, club members should respond in a compassionate and respectful manner, and then refer the participant to a trained professional, such as a school guidance counselor, school social worker, or a counselor or therapist at a local community organization.

Club members are not expected to know how to deal with any issue an adolescent girl may face or provide solutions. The best thing a club member can do is help the adolescent feel safe (physically and emotionally) and be prepared to connect girls with available resources and others who are trained to respond to such issues.



SOROPTIMIST®

Dream It, Be It **Planning Guide**



Quick Start Guide

Leading a *Dream It, Be It* project has a lot of important pieces, so we have provided this streamlined handout to help get you started and to ensure that you have everything covered!

To keep on top of the planning process, set a target date to complete each step and add notes of important items related to each task. Varying factors in your planning process will change the order of these steps and some steps can happen simultaneously, so adjust accordingly as you go!

Questions? Email us at program@soroptimist.org.

[Download this Quick Start Guide](#)

	Task	Target Date	Important Notes
STEP 1	<u>Form a planning committee.</u> Bring together members who have the passion and time to drive the planning, implementation, and evaluation of a <i>Dream It, Be It</i> project.		
STEP 2	<u>Review the available resources.</u> Request the most up to date curriculum by emailing program@soroptimist.org .		
STEP 3	<u>Complete SIA's Standards for Working with Youth.</u> All members working on site as part of a <i>Dream It, Be It</i> project must comply with SIA's Standards for Working with Youth .		
STEP 4	<u>Conduct a community assessment.</u> Determine what support services already exist for girls in your community. Identify the needs of girls in your community and how <i>Dream It, Be It</i> can address those needs.		



STEP 5	<p><u>Build community partnerships.</u></p> <p>Connect with schools, youth organizations, places of worship, and social service agencies that work with girls. Develop relationships with these potential community partners and determine which organization has a need that can be fulfilled with <i>Dream It, Be It</i>.</p>		
STEP 6	<p><u>Organize a Girls Advisory Group.</u></p> <p>When girls are actively involved in the planning process, the project is more likely to be a success as their expertise will help shape a project tailored to their specific audience.</p>		
STEP 7	<p><u>Select a model.</u></p> <p>Choose to hold a one-day conference or small group mentoring sessions.</p>		
STEP 8	<p><u>Create a budget and raise funds.</u></p> <p>Consider reaching out to local businesses identified in your community assessment for support.</p>		
STEP 9	<p><u>Confirm dates and location and recruit participants.</u></p> <p>Work with your community partners to identify girls who would benefit from <i>Dream It, Be It</i> and invite them to participate.</p>		
STEP 10	<p><u>Identify speakers.</u></p> <p>Refer to your community assessment and consider which organizations may have staff who could be influential to girls as a speaker or leaders in the local community. Consider other influential community members who might be interested in getting involved.</p>		



STEP 11	<p><u>Adapt the curriculum.</u></p> <p>Working with your planning committee and the Girls Advisory Group, review and adapt the curriculum to fit the needs of your audience. Make necessary changes to the curriculum sessions to ensure they are more relevant to the girls you'll be working with.</p>		
STEP 12	<p><u>Facilitate <i>Dream It, Be It</i> curriculum sessions with girls.</u></p> <p>This is the fun part! Refer to the Tips for Facilitating Groups for more guidance.</p>		
STEP 13	<p><u>Evaluate.</u></p> <p>Have girls complete the Dream It, Be It Evaluation Form after the final session.</p>		
STEP 14	<p><u>Report your project by June 30.</u></p> <p>Submit your project report to SIA Headquarters through the Dream It, Be It Reporting Form by June 30.</p>		



Planning Your Project

Forming a Planning Committee

1. Introduce *Dream It, Be It* to other volunteers and gauge their interest in participating.
2. Form a planning committee of passionate, dedicated volunteers to drive the planning, implementation, and evaluation of your project.
3. Choose a club chair to take the lead. A brief description of the position is below.

Dream It, Be It Club Chair Position Description

Responsibilities

- ▶ Review the *Dream It, Be It* club toolkit and ensure that you are familiar with the program guidelines.
- ▶ Review the [Standards for Working with Youth](#) and ensure that your club is compliant with all required background checks and safety procedures.
- ▶ Introduce *Dream It, Be It* to other volunteers and gauge their interest in participating.
- ▶ Form a planning committee of passionate, dedicated volunteers to drive the planning, implementation, and evaluation of your project.
- ▶ Meet with local organizations to partner with, including other Soroptimist clubs.
- ▶ Promote the program to girls, volunteers, and possible external speakers.
- ▶ Plan and execute your program(s).
- ▶ Distribute [Participant Evaluation Forms](#) to the girls and collect them.
- ▶ [Report on your project to SIA](#) by the annual deadline of June 30.

Recommended Skills for Club Chairs

- ▶ Enthusiasm for *Dream It, Be It*
- ▶ Time and capacity to effectively administer the program
- ▶ Comfortable using email to communicate and able to use the internet to report the club's participation
**If you are not comfortable with technology, we recommend choosing a club chair who is, or partnering with another club member to assist you.*
- ▶ Compassion for the youth and their circumstances
- ▶ Skilled at promoting the program to potential organizations, participants, or volunteers



Conducting a Community Assessment

At the beginning stages of the research and design process for *Dream It, Be It*, Soroptimist conducted research and a global needs assessment in its countries and territories. The program focus of career support was selected primarily because it was a need identified by girls around the world. But the specific needs and services available to girls differ from one location to the next. Now it is your turn to conduct local research and your own community assessment.

The goals of the community assessment are to:

- ▶ Determine available support services for girls, and whether or not they include career support.
- ▶ Determine the needs of girls in your community and how *Dream It, Be It* can address these needs.
- ▶ Identify potential community partners for the project and begin to develop relationships with these potential partners. Partners may be able to help identify girls who can benefit from the project or possibly assist with the project by acting as speakers or mentors.
- ▶ Explore local businesses that may be able to provide financial or material support.
- ▶ Ensure you are not replicating the good work of other organizations.
- ▶ Build support for your project as you begin to engage stakeholders.

Possible partners include:

- Schools
- Government offices
- Girl Scouts or Girl Guides
- Girls' clubs
- YMCA or YWCA
- Other nonprofits
- Universities
- Girls' crisis centers/homes

To help guide the assessment, ask questions such as:

- ▶ What organizations or agencies are already working with girls?
- ▶ Are local agencies, schools, or organizations providing career support for girls?
- ▶ What type of girls do these programs target? Are any girls excluded?
- ▶ What other groups, businesses, or types of individuals would be interested in supporting *Dream It, Be It*?
- ▶ Do schools have college and/or career counselors? What kind of support do they provide?

A great place to start your community assessment is with people you already know. Ask other volunteers or people in your social network if they have connections with local organizations working with girls and/or local schools. Have them reach out to these connections to find answers to the above questions. These connections will likely be able to point you in the direction of even more potential partners or sources of information.

Keep track of contacts made during the community assessment. Even if you do not choose to work with some of the organizations, schools, or businesses you identified, you may need them at later stages in the project as resources or supporters for girls participating in *Dream It, Be It*.



Organizing a Girls Advisory Group

As you begin to plan your *Dream It, Be It* project, it is important to include girls 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 accomplish 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—volunteers and girls—should have the opportunity to make suggestions and decisions regarding *Dream It, Be It*.

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. They know what will inspire and spark interest in their peers. 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 Girls 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. They can also help recruit program participants and help conduct follow up with their peers.

There are a number of different ways to find girls to participate. Volunteers can partner with schools, social service agencies, community organizations, or they can reach out to sports teams or religious centers. During your community assessment, you probably identified a number of organizations working with girls.

In the future, your best candidates will come from past *Dream It, Be It* participants.

Tips for Working with Girls:

Working with girls may be new to you. 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. Adult volunteers 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 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 and healthy ways to relate to adults.
- ▶ Don't talk down to girls—encourage them with patience and support.
- ▶ Make sure girls have parental permission to participate in the project.
- ▶ Provide girls with a public transportation stipend to get to/from Girls Advisory Group meetings, small group mentoring sessions, or a conference.

“What was one thing you wished you had known about girls but had to learn during your project?”

“I learned to understand and expect cultural, generational, socio-economic differences between the girls and Soroptimists.” – Ana Neal, SI/Garden Grove, CA (Desert Coast Region)

“I learned that girls go through stages of complete confidence to absolute despair and that the mentorship relationship is so critical for girls and their families—especially in the teen years.”
– Susan Hollandsworth, SI/Ashland, OR (Northwestern Region)

“I learned that girls’ intelligence and feelings are intense.” – Elissa Wilson, SI/Evanston, WY (Peaks to Plains Region)

“We found highly motivated young women with an enthusiasm for helping others. Teens are sometimes portrayed as self-centered but we found the more they were involved in the community, the more they wanted to contribute.” – Carole Celler, SI/Upper Montgomery County, MD (Central East Coast Region)

“I learned how incredibly multi-faceted the problems and challenges young women are facing and the complexity of helping them in a modern world.” – Monica Dixon, SI/Sequim, WA (Northwestern Region)

“I wish I had known how starved for attention the girls would be. I expected disinterest and a view that we were just old ladies. Instead, they were very responsible and happy to spend time with us.”
– Dorothy Pierce, SI/Centre County, PA (North Atlantic Region)



Selecting a Model: Small Group Mentoring or Conference

The *Dream It, Be It* curriculum provides information to help girls understand and reach their career goals. Volunteers can select one of two models to deliver this information—small group mentoring sessions or a conference. The decision is driven by the outcomes of the community assessment and what volunteers are interested in doing. Both models will involve similar work and preparation.

Small Group Mentoring

Small group mentoring involves volunteers meeting with a small group of girls for an hour or so over a series of weeks or months. One session of the curriculum is addressed at each meeting. The number of girls able to participate is determined by the number of interested girls, as well as the number of interested volunteers. We suggest no more than four girls per volunteer.

Conference

A conference may accommodate a larger group of girls who come together to learn the curriculum in a shorter time period. A conference setting would require volunteers to find the right space to host the conference, design the conference program based on the curriculum, secure speakers, and make sure you can get an audience for one day. You can reach a larger group of girls in a shorter time but it is more difficult to build the deeper relationships that can develop during the small group mentoring sessions. A weekend, school break, or holiday is the best time for a conference.

Both models will include fun, team-building activities for girls and can be repeated year after year with new groups of girls.

Small Group Mentoring



Can develop deeper relationships with smaller groups (less girls per volunteer)



More difficulty with scheduling and finding girls to commit to all sessions

Conference



Can reach more girls in a shorter amount of time (larger group of participants)



Logistically easier to schedule one event, rather than a series



More difficulty building deeper relationships with girls when you're only meeting once in a large group



Building Community Partnerships

During the community assessment, you identified other organizations, businesses, individuals and contacts at schools that are working with girls. Once you have chosen a model, it is time to contact potential partners. This may be the first-time volunteers are working with girls or on the topic of career support. Partnership with schools or other local organizations that share your goal of helping girls can increase the impact of your project.

In addition:

- ▶ Partnerships can enable you to reach a larger audience of girls and accomplish work you could not have done alone.
- ▶ Partnerships can make better use of resources by dealing more effectively and thoroughly with a social issue.
- ▶ Partnerships can increase the number of organizations that are aware of and working on issues affecting girls.
- ▶ A project can gain credibility by having established groups and partners associated with it.

When talking with other groups, also identify individuals who could serve on the planning committee. Involving important stakeholders in the planning will help you achieve a successful project.

Review your community assessment to determine what you will need for your project. Then identify local businesses, organizations, or schools that can be most helpful to you and also have something to gain from partnering with you. Reach out to them and start to build a relationship.

The two most essential qualities of a successful partnership are clearly defined expectations and ongoing communication.

Work with your partners to define expectations and responsibilities. You may want to draft a written agreement to clearly outline the roles and expectations. Plan multiple opportunities for communications, so all the partners stay informed. Also, be sure that indicators of success have been agreed on by all partners. All the stakeholders should have the same agreed upon definition of success.

SOROPTIMIST® **DREAM IT • BE IT™**
CAREER SUPPORT
{for girls}®

Community Partner Proposal

Thank you for considering this partnership opportunity!

Dream It, Be It Career Support for Girls is a program of Soroptimist International of the Americas. Soroptimist is a global volunteer organization that provides women and girls with access to the education and training they need to achieve economic empowerment. Thousands of Soroptimists throughout North America, South America, and the Pacific Rim deliver our award-winning Dream Programs.

Designed specifically for girls in secondary school, *Dream It, Be It* provides participants with career support and guidance.

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

Objectives:

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

Through a series of mentoring sessions or one full-day event, participants will learn about career opportunities, setting and achieving goals, overcoming obstacles to success, and moving forward after setbacks. Girls will have the opportunity to learn from Soroptimist members who are respected professional women in our community.

Soroptimists may collaborate with other community members to lead girls through activities that will help them develop skills relevant to whatever career they choose to pursue.

We know that girls have a lot of responsibilities at school and at home. We believe *Dream It, Be It* is a worthwhile investment in their future success. We also believe a partnership with your organization will allow us to most effectively deliver this evidence-based program.

Note: Our members must meet legal requirements for working with youth in our state or country and are prepared to give participating girls the best and safest possible experience.

Please contact us if you are interested in bringing *Dream It, Be It* to girls in your organization!

Soroptimist International of [CLUB NAME]
Contact Name: [YOUR NAME]
Contact Phone: [PHONE NUMBER]
Contact Email: [EMAIL ADDRESS]

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**Download Sample Community
Partner Proposal**



Creating a Budget and Raising Funds

Creating a Budget

Once your plan is in place, create a budget. Identify both expenses and revenue. When creating a budget, itemize with as much detail as possible. Once an initial budget has been created, compare it to your resources. Chances are the budget is greater than the available resources. At this point, you must decide how to raise funds to make up the difference.

Raising Funds

As fundraising requires considerable time and energy, identify three to five volunteers to form a fundraising committee. There are four main ways to raise funds for a project:

- ▶ Hold a community fundraiser
- ▶ Solicit sponsorship from local businesses
- ▶ Apply for grants
- ▶ Request donations from community members

Community fundraisers are an excellent way to raise funds and to also raise the community profile of Soroptimist.

In your community assessment, you identified businesses that might be interested in supporting your project. Sponsoring a *Dream It, Be It* project provides businesses a chance to show they are committed to giving back to the community. Solicit sponsorships by making a request for cash donations, in-kind donations, such as food or giveaways for the girls, or discounts on materials and/or services. Provide a brief description of the project and offer reasons why the business should sponsor it. What will they get in return? How will you acknowledge and publicize the sponsorship? Let them know if there are other sponsors.

Another option for funding is community grants. Research possible grant opportunities and apply for funding.

Additionally, donations can be requested from individual community members. If you identified individuals in your community assessment who might be willing to financially support your project, follow up with them for a cash donation. You can also solicit donations from other volunteers but remember that volunteers are already giving generously with their time and energy.

Soroptimist Club Grants

Soroptimist Club Grants for Education and Economic Empowerment are a way that SIA Headquarters provides financial support to club projects that increase access to education, including *Dream It, Be It*. Applications are accepted each year between January 1 and April 1 for funding to be used the following club year. For more information and resources to help prepare your application, please [visit our Club Grant page](#).



**Download Customizable Sample
Sponsorship Letter**



Finding a Location

It is important to find a space that is conveniently accessible and 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, gymnasiums, or auditoriums during lunchtime, after school, or on weekends.

Local community centers—a YMCA, YWCA, or fitness/yoga center—may have suitable rooms available for public use. 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.

Once you have secured a location, set date(s) and times for your project.

Finding Girls to Participate

Dream It, Be It aims to reach girls who do not have access to the resources or information to live their dreams. 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.

Girls of other ages might benefit from the program, but the research done by Soroptimist to create the program identified this specific need for this specific population of girls.

Although all girls face barriers because of their gender, we are trying to reach girls that have additional obstacles, such as coming from low-income communities, unstable home lives, minority, immigrant or refugee families, foster care, racism, or teen parenting. Helping these girls identify their career goals and path to success will help them to overcome the barriers and obstacles they face to achieve their future dreams.

Specifically, these girls:

- ▶ Face obstacles to their success
- ▶ Are at risk for having their dreams derailed
- ▶ Lack access to professional role models
- ▶ Do not have access to career education
- ▶ Do not know what steps to take to accomplish their goals

In general, think broadly about the needs of your community in order to determine a target audience that would benefit most from involvement in this program. Similarly to the way you identified girls to participate in your Girls Advisory Group, you can reach out to schools or community organizations or reach out to sports teams or religious centers. 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, girls' summer camps, teen programs, teen pregnancy shelters, or foster care organizations.

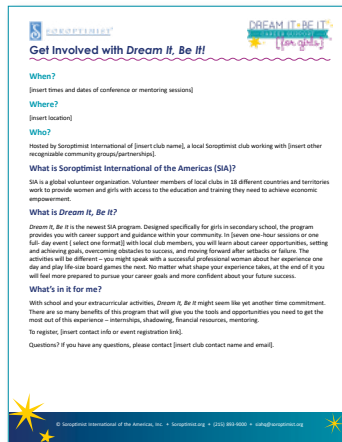
Also, when you conducted your community assessment, you should have identified other organizations working with girls. Use these resources to find girls or to advertise your project.

As you begin to identify girls, keep in mind the two options for delivering the project: a conference or small group mentoring series. The size of the group and the specific needs of girls may determine which method is a better fit.

Customizable Publicity & Recruitment Resources



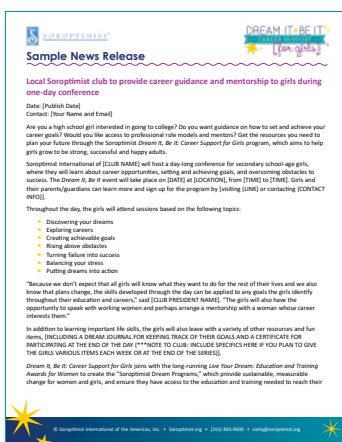
Download Customizable Recruitment Flyer



Download Customizable One-Pager for Girls



Download Customizable Parent Letter



Download Sample News Release for One-Day Conference



Download Sample News Release for Multiple-Day Sessions

Additional Resources:

- ★ [Diversity, Equity, and Inclusion: Training and Resources](#)
- ★ [Club Success Stories: Dream It, Be It](#)
- ★ [Sorooptimist Store](#)

Dream It, Be It Visual Identity

Dream It, Be It Logos

English



Japanese



Spanish



Chinese



Portuguese



Korean



Logo Colors



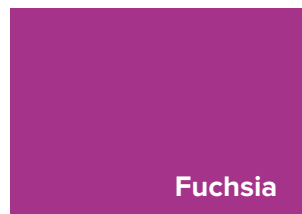
Navy

Closest PMS Match: 7686 C

C: 100 M: 92 Y: 25 K: 13

R: 37 G: 53 B: 114

Hex Code: #253572



Fuchsia

Closest PMS Match: 253 C

C: 39 M: 92 Y: 0 K: 0

R: 177 G: 28 B: 171

Hex Code: #a43a95



Ocean

Closest PMS Match: 320 C

C: 100 M: 12 Y: 31 K: 1

R: 0 G: 152 B: 168

Hex Code: #009aaf



Marigold

Closest PMS Match: 116 C

C: 0 M: 18 Y: 100 K: 0

R: 255 G: 207 B: 1

Hex Code: #ffcf01

Logo Fonts

Dream It, Be It: Quicksand

Career Support: Sanchez

For Girls: Xiomara

[Download Logos & Fonts](#)



Standards and Compliance

To support clubs in conducting projects in a safe and secure environment for participating youth, all clubs participating in *Dream It, Be It* are required to adhere to the guidelines and standards provided in the SIA Standards 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. This is required by Soroptimist's insurance company to protect the organization and volunteers from liability that can arise from working with young people.

Complete the **SIA Standards for Working with Youth Checklist** to ensure your club is compliant.

SIA Standards for Working with Youth

Soroptimist International of the Americas, Inc. is committed to providing a safe and secure environment for youth participating in our project activities at all levels of the organization—club, region, and federation. When we work with youth, their care and welfare are entrusted to us.

As a community service organization with integrity and the highest standards of conduct, we have zero tolerance for any inappropriate behavior or abuse when working with children or any vulnerable population. We also seek to minimize any vulnerability to unwarranted accusations of improper behavior that our members may experience as they carry out their project work. To fulfill these commitments, SIA has adopted the following standards to be used, without exception, when clubs/members/volunteers participate in projects or any activities involving youth. These standards are applicable to new and existing projects and incorporate the CDC published components of child abuse prevention.

Clubs and members desiring to work with youth are bound by these standards. If, for any reason, members feel they are unable to follow these standards, they should discontinue any work with youth.

General Rules for Interaction with Youth

1	Club members must maintain at least two adults present during interactions with youth.
2	One member working with the youth must be designated as the supervisor or chaperone. This person must be over 21 and take responsibility for ensuring all guidelines are followed.
3	When working with youth, the space utilized must be highly visible. No activities should take place behind closed doors.
4	Members should not offer youth transportation in their personal vehicles. However, if this is unavoidable, written permission from the parent/guardian is required.
5	Work with youth cannot occur in a member's home.
6	Members cannot work in youth's home.
7	No overnight programs are permitted.
8	All documents containing personal information about youth participating in Soroptimist projects should be treated as confidential.
9	Individual members should never initiate connections directly with youth via social media or other channels. If there is a need to use social media tools such as Facebook and electronic communication such as e-mail, they must not be used one-on-one—only in a group setting.
10	Any public sharing or posting of youth photos or information must first have written permission from the youth and parents/guardians.
11	Clubs must have parental consent forms from parents/guardians before participation in the project.
12	Clubs must have a procedure to monitor the admission and release of youth who are participating in the project.
13	Members must refrain from the use of alcoholic beverages and/or tobacco products while working with youth.
14	Parents/guardians should be encouraged to make unannounced visits to the project.



Appropriate/Inappropriate Behaviors

- ▶ Sometimes it is unclear if a behavior is appropriate, inappropriate, or harmful. Volunteers have a duty of care to act in a way that a reasonably prudent person would act in a similar situation. This is true in all behaviors when working with youth.
- ▶ Behaviors such as sexually provocative or degrading comments, adult jokes, intimate hugging, or patting on the buttocks are always inappropriate and are expressly prohibited behaviors by this policy.

Background Checks/Clearances

- ▶ SIA requires clean background checks for all adults working with youth. Background checks should conform to applicable local, state and national requirements. SIA recommends [Hire Image](#) for background checks for clubs in the U.S. They have information about SIA clubs and may save time and effort in providing proof of 501(c)(3) status.
- ▶ Prior to beginning any projects involving youth, all club members must have the appropriate background checks completed. Types of background checks are determined based on the tasks involving the youth and your state and local requirements. We strongly suggest that your club create a policy about the necessary background checks needed for your members to work with youth.
- ▶ Members with existing background checks must provide documentation to the club president.
- ▶ Volunteers who do not have clean background checks are prohibited from participating in projects involving youth. If any questions arise about the results of a background check, the club must contact the Chief Operating/Financial Officer at SIA Headquarters.
- ▶ Club presidents/treasurers must ensure up-to-date clearances are maintained for all members participating in youth projects.
- ▶ Approved background checks are valid for no more than ten years.
- ▶ Check out the [Background Check FAQ](#) for answers to frequently asked questions (English only).

Training on Standards for Abuse Prevention When Working with Youth

- ▶ Prior to beginning a project working with youth, all participating club members must participate in any training programs and read any training manuals that SIA has provided.
- ▶ For clubs outside the United States, clubs must obtain materials from local sources to educate members on laws governing volunteers working with youth in their countries.
- ▶ Education on SIA Standards for Working with Youth must be conducted by the club annually.
- ▶ Education on SIA Standards for Working with Youth must be provided to all new members.

Reporting Suspected Abuse/Allegations of Abuse

- ▶ Anyone who witnesses or has reasonable suspicion of inappropriate behavior, suspected injury, abuse,



or molestation connected with any club activity must immediately inform the club president or treasurer who will follow applicable legal requirements for reporting to appropriate agencies or law enforcement (check with your state laws—some require immediate reporting to the state by a mandated reporter).

- ▶ At the same time, an information report must be submitted to the SIA Chief Operating/Financial Officer and Executive Director, who will contact legal counsel and the insurance carrier.
- ▶ Under no circumstances should a club officer or member undertake any inquiry or investigation into such situations.

Enforcement of Procedures

- ▶ Prior to working with youth, all participating club members must sign the [Compliance and Release Agreement](#) which covers verification that all materials regarding youth have been read and are understood and you are authorizing your club to conduct a background check. The club must maintain copies of the signed agreements each year. Any training programs or training manuals SIA has enforced must also be completed prior to working with youth.
- ▶ The club president or treasurer will store all screening documents in a locked cabinet or other secure location where club financial records are stored. The club president and treasurer will maintain confidentiality at all times.

Revision of Standards

SIA, with the assistance of legal counsel, will regularly review these standards. If necessary, the standards will be modified in accordance with current laws and insurance requirements. When changes are made, SIA will communicate the changes to all clubs.

[Download the Club Compliance Checklist](#)

[Download the Member Compliance & Release Form](#)

[Download the Parental Consent Form](#)

[Download the Media Consent Form](#)

Club Compliance Checklist ☒

Follow these steps to comply with the SIA Standards for Working with Youth:

- ☐ **Research local and state/province/country laws and include any necessary screenings to ensure compliance.**
 - ☐ If you're working with a community partner, include any background checks necessary to be compliant with their regulations.
 - ☐ Obtain the necessary checks and clearances. Clubs in the U.S. are advised to use [Hire Image](#) for background checks.
- ☐ **Have each club member interacting with youth:**
 - ☐ Read the [SIA Standards for Working with Youth](#).
 - ☐ Read information on [Abuse Prevention When Working With Youth](#).
 - ☐ Submit a signed [Member Compliance and Release Form](#) to the club treasurer.
 - ☐ Submit copies of clear background checks to the club treasurer or authorize club leadership to conduct screenings and background checks via the [Member Compliance and Release Form](#).
- ☐ **Collect the following consent and release forms for participating youth:**
 - ☐ [Dream It, Be It Parental Consent Form](#)
 - ☐ [Dream It, Be It Media Consent Form](#)

Member Compliance & Release Form

As a member of a Soroptimist club, I understand my responsibility to ensure that youth participating in a Soroptimist club project are safe and secure. Their care and welfare are entrusted to us. By following the standards, I also recognize that I minimize the vulnerability of myself, the club and SIA to unwarranted accusations of improper behavior.

In addition, I attest:

- ☐ I have read and fully understand that Soroptimist International of the Americas, Inc. has zero tolerance for any inappropriate behavior or abuse when working with children or any vulnerable population.
- ☐ I have read, understood and agree to follow the general rules for interaction with youth.
- ☐ I have participated in any training programs and read any training manuals that SIA has provided.
- ☐ I understand the differences between appropriate and inappropriate behaviors when working with youth.
- ☐ I authorize my club president or treasurer to conduct screenings and background checks as required for my participation in a program involving the youth. I will provide all background checks/clearances reports to them.
- ☐ I understand the reporting procedures and agree to follow it as written.

The undersigned member hereby agrees to comply in all respects with the SIA Standards for Projects Involving Youth.

Name: _____

Signature: _____ **Date:** _____

*****Please return this executed agreement to your club treasurer.*****

★ Dear Parents/Guardians, Please sign and return the following form to:

Soroptimist International of _____

Contact Name: _____

Contact Email: _____



Parental Consent Form

I give permission for my child, _____, to attend and participate in the activities of *Dream It, Be It: Career Support for Girls*, a program of Soroptimist International of the Americas, Inc. I agree to the following, intending for me and my child to be legally bound:

1. In case of medical emergency, I grant the facilitators the right to authorize medical care, if I cannot be promptly and readily reached.
2. In the event medical treatment is necessary for my child, I agree to pay all costs associated with such treatment including the cost of emergency medical evaluation and care. I further agree to hold harmless and indemnify Soroptimist and its volunteers, members, facilitators, and employees for any costs associated with medical treatment and transportation for my child.
3. I agree that Soroptimist is not responsible for any bodily injury, illness or disease, or loss or damage from any cause concerning this program, even in the event of negligence by the club, its members, volunteers, facilitators and/or employees. I release and agree to hold harmless Soroptimist, its members, volunteers, facilitators, and employees from any liability in connection with the activities of this program.
4. This consent and release shall be governed by the law of the state or province in which Soroptimist International of _____ is located, without regard to its principles on conflicts of laws.

Parent/Guardian Name: _____

Parent/Guardian Signature: _____ Date: _____

Parent/Guardian Home Phone: _____

Work Phone: _____ Cell Phone: _____

Parent/Guardian Email: _____

Please return this signed form to the Soroptimist club.

Media Consent Form

Dream It, Be It: Career Support for Girls® participants have great stories to share about this life-changing program! Girls often share what they learned, how it prepared them to pursue their career goals, and how it boosted their confidence. So many girls have had positive experiences! When promoting *Dream It, Be It*, Soroptimist/LiveYourDream.org use first-hand stories and testimonials to show the program's impact, encourage volunteers to host projects in their communities, and to attract donors so that we can continue providing resources to support this program.

Signing this Media Consent Form is voluntary. Your child can still participate in the program if you choose not to sign this consent. We respect your choice and will not use your child's information without your permission.

By signing this Media Consent Form, you give Soroptimist/LiveYourDream.org, permission to take photographs and make videotapes and voice recordings of the below-mentioned girl (the **"Presenter"**) and grant Soroptimist /LiveYourDream.org the unlimited and perpetual right to reproduce, display, communicate, perform, distribute, publish, circulate, make derivative works, or otherwise use the Presenter's name, biographical details, first hand story, testimonials, quotes, city and state or province of residence, likeness, photograph, audiovisual recordings, image and/or voice (the **"Works"**) in whole or in part, for publicity purposes, fund raising appeals, advertisements and otherwise in connection with the mission of Soroptimist/LiveYourDream.org, in various formats including, but not limited to, print, photographs, video recordings, and audio recordings in any and all media including but not limited to print media, social media, websites, television, audiovisual and electronic media. All such Works shall be the property of Soroptimist/LiveYourDream.org which shall own all right, title and interest.

You hereby waive, and waive on behalf of the Presenter, all rights of publicity and privacy which you and the Presenter may have in the Works and any right or option to inspect or approve the finished product or advertising or other copy that may be used along with the Works. You hereby waive and release, and waive and release on behalf of the Presenter, any claims you and the Presenter now have or in the future may have against Soroptimist/LiveYourDream.org (and the other releases mentioned below) relating to or arising out of the use of the Works including, without limitation, any claims for compensation for the use of such materials.

Without limiting the above, you consent and provide consent on behalf of the Presenter to Soroptimist/ LiveYourDream.org's use and disclosure of the Presenter's personal information contained in the Works or otherwise provided by the Presenter to Soroptimist/LiveYourDream.org (**"Personal Information"**), including sensitive Personal Information, for the purposes outlined above. You understand that:

- Soroptimist/LiveYourDream.org may use and disclose the Personal Information, including the Presenter's personal story, testimonials, and information on her life experiences, for promotional purposes on the Internet, in the media or otherwise.
- It is possible that the Presenter could be recognized by persons who know her, based on her image, voice, testimonials and/or the description of her story/life experiences.
- Information disclosed by Soroptimist/LiveYourDream.org will be available to the public and may be used and re-disclosed by any recipient or other third party. It is possible that an unknown third party may try to

Media Consent Form (continued)



use the Personal Information to exploit the Presenter. Soroptimist/LiveYourDream.org is not able to control the use or disclosure of the Presenter's Personal Information by such third parties.

- d. The Presenter's Personal Information will be stored in _____ and accessible to _____ who have a need to know such information to perform their job duties. The Personal Information will be transmitted, stored and published in countries other than Canada, including but not limited to the United States, for the purposes outlined above. Information transferred to other countries may be accessed by the courts, law enforcement and national security authorities in the jurisdiction(s) where it is transferred, processed or stored.

You or the Presenter may withdraw consent to Soroptimist/LiveYourDream.org's continued use and disclosure of the Presenter's Personal Information at any time. However, please note that such withdrawal will not have retroactive effect, and Soroptimist/LiveYourDream.org cannot control continued or further distribution of Personal Information by third parties, to the extent that such Personal Information has already been published or otherwise made available to persons outside Soroptimist/LiveYourDream.org's control. You or the Presenter may contact _____ at _____ to withdraw consent, or to access, correct or update Personal Information, as well as to obtain written information or make inquiries about Soroptimist/LiveYourDream.org's privacy policies and practices including use of service providers (including affiliates) outside Canada.

This consent and release shall be applicable to Soroptimist/LiveYourDream.org, its subsidiary or affiliated companies, their officers and directors and other agents or employees who may be involved in disseminating the Works, and to the photographer, the videographer, the advertising agency or publisher of any material in which the Works may be used. You also understand that any use, including the broadcast and publication, of the Works is within the sole discretion of Soroptimist/LiveYourDream.org and that they may not be used at all.

PRESENTER NAME (Print name): _____

Check one:

- ☐ The individual represents that he/she has reached his/her 18th birthday and signs below.
- ☐ The undersigned is a minor person and his/her parent/guardian has signed this form where indicated.

*****Please sign the following pages*****

Media Consent Form (continued)

★ Sign below if the presenter is **OVER 18 years of age.**

PRESENTER

Name: _____

Signature: _____ Date: _____

Email: _____ Phone: _____

WITNESS

Name: _____

Signature: _____ Date: _____

★ Sign below if the presenter is **UNDER 18 years of age.**

CONSENT AND APPROVAL OF PARENT OR GUARDIAN:

The undersigned represents that he/she is a parent or guardian of the above named minor, that he/she has the legal right to consent to the terms of this Media Consent, that he/she has read the foregoing instrument and that he/she for an on behalf of the said minor, and in his/her own capacity, consents to, accept and approves this Media Consent and releases Soroptimist/LiveYourDream.org, and the other persons to whom the release is applicable, from any claim or liability with respect to the said creation, use and dissemination of the Works as set out herein.

PARENT/GUARDIAN

Name: _____

Signature: _____ Date: _____

Email: _____ Phone: _____

Relationship: _____

WITNESS

Name: _____

Signature: _____ Date: _____



Media/Consent Release Tips for Virtual Programs

As some clubs are conducting their *Dream It, Be It* projects online, there are new questions about the parental consent form and media release. **Permission slips are still required for online projects**, and these tips will help you ensure that everyone can participate safely.

- ▶ If a parent/guardian has access to a PDF editor or word processing function, they can sign the form that way using the signature function.
- ▶ Forms that are emailed should still be saved according to club procedures.
- ▶ Clubs can mail out hard copies of the permission slips and include a pre-addressed, stamped envelope so that parents can mail them back to the club. This is a more accessible option if computer/internet access is not consistent, or if they cannot access a PDF editor.
- ▶ The witness requirement on the media release is to ensure that the appropriate person signed the form. However, it may be difficult for parents to obtain a witness. If a parent cannot get a witness to sign the form, the club could contact the parent via a phone call or text message to confirm that it is their signature. After confirmation occurs, the club member who verified should note on the form that they authenticated it in lieu of a witness along with the date.
- ▶ We are continuously adapting to make this program accessible to more girls, so we will update you as we learn more, and virtual programming evolves. Please feel free to ask questions about anything that concerns you by emailing program@soroptimist.org.



Dream It, Be It **Curriculum Guide**



Curriculum Overview

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 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*.

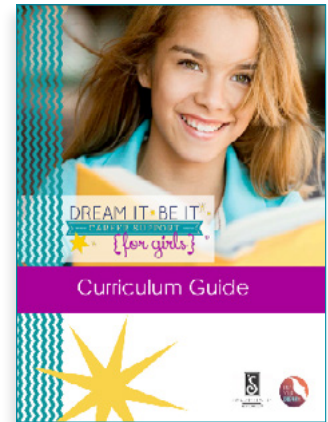
The curriculum is designed to create an experiential learning environment for girls. **Experiential learning** is a process through which learners develop knowledge, skills, and values from direct experience, rather than a traditional academic setting. Experiential learning focuses on both content and 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 session of the curriculum takes 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 | 5. Turning Failure into Success |
| 2. Exploring Careers | 6. Balancing Your Stress |
| 3. Creating Achievable Goals | 7. Putting Dreams into Action |
| 4. Rising Above Obstacles | |



[Access the *Dream It, Be It* Curriculum here](#)

Before You Begin

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 Standards for Working with Youth](#).



Session Summary

The *Dream It, Be It* curriculum teaches participants skills they need to live their dreams. Not all girls will know what they want to do for the rest of their lives, so the skills they develop can be applied to any goals they identify in the future. The sessions build on one another and should be presented in order.

Session 1: Discovering Your Dreams

Establishes a welcoming space for participants and encourages participants to consider future aspirations. Participants will have the opportunity to reflect on their values, aspirations, and interests.

Session 2: Exploring Careers

Focuses on career exploration, guiding participants through a self-assessment of interests and values. Identifying what they care about now can help predict fulfilling career paths in the future. Participants will develop greater self-confidence and a practical approach to career decision-making.

Session 3: Creating Achievable Goals

Addresses the important skill of goal setting, and offers participants the opportunity to practice setting their own goals. They will develop a clear, reasonable goal and map out small action steps to achieve it.

Session 4: Rising Above Obstacles

Addresses the adversity that women of all ages face in advancing their careers—often because of their gender. Participants will explore specific challenges, examine the impact of gender norms, and learn strategies to combat this adversity.

Session 5: Turning Failure into Success

Confronts the fear of failure that many girls learn early in life by emphasizing its role in growth and learning. Participants will learn about resilience and how to reframe failure to understand the usefulness of mistakes in order to move forward.

Session 6: Balancing Your Stress

Addresses the increasing levels of stress reported by adolescents and its impact on girls' physical and mental health. Participants will identify stress in their own lives and acquire new techniques for managing stress and taking care of themselves.

Session 7: Putting Dreams into Action

Bridges the gap between dreams and action by combining participants' visions with practical skills developed in previous sessions. Participants will create a concrete action plan for achieving their goals and identify members of their community who can support them in implementing their plan.

Adapting the Curriculum

Adapting for Your Audience

We recommend using the full curriculum in order, as each session builds on concepts from the one before it. However, the curriculum is also designed to be flexible and adaptable. Based on your community assessment, you may find that certain sessions are more relevant than others. Feel free to supplement or substitute content to better meet your participants' needs, culture or maturity level.

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 for Your Setting – Conference vs. 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.

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.

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.

Recommendations in a Conference Setting

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

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 the following section: [Career Guidance Lunch](#) for more details on planning a lunch break.

so you may decide how to structure a conference that fits the needs of volunteers and girl participants.



Sample Agenda in a Conference Setting

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 this section 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.



Recommendations in a Small Group Mentoring Setting

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.

Suggestions:

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 each session.

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 seven weeks but send worksheets home to be completed as homework and brought back for the next session, instead of completing them 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).

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, 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.

Examples

When beginning a session, these make good introductory 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 wrote 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 are 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 which one is false.
- ▶ **Feed Forward:** Girls should go around in a circle and take turns offering each peer 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.



Movement Breaks

Each session takes either 60 or 75 minutes to complete, which can be a long time for girls (and adults!) to focus. Review each session and determine the most appropriate time to incorporate a movement break based on your pacing.

Before any physical activity, remind girls to listen to their bodies and respect their limits to prevent injury. Be sure to include participants with limited mobility by offering alternatives—such as modified stretches or stationary activities—so everyone can enjoy the energizing benefits.

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 five 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:

1. Stand up tall. Relax your shoulders. Close your eyes if you would like.
2. Breathe in slowly for six seconds.
3. Hold your breath for six seconds.
4. Breathe out slowly for six seconds.
5. Hold for six seconds.
6. 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:

1. Hiking: Girls swing their arms and reach to tap their toes while lifting their knees.
2. Swimming: Girls move their arms as if doing a front or back crawl stroke and kick their legs in a flutter kick motion.
3. Cycling: Girls hold on to the seat of their chairs and pedal their legs as if riding a bike.
4. 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:



1. Shake right hand 10 times
2. Shake left hand 10 times
3. Shake right foot 10 times
4. 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

1. Ask the girls to pair up and stand facing their partner. They should start counting “one, two, three” out loud over and over again.
2. 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.
3. 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.

1. 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.
2. 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.
3. 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.

1. 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 “Sorooptimists Won a Prize at the Carnival.”
2. 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.



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 professional women 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: Lunch Session

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 name tags. 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 name tag.

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.

1. Begin the session by introducing yourselves and asking the participants to introduce themselves.
2. 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/looks, gender, or clothing).
 - ▶ Examples: we are oldest children, we all like to read, or our favorite color is blue.
3. 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.



4. 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.
5. Then, each volunteer/community member should share her prepared five-minute education and career overview.
6. 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.
7. 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.
8. 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: Session #7

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.



Additional Ways to Support Girls

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 agree to fully meet a student's demonstrated need along with 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 workplace 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 their 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

Compile 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 local organizations offer student internships, consider partnering with them to connect girls with opportunities that align 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

Create a list of local volunteer opportunities that align with your participants' interests. Include contact details and instructions for signing up. Or, plan a volunteering event for several girls to participate!

Tips for Facilitating Groups

Facilitating groups—especially groups of girls—may be intimidating to some volunteers at first. Use the tips below when facilitating group discussions to ensure meaningful sessions.

When choosing *Dream It, Be It* curriculum facilitators, think about the following:

- ▶ Facilitators can be volunteers, or other community members.
- ▶ It is helpful—but not necessary—to have previous experience working with teens.
- ▶ Some comfort and/or experience leading group discussions is helpful.
- ▶ Being a good listener is critical to facilitating groups.
- ▶ Having an upbeat, positive attitude is necessary to get adolescent girls excited to participate.
- ▶ The ability to be open and honest will help adolescent girls develop trust.
- ▶ Facilitation is meant to bring out the ability of a group to accomplish a goal; it is not to direct, lecture, or do for others.
- ▶ Be empathetic and open to working with girls from different backgrounds (be aware of cultural differences and difficult experiences).

Before the session begins:

1. Try to prepare as much as possible. Read and re-read the curriculum and the order of activities. Refer to [10 Tips for a Successful Project](#) for other ideas on how to prepare.
2. Brainstorm strategies to enact if something doesn't go according to plan. Remember, you don't need to be an expert on an issue. It's not important that you have all the answers. Rather, as a facilitator, your job is to guide participants through a process of exploring.
3. Set aside an adequate amount of time to ensure all needed materials are present and set up according to the instructions in the curriculum.

SUGGESTION: One strategy to rely on when asked a question from a participant (whether or not you have an answer) is to pose the question to the entire group of participants by asking, *"What do you all think?"*

This strategy creates a great opportunity for participants to share their knowledge with one another and alleviates the need for the facilitator to be the 'expert.' Engage the girls and learn from each other.

During the session:

1. Post the session agenda somewhere in the room and/or review it with participants.
2. Explain the goals of the session. Participants should know why they are doing something and what they can expect as the result of the activity.



3. Use positive body language—look at people when they are talking, use your hands freely to aid in your presentation, smile, etc. Participants will respond to your enthusiasm, respect, and encouragement.
4. Be as clear as possible when explaining rules and directions before beginning the activity. Ask if there are any questions. Announce how much time participants have for an activity (“You have five minutes to make your list”) and remind them when the time is about to end (“You have one minute left to finish your task”).
5. When leading group discussion, don’t volunteer your own opinion. Stay objective and let the group carry out the conversation. Try not to show agreement or disagreement to any comments, but be validating.
6. Encourage and provide opportunities for participation from all group members. Support the ideas of others through empathy and positive reinforcement.
7. There may be participants who constantly dominate the conversation, and those who rarely offer responses. Pay attention to this group dynamic. Address with prompts such as:

SUGGESTION: You can show understanding without having to agree or disagree.
“I can understand your perspective or where you’re coming from.” “That’s an interesting idea....”
 If there is time, you can add your perspective at the end when you wrap up the discussion.

 - ▶ Does anyone who hasn’t had a chance to speak yet want to add anything?
 - ▶ (Name), what do you think? (directed to participant who hasn’t spoken)
 - ▶ Thank you, (Name). I’m going to call on someone who we haven’t heard from in a while (directed to participant who is dominating conversation).
 - ▶ If girls don’t feel comfortable sharing with the whole group, give them a few minutes to share with a partner and then offer the opportunity for partners to share with the rest of the group.
8. Silence is okay—don’t rush to fill it. When engaging with adolescent girls, they may appear disinterested or slow to respond. They might not wish to appear foolish in front of their peers, or they might need more time to process their thoughts. When silence occurs after a question, you can wait patiently until someone volunteers a response, repeat/rephrase the question, or change the question altogether.
9. A participant may share a personal experience and the group may not know what to do with the shared information, or how to respond to it. If this situation occurs, you may address it in various ways:
 - ▶ Validate her experience by saying, “That sounds like it was difficult/challenging/upsetting, etc. to you” so she feels heard. You can ask her if she would like to talk with her more about her experience after the session and perhaps invite any other participants to be part of a more intimate conversation. There may be other participants with shared experiences. Confirm that plan is okay with her before proceeding with the discussion.
 - ▶ If she or any of the other participants appear triggered or upset, validate their experience (as stated above) and then invite them to talk with a co-facilitator who can provide extra support in a more private/intimate conversation.



- ▶ Validate her experience (as stated above) and assess the reactions of the participants. Find a natural break in conversation to allow all participants to take a deep breath—either right away or when the moment fits with the flow of the discussion. Acknowledge the challenging conversation, thank participants for their honest participation, and pause for a deep breath or quick stretch to “reset” the group.

- 10.** If things aren’t going according to the curriculum, don’t worry. The participants don’t know what you were planning, so if you forgot something or did something differently than planned, it is not a major problem. Your job is not to guarantee a perfect experience, but rather to provide participants with opportunities to share, experience, and grow. It’s better to adapt to the needs of the participants, so they get the most out of the experience.

Seek Out Training

If volunteers feel uncomfortable about their ability to facilitate, it might be useful to reach out to community partners who have experience working with girls in secondary school. You can connect with a school guidance counselor or social worker, or the staff of community organizations that serve adolescents to request a training session that will help volunteers better understand group facilitation, as well as many of the issues that adolescent girls currently face.

If an issue does arise, facilitators should respond in a compassionate and respectful manner, and then refer the participant to a trained professional such as a school guidance counselor, school social worker, or a counselor or therapist at a local community organization.

Many adolescent girls deal with unhealthy relationships, eating disorders and other body image issues, bullying, self-harm, estranged families, substance use disorder, etc. While some of these issues may be mentioned during *Dream It, Be It*, it is not necessary for you to know how to address each of these issues. There is no need to resolve any bigger issues on your own. That is what the professionals are for!

Provide Resources

It is recommended that you prepare a handout with contact information for school guidance counselor(s) and local community resources. Include the names, phone numbers, and email addresses of all contacts. If a girl does bring up an issue that is of concern during a session, please check in with her privately during or after the session. During your conversation, provide her with the handout containing contact information for school and local counselors and encourage her to talk more with one of the trusted adults included on the handout.

10 Tips for a Successful Project

Prepare Ahead of Time

Preparation is the key to implementing a successful local project. Make sure facilitators read through the sessions several times before the event and practice reading aloud the script portions. Consider conducting one or two practice sessions with your Girls Advisory Group. Facilitators should try to think about their own responses to some of the questions posed to participants and come ready with personal examples to offer in case of silence. Facilitators can even test out some of the activities on their own, such as making a dream collage to share with participants.

Devote Energy to Building Trust

At the start of the conference or sessions, allow time for the lead facilitator to introduce herself beyond sharing her name and career. Provide an opportunity for participants to understand who the lead facilitator is, what she does, and what she values. Sharing will allow participants to build trust and respect for the facilitator. When participants are asked to share their own experiences throughout *Dream It, Be It*, participants will know they aren't being asked to do anything facilitators aren't willing to do.

Adjust Accordingly

The *Dream It, Be It* curriculum is useful as a starting point, but some of the issues addressed might not be as relevant to your location or the girls with whom you are working. Make sure to adjust the focus or structure of the sessions according to the input of volunteers, community partners, and your Girls Advisory Group. By asking for support from your advisory group, you can more effectively identify the needs of girls in your community and meet those needs through your *Dream It, Be It* project. Remember that your club does need to use at least one session in order to be considered a *Dream It, Be It* project—the program IS the curriculum!

Be Sensitive

Some of the topics might be difficult for participants to discuss. Some participants may have firsthand experience with painful setbacks or know someone close to them who has dealt with the addressed obstacles. Make sure to provide an introduction or trigger warning for potentially sensitive issues. Try to maintain awareness of the group dynamic and offer the option for participants to leave the room or take a short break if they feel very emotionally affected by a discussion. Have a co-facilitator be available to provide one-on-one support. Follow up with these participants individually after the session to provide additional support and possibly refer them to outside resources. It is important to create a supportive and safe environment—both physically and emotionally.

Be Consistent

These girls may experience instability in their family or school life, so it is important to be a consistent presence to help the girls create a new and important routine with people who they can trust are committed to them. If fewer participants than expected show up to the conference or meeting, don't cancel it. You may need to adjust your plans, but don't send the girls home. Let those who come know they're just as important as those who don't. Try not to cancel last minute or change meeting dates and times drastically.



Take a Different Perspective

As you prepare and lead the project, try to see the experience through the girls' eyes. Disinterest or silence may reflect shyness or caution around adults.

Frustration or resistance may stem from the physical, emotional, or social challenges of adolescence. Shifting your perspective can help you stay patient and understanding. Acknowledge that different perspectives exist and that others' opinions may differ from your own. You can validate a participant's viewpoint without agreeing or disagreeing. Ask open, respectful questions to invite honest responses. Avoid debating; instead, paraphrase what you've heard so participants can clarify or confirm their thoughts.

Celebrate Success

Celebrate success, no matter how small. Making a big deal when things go right can have a tremendous effect on self-esteem and can motivate everyone involved to do even more. Many girls may have had tough beginnings in life and may feel they have experienced many setbacks, so celebrating progress and great results keeps their motivation and interest on track. Thank the girls for showing up to sessions. At the end of each session, acknowledge their effort and participation.

Try Social Media

If you have written permission from parents and participants via the media consent form, take pictures of the girls in action during sessions. Display the pictures in the space during future sessions or post them on social media and tag the participants. Have girls create fun captions for them. Consider setting up a group text for the participants using apps like WhatsApp. Sending a group text would be helpful to remind girls of upcoming sessions, any homework your group has assigned, or anything else girls should bring with them to the next session. Using technology participants are familiar with helps them engage with the project in a comfortable, meaningful way. It also helps garner positive public awareness and attract future participants to your project.

Follow Up

Let the girls know you care about them. If you see or hear something that seems a little "off" to you, or if any participants seem to be having a difficult time within any of the sessions, check in with them afterwards to express concern and care about their well-being. Following up will help to maintain girls' trust and will help girls to stay engaged if they are considering dropping out. Consider if follow up to a social service, counseling, or other community agency is appropriate.

It is also challenging but important to stay in contact with participants after they have finished *Dream It, Be It*. In order to sustain the relationships initiated during your project, encourage facilitators to follow up with participants they were matched with for the Career Guidance Session at least once a month after the project ends. At the end of *Dream It, Be It*, provide girls with contact information for all facilitators and a tangible community connection such as a volunteer opportunity, an internship, or an informational interview. Finally, hold events for past *Dream It, Be It* participants, like a reunion pizza party or a movie night.

Stay Positive

Implementing a brand-new project is not an easy task, and you might run into unforeseen challenges along the way. Throughout the process, it's important to recognize that your project will not be perfect so try to stay positive no matter what happens. By looking at every challenge as an opportunity for learning and growth, you

will be able to notice and target aspects of *Dream It, Be It* to improve upon for next year. Tracking your setbacks and mistakes will help you build a very successful and effective project over time.





Dream It, Be It **Evaluation and Reporting Guide**





Evaluation & Reporting Guidelines

Measuring Impact

Evaluation helps measure a project's success and its impact on participants. It can:

- ▶ Allow volunteers to verify accomplishment of their goals.
- ▶ Ensure that the correct activities are being conducted to bring about the impact needed by participants.
- ▶ Measure the benefit or change to participants as a result of the project.
- ▶ Allow volunteers to state the impact of their project.
- ▶ Enable volunteers to make well-informed decisions about continuing, ending, or revising a project.

By evaluating *Dream It, Be It*, Soroptimist volunteers can highlight the program's impact on improving the lives of girls. The evaluation measures the program's goals and objectives, and by submitting data, volunteers contribute to the collective impact. When hundreds of volunteers complete local projects and share their results, Soroptimist can better understand and communicate our global impact on girls. Your work directly connects to the efforts happening across all Soroptimist countries and territories.

Evaluation Timeline

At the conclusion of a *Dream It, Be It* conference or small group mentoring sessions, volunteers should provide participants with the [Participant Evaluation Form](#) and request that participants complete it and return it to a designated volunteer(s). We recommend that within a month of completing your project, you compile responses from these evaluation forms and submit the online [Dream It, Be It Reporting Form](#).

Tips for Administering the Participant Evaluation

- ▶ Encourage honest feedback. Ensure girls understand they won't be treated any differently based on providing positive or negative feedback.
- ▶ Assure girls that their responses will remain confidential. Explain that Soroptimist will protect their privacy and not share any identifying information. While responses may be quoted in program reports or publicity, this will only occur with their permission, granted by checking the 'Yes' box on the evaluation form.
- ▶ Explain to the girls that their responses are important to us. We need their feedback to know if we are hitting the mark, or if adjustments need to be made to the program. Assure girls the feedback they provide on the evaluation form will be taken very seriously by Soroptimist and will inform the future of the program.
- ▶ Volunteers should remain in the room while girls complete the survey in case they have questions. Request that the survey be returned to a volunteer before each girl leaves the room. If girls take the survey home to complete, it is unlikely the survey will be returned.



- ▶ Alternatively, if you have technology access, consider sharing a link that the girls can complete on their phones with the evaluation results. This may make it easier to complete the SIA evaluation form for your project.
- ▶ Consider sharing the collective results of the evaluation with all the girls once compiled. They may be interested in knowing the impact of *Dream It, Be It* on the entire group.

Participant Evaluation Form

Thank you for participating in *Dream It, Be It!*

Please answer these questions as honestly as possible. Your answers will help Soroptimists understand how *Dream It, Be It* may have impacted you.

(For each question, please choose only one answer)

As a result of participating in <i>Dream It, Be It</i> ...	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
1. I feel more confident about my future success.					
2. I feel more prepared to pursue my career goals.					
3. I have new tools to overcome obstacles to my success.					
4. I have new tools to overcome setbacks.					
5. I understand how my values can connect to possible careers.					
6. I know women who want to support my professional aspirations.					
7. I was introduced to professional role models.					
8. I had an opportunity to create achievable goals for my future.					

Please proceed to the next page →

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Download the Participant Evaluation Form

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5.	I understand how my values can connect to possible careers.					
6.	I know women who want to support my professional aspirations.					
7.	I was introduced to professional role models.					
8.	I had an opportunity to create achievable goals for my future.					

Please proceed to the next page →

9. What do you see as the number one obstacle to your career success?

10. Did you learn strategies to overcome that obstacle?

☐ Yes ☐ No

Please explain your answer:

11. What are two things you can do to recover from a setback to achieving your goals?

1.

2.

12. What was your favorite part of *Dream It, Be It*?

13. How can we improve this program for other girls?

14. What additional support do you need to live your dreams? (Check all that apply.)

- ☐ More mentoring opportunities from a local Soroptimist member
- ☐ Online mentoring
- ☐ An online group of girls who have completed *Dream It, Be It*
- ☐ An opportunity for funding to support education or career training
- ☐ Other, please describe: _____

Please proceed to the next page →

15. May Soroptimist quote your responses in our reporting or promotional materials? (The quote will never include your name or other identifying information.)

☐ Yes ☐ No

16. If Soroptimists want to follow up with you in the future, may we contact you?

☐ Yes ☐ No

If yes, please provide:

Name: _____

Email: _____

Phone: _____

Thank you for your feedback!



Club Reporting: How to Submit Evaluation Information

After girls complete the Evaluation Form, a volunteer must submit the results to Soroptimist. The evaluation information can be entered on the online [Dream It, Be It Reporting Form](#), where you will also be asked for general information about your project.

Many of the questions require a numerical answer. To streamline the process, the volunteer responsible for completing the online form should gather the necessary information beforehand. PDF reports will not be accepted.

What information will you need for your report?

Before you begin, please make sure you have the following:

- ▶ Information about your project (date it was held, number of girls attending, any clubs that participated or supported, club funds spent, etc.)
- ▶ Any photos and media releases for each person in the photo (photos are not required to submit your report)
- ▶ Evaluation sheets or the totaled results for the girls' evaluation forms

You will be asked to report currency in USD \$. Please [use this calculator](#) to find your currency's equivalent in USD before you start the report.

Before beginning, please review the *Dream It, Be It* [Reporting Form Worksheet](#) for a step-by-step guide and tips on how to best complete this form.

Remember:

- ★ All information must be submitted **NO LATER THAN JUNE 30** if your club wants participation credit for that club year.
- ★ Only submit an online [Dream It, Be It Reporting Form](#) for projects conducted **within that club year**.
- ★ Only submit **one report per project**. If you worked with another club on a project, submit just one report on behalf of both clubs.
- ★ There is no need to save the report as you go unless you are going to finish it at a later time. If you do need to save the report, click the triangle next to "How to Save Your Form" at the bottom of each page. Please follow the instructions. You will receive an email containing a link that lets you update any information on your report later. Contact program@soroptimist.org if you need assistance.
- ★ Please follow this process **every time** you complete a *Dream It, Be It* conference or series of small group mentoring sessions.

[Go to the Dream It, Be It Reporting Form](#)



Participant Certificate

Download a participant certificate for each girl that completes the *Dream It, Be It* program.

The certificate template features a central header with the 'DREAM IT, BE IT CAREER SUPPORT {for girls}' logo, flanked by two decorative starburst graphics. Below the header, a light blue box contains the text 'Type Club Name Here'. This is followed by the phrase 'presents this certificate to'. Another light blue box contains 'Recipient Name Here'. The main body of the certificate reads: 'in support of her efforts to set and achieve career goals and in recognition of her successful completion of *Dream It, Be It: Career Support for Girls.*'. At the bottom, there are three signature lines: 'Club President' on the left, a central area with the Soroptimist International logo and a 'LIVE YOUR DREAM' circular graphic, and 'Date' on the right. A teal decorative bar runs across the bottom of the certificate area.

[Download the Participant Certificate](#)

“Share Your Story” Form

SIA Headquarters needs more *Dream It, Be It* participant stories and testimonials to help us show the world how impactful this program can be!

If there are girls from your program who would be willing to answer a few questions about how *Dream It, Be It* helped them, please share this link with them.

- ★ Story submission forms: <https://www.soroptimist.org/ways-you-can-help/share-your-story.html>

Thank you.

Thank you for reviewing these resources! We look forward to hearing all about your club's *Dream It, Be It* experience and how you're impacting girls in your community through education and empowerment.

If you need assistance with *Dream It, Be It*,
please email program@soroptimist.org or
call SIA Headquarters at 215-893-9000.