Leadership Tips for Teachers

Brought to you by LeanIn.Org & Girl Scouts of the USA
When it comes to girls and ambition, the pattern is clear: girls are discouraged from leading. When a little boy asserts himself, he’s called a “leader.” Yet when a little girl does the same, she risks being branded “bossy”—a precursor to words like “aggressive,” “angry,” and “too ambitious” that plague strong female leaders. Calling girls bossy is one of many things we do to discourage them from leading. It’s no wonder that by middle school, girls are less interested in leadership roles than boys, a trend that continues into adulthood.

LeanIn.Org and Girl Scouts of the USA are kicking off Ban Bossy, a public service campaign to encourage leadership and achievement in girls. With the help of Girls Leadership Institute co-founder Rachel Simmons and the Girl Scout Research Institute, we’ve developed practical tips to help all young women flex their leadership muscles, in ways big and small.

The girl with the courage to raise her hand in class becomes the woman with the confidence to assert herself at work. As educators, there are small changes each of us can make that have a big impact on girls’ confidence and ambitions.

The time to start building female leaders is now. We hope you’ll join us to Ban Bossy—and to encourage girls to lead.

JOIN US TO BAN BOSSY

Post “I will #banbossy” to your social media channels and visit banbossy.com to take the pledge and learn more.

By middle school, girls are 25% less likely than boys to say they like taking the lead.
When a girl enters her first classroom and hangs her backpack up in a cubby, she’s there to learn much more than reading and math. Classrooms are where many girls first flex their leadership muscles: they raise their hands for the first time, experimenting with speaking up. They take a chance on an answer, learning to take risks and cope with mistakes. They debate their peers, learning how to engage in conflict constructively.

Researchers have long identified the many ways that gender bias creeps into classrooms and reinforces cultural expectations that girls should be quiet, likeable, and generous, even at their own expense. Studies show that even with the most well intentioned teachers, girls and young women often get less airtime, are interrupted more, and are less likely to call out answers.⁵ As teachers, our attitudes and habits are often unconscious, but it’s important that we’re willing to examine them and make changes.

Small interventions can help level the playing field in your classroom and encourage all students to take more risks.

—Rachel Simmons
Co-founder of the Girls Leadership Institute

For more ideas for supporting the girls in your life, we recommend you read our Leadership Tips for Girls at banbossy.com/girls-tips.
1. Cultivate Gender Equity in Classroom Participation

**THE SITUATION >**
Most classes have a core group of kids who raise their hands repeatedly. As teachers, it’s easy to rely on these students to make a class run smoothly. But if boys dominate, we’re shortchanging girls.

**THE SOLUTION >**
Consider who’s participating and why. Spend a few days keeping track of the gender of the students you call on, and make sure you call on as many girls as boys. You can do this on your own by making marks in “boys” and “girls” columns, or by having a colleague observe you for short periods. Avoid excessive praise of girls who are “well behaved.” Rewarding them for being quiet may inadvertently encourage similar behavior when speaking up is needed, like during class discussion.

**DID YOU KNOW?**
Studies show that boys tend to get more airtime than girls: They call out more answers, are interrupted less, and are more likely to be called on by teachers.4

---

*DID YOU KNOW?*

92% Ninety-two percent of girls believe they can learn the skills required to lead—yet only twenty-one percent believe they already possess them.

21%
2. Seek Out Girls’ Responses

THE SITUATION >
Girls often ruminate over the perfect answer. The time they spend figuring out just the right thing to say can delay or even suppress their responses.

THE SOLUTION >
After you ask a question, pause for a few moments, even if it’s awkward, to give all students more time to contribute. Encourage students to use the time to reflect on their answers before sharing. Have a private word with students who are quieter in class. You might say, “I know you care about the discussion we’re having. I’d like to hear some of your thoughts about it. What are some reasons you didn’t share?” Let these students know you want to hear from them, and work with them to set a goal of speaking up regularly.

DID YOU KNOW?
Girls are more likely than boys to look up to their teachers.

DID YOU KNOW?
After mothers, teachers have the most influence when it comes to encouraging girls to lead.
Encourage Girls to Speak Up
Divide students into pairs. Have each pair designate an A and B person, and give each pair a tennis ball. Ask A’s to throw the ball and say a word that names something they’re interested in—say, dogs or music or cooking. When B catches the ball, she has to throw it back and ask a question about that word. It could be anything, like “What’s your favorite breed of dog?” or “Who’s your favorite artist?” After a few times, switch the A and B roles. This exercise challenges students to develop the capacity to think on their feet and ask questions.
BONUS EXERCISE: Try the same activity, but ask students to express an opinion about the word instead of asking a question about it.

3. Encourage Risk Taking

THE SITUATION >
Research shows that women often underestimate their abilities, while men often overestimate theirs. Girls who fear being wrong rarely speak up if they’re not 100 percent certain they have the right answer.

THE SOLUTION >
Help girls flex their risk-taking muscles by starting discussions that don’t require factual responses. Push students to adopt and hold a position or wrestle with an idea. Start your question with “There’s no right answer to this question.” Remind students that not knowing the answer is what leads to important questions and new insights.

DID YOU KNOW?
It pays to be gritty: One of the most common attributes of successful women is resilience.
4. Be Conscious About Praise

**THE SITUATION >**
It’s easy to lavish praise on one student’s comment while offering simple acknowledgment to another. Because girls face pressure to please adults and peers, they can confuse how much a teacher likes their response to a question or assignment with how much the teacher likes them.

**THE SOLUTION >**
Assess your feedback to students. Notice whether your enthusiasm for some (“Great point!”) but not others (“Thanks for sharing that”) may cause certain students to hold back. To encourage girls to speak up, hold a few rounds of discussion where you acknowledge all ideas in a neutral way (“Thank you for sharing”) rather than passing judgment on them in the moment (“Excellent!”).

5. Establish a No-Interruption Rule

**THE SITUATION >**
Research on students shows that girls and young women are more likely to be interrupted when speaking during class. Everyone learns more when classrooms are run as communities that value the input of all.

**THE SOLUTION >**
Establish a no-interruption rule and stick to it. Ask the students who dominate to limit the number of times they raise their hands, or ask them to wait until others have had a chance to contribute. Explain that the most effective communicators—and leaders—help elevate the voices of others around them instead of speaking louder or talking over them.

---

**DID YOU KNOW?**
The confidence gap starts young:
Between elementary school and high school, girls’ self-esteem drops 3.5 times more than boys.

---

#BANBOSSY banbossy.com girlscouts.org/banbossy
6. Observe Group Dynamics

THE SITUATION >
When they work on group projects, girls often take over the work of peers who slack off. In some cases, girls get little credit for doing the lion’s share of the work and end up stewing quietly. When girls get used to doing the work without the credit, they don’t learn to push for recognition when they deserve it—a habit that may deprive them of important personal or professional recognition later on.

THE SOLUTION >
Encourage students working together to check in on what’s going well within the group and what isn’t. Take time to observe group dynamics and ask students to submit progress reports so that you can guide them to equitable roles and responsibilities within the team.

ACTIVITY

Develop Guidelines for Group Discussion
Warm up your class with two questions: “What are the essential ingredients for a good class discussion?”, “What makes a discussion uncomfortable or ineffective?” Then divide your class into small groups and ask: “What do you need from me, and one another, to make sure all voices are heard during class discussion?” Have each group make a list and report out. Use their feedback to create a master document that you post on the wall and can refer back to during class time. Have the students sign the document to show their ownership of discussion guidelines they care about.
7. Create a Collaborative Learning Environment

THE SITUATION >
Girls and boys often learn best when they collaborate. The desire to connect with others can also make cooperative learning experiences rewarding.

THE SOLUTION >
Lay the groundwork for effective collaboration. Teach students how to work together: how to take turns talking, how to respond and build on one another’s points, and how to listen actively. Allow students to choose topics and group members within parameters you establish. Don’t segregate boys and girls by desk groupings or teams; doing so may send the message that not only are boys and girls fundamentally different, but that there are certain ways you expect them to act. Giving girls and boys opportunities to team up in school gives them practice that can serve as a foundation for healthy personal and working relationships in their futures.

DID YOU KNOW?
When girls and boys work together, all ships rise: They learn more, gain more self-esteem, and have better relationships with one another.
8. Show Positive Role Models

THE SITUATION >
Research shows that children’s books are almost twice as likely to feature a male hero as a female heroine. Does your classroom display more images of men than women? Are you assigning books by and about women? Do you tend to use the male pronoun more often than the female?

THE SOLUTION >
Girls are more inspired to participate when they engage with content they can relate to. Make an effort to keep your walls and speech gender neutral. Review course materials for gender balance and stereotyping. Look at the images in textbooks. Use teaching materials that are developed by women and men as well as those that show girls and boys doing all different kinds of activities and jobs.

DID YOU KNOW?
A study of textbooks used by elementary-age children found that the male characters were significantly more likely to be described as aggressive and competitive while female characters were more likely to be described as passive and affectionate. A study of textbooks used by elementary-age children found that the male characters were significantly more likely to be described as aggressive and competitive while female characters were more likely to be described as passive and affectionate.14

DID YOU KNOW?
Both boys and girls think it’s easier for men to become leaders.15
9. Understand Stereotype Threat

THE SITUATION >
Stereotype threat—the anxiety that arises when a girl finds herself in a situation where a negative stereotype about girls or women prevails (e.g., “girls are bad at math”)—can hinder performance on tests and other assessments of ability.16

THE SOLUTION >
Teaching high school girls about stereotype threat can buffer them against the anxiety that can arise during an exam—and improve their performance.17 Give girls the facts: in the United States, girls and boys perform equally on standardized math tests.18 Set high standards for performance and let girls know you’re confident they can achieve them. Teachers can also decrease stereotype threat by teaching students that their intelligence isn’t fixed. A poor grade on a science test doesn’t mean a student is “bad” at science, it just means that she may need extra help or should try out different study strategies.

DID YOU KNOW?
Researchers predict that not asking girls to identify their gender before taking the AP Calculus exam could increase their scores by nearly 20%.19

DID YOU KNOW?
Exposing girls to talented female mathematicians can reduce the negative influence of stereotype threat.20
10. Watch Your Language!

**THE SITUATION >**
Sometimes the words we use, even unintentionally, can make it harder for students to take intellectual risks. For example, calling a girl “bossy”—a word we rarely use for boys—sends the message that girls should not speak up. Such words can silence a girl during her most formative years.

**THE SOLUTION >**
Constructive criticism is a vital part of the learning process, but how it’s delivered can make the difference between motivating and shaming a student. Take care to avoid references to gender in your feedback, and avoid using words that disproportionately label girls.

**DID YOU KNOW?**
Girls are twice as likely as boys to worry that leadership roles will make them seem “bossy.”

JOIN US TO BAN BOSSY

Post “I will #banbossy” to your social media channels and visit banbossy.com to take the pledge and learn more.

Rachel Simmons
Rachel is co-founder of the Girls Leadership Institute, a national nonprofit that teaches girls the skills to know who they are, what they believe, and how to express it, empowering them to make change in their world. She is the author of two best-selling books, Odd Girl Out and The Curse of the Good Girl, and develops leadership programs for students at Smith College.

rachelsimmons.com

Girl Scouts
Girl Scouts of the USA gives every girl access to life-changing experiences that inspire and motivate her to do something big for herself, her community, and the world. Visit them online to learn more about how the Girl Scouts are building girls of courage, confidence, and character.

girlscouts.org
girlscouts.org/banbossy

LeanIn.Org
LeanIn.Org is the nonprofit organization founded by Facebook COO Sheryl Sandberg to empower all women to achieve their ambitions. LeanIn.Org offers inspiration and support through an online community, free expert lectures, and Lean In Circles, small peer groups who meet regularly to share and learn together.

leanin.org

#BANBOSSY banbossy.com girlscouts.org/banbossy
Endnotes

1 Barbara Schneider, Sloan Study of Youth and Social Development, 1992–1997, ICPSR04551-v2, Inter-University Consortium for Political and Social Research, http://www.icpsr.umich.edu/icpsrweb/ICPSR/studies/4551/version/2. When asked whether the statement “I like to take the lead when a group does things together” applied to them, 72 percent of sixth grade boys reported yes, versus 54 percent of sixth grade girls.


4 American Association of University Women, How Schools Shortchange Girls; Sadker and Sadker, Failing at Fairness; and Sadker, Sadker, and Zittleman, Still Failing at Fairness.

5 Girl Scout Research Institute, Change It Up.

6 Ibid.


9 American Association of University Women, How Schools Shortchange Girls; Sadker and Sadker, Failing at Fairness; Sadker, Sadker, and Zittleman, Still Failing at Fairness; and Whitt et al., “Women’s Perceptions of a ‘Chilly Climate’.”


12 Johnson and Johnson, “An Educational Psychology Success Story”; and Springer et al., “Effects of Small-Group Learning on Undergraduates.”


15 Girl Scout Research Institute, Change It Up.


21 Girl Scout Research Institute, Change It Up.
Setting & Achieving Goals

Adapted from the Girls Leadership Institute’s summer camp curriculum, this activity is a great way to help both girls and boys pursue their goals in and out of the classroom.

Being able to break down dreams into achievable steps is an important skill. It helps students see a clear path from where they are to where they want to go.

GOALS FOR STUDENTS
• Learn the qualities of an effective goal
• Practice setting goals and identifying the steps to achieving them

MATERIALS
• Step-by-step instructions
• Sample talking points (but feel free to use your own words!)
• Activity handout

ESTIMATED TIME: 30—45 minutes

Visit banbossy.com to download our leadership tips and activities for girls, parents, teachers, and troop leaders.
Step 1: Introduce the topic of goals
ESTIMATED TIME: 5 minutes

Engage the whole class in a lively discussion about goals. You can use these questions as conversation starters:

• Why is it important to have goals in our lives?
  • Agree or disagree: To be a good leader, you must have goals.
  • What is a goal you have for this year? Or, what is an example of a goal someone your age might have for this year?

Take a moment and explain why goals are important. Here’s some language you could use as a starting point:

“Being a leader is about having a vision for change—and encouraging ourselves, and the people around us, to work hard to bring that vision to life. By setting goals for ourselves, with a timeline and steps to get there, we get closer to creating the change we want.

We are talking about goal setting today because it’s an important life and leadership skill. When you know how to set goals, you get much closer to making your dreams a reality.”

Goal setting matters. When we set specific goals, we’re more likely to achieve them.
Step 2: Explain how to translate dreams into goals

ESTIMATED TIME: 5—10 minutes

Start by asking the group a question:

“How are goals different from dreams?”

Let the group contribute several responses, then share this explanation of the difference between goals and dreams:

“Goals help us realize our dreams—they are the steps between us and what we imagine could be possible. Goals are different from dreams because they are more concrete and achievable. While I might dream of going to the moon someday, my goal for this year would be to get an A in math.

A good goal is specific and objective, so it’s easy to tell when you’ve reached it. I recommend we focus on short-term goals that can be accomplished in one year.”

Push your students to dream big but set realistic goals for themselves.

QUICK TIP:
Share a dream you had when you were the age of your students. Then ask your students to share their dreams and applaud their courage when they do.

EXAMPLES OF DREAMS VS. GOALS

<table>
<thead>
<tr>
<th>Dream</th>
<th>Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>I want to run in the Olympics</td>
<td>I want to run JV track this spring</td>
</tr>
<tr>
<td>I want to be a great teacher</td>
<td>I want to be a mentor to younger students</td>
</tr>
</tbody>
</table>
Step 3: Explain how to break goals into steps
ESTIMATED TIME: 5—10 minutes

Now that your students understand the difference between dreams and goals, explain why it’s important to break goals down into smaller, attainable steps. For example, you can say:

“Sometimes goals seem so big that it’s almost impossible to imagine how you’ll accomplish them. By breaking a goal down into smaller steps, we can take on new and sometimes scary things in smaller pieces. This allows us to feel a little braver and makes it more likely that we won’t give up.”

Distribute the attached handout and introduce the activity to your students. For example, you can say:

“Today, we’re going to practice breaking down our goals into smaller steps. The steps to a goal can be any size—small and easy, or large and difficult. We’re going to organize the steps into three groups—which we’ll call risk zones—based on how nervous they make us. Then we’ll each pick the first step we’re going to take!”

The concept of risk zones may be new to your students, so spend time walking them through each zone. Start with the definitions below and then use the examples on the sidebar or others you create together.

• **Your Comfort Zone:** Feels easy to do—no problem!

• **Your Low Risk Zone:** Makes you feel a little nervous—but not terrified!

• **Your High Risk Zone:** Makes you so nervous now that it’s hard to imagine trying—but maybe you can!

**EXAMPLE OF BREAKING A GOAL INTO RISK ZONES**

<table>
<thead>
<tr>
<th>Goal</th>
<th>Comfort Zone</th>
<th>Low Risk Zone</th>
<th>High Risk Zone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be in a school play</td>
<td>Talk to members of the drama club and find out what it’s like</td>
<td>Talk to the drama teacher about what it takes to audition</td>
<td>Audition for the next play</td>
</tr>
</tbody>
</table>

Make sure students understand that we all have different comfort zones. They—and only they—should decide what feels right to them.
Step 4: Complete the handout & discuss
ESTIMATED TIME: 15—20 minutes

Ask the students to complete the handout, which prompts them to fill in four things:

1. Their dream: What they imagine is possible—a big, bold vision

2. Their goal: What they can do in the next year on their way to their dream

3. Their steps: The steps they can take to reach their goal, organized by how risky each step feels

4. Their first step: The first step they are comfortable taking toward their goal

Circulate while students work, invite them to solicit one-on-one help, and push them to be as specific and realistic as possible with their goals—and their tolerance for risk.

When they’re done, ask students to share their goal and the first step they’re going to take toward reaching it. Thank students for sharing and celebrate their commitment to try something new. Wrap up the activity with some additional words of encouragement:

“Having dreams is a thrilling part of growing up and imagining your future. Making them a reality takes hard work and practice. When you have the skills to break your dream down into goals, and break your goals down into smaller steps, you create your own road map for success!”

QUICK TIP:
Inspire your students by highlighting a few famous women and men who realized their dreams, and emphasize all the hard work and smaller achievements it took to get them there.

Every journey begins with a single step! By breaking goals into small steps, students build confidence and get closer to reaching their goals...and their dreams.
JOIN US TO BAN BOSSY

Post “I will #banbossy” to your social media channels and visit banbossy.com to take the pledge and learn more.

Girls Leadership Institute

Girls Leadership Institute teaches girls the skills to know who they are, what they believe, and how to express it, empowering them to create change in their world. We work with girls, parents and caregivers, and educators to ensure lasting impact.

girlsleadership.org

Ban Bossy

LeanIn.Org is proud to partner with Girl Scouts of the USA to bring you Ban Bossy, a public service campaign to encourage leadership and achievement in girls. We’ve developed practical tips and activities to help girls flex their leadership muscles and to offer parents, teachers, troop leaders, and managers hands-on strategies for supporting female leadership.

banbossy.com
Ready, Set, Goal!

1. Fill in your dream
What you imagine is possible—a big, bold vision

2. Fill in your goal
What you can do in the next year on your way to the dream
3. Fill in your steps
Break your goal into steps and organize them into these three risk zones.

**Steps in My Comfort Zone**
Feels easy to do—no problem!

**Steps in My Low Risk Zone**
Makes you feel a little nervous—but not terrified!

**Steps in My High Risk Zone**
Makes you so nervous now that it’s hard to imagine trying—but maybe you can!

4. Circle Your First Step
Read through the steps in all three risk zones and circle the one you feel comfortable doing first.
Problem Solving with G.I.R.L.

Adapted from the Girls Leadership Institute’s summer camp curriculum, this activity cultivates the skills girls need for effective problem solving; it’s designed for parents, teachers, and other caretakers to use with individual or groups of girls seven years old and up.

Girls are introduced to a sequence called G.I.R.L. to help them organize their thoughts, weigh their options, and strategize effectively. Knowing how to navigate life’s social, academic, and extracurricular challenges will help girls build resilience—a crucial leadership skill.

**GOALS FOR GIRLS:**
- Learn and practice a problem-solving sequence
- Reflect on what is gained from a failed problem-solving attempt

**MATERIALS:**
- Step-by-step instructions
- Sample talking points (but feel free to use your own words!)
- G.I.R.L. handout

**ESTIMATED TIME:** 20–25 minutes

Visit banbossy.com to download our leadership tips and activities for girls, parents, teachers, and troop leaders.
Introduction to G.I.R.L.

G.I.R.L. is a problem-solving sequence that helps girls generate multiple strategies to address a problem and feel more in control. It also pushes girls to think two moves ahead and be strategic about the outcome they want. When they explain why they’re making a certain choice, girls become more accountable for their decisions. Best of all, when they imagine the end result of a strategy before choosing it, they get the chance to change their minds before doing something they regret.

We encourage you to use G.I.R.L. every time the girl in your life faces a challenge. Through repetition and practice, she will eventually learn to do the steps in her head—and even in the moment itself!

Step 1: Talk about the importance of problem-solving

ESTIMATED TIME: 3–5 minutes

When a girl is facing a challenge, take a moment to recognize her feelings by empathizing. For example, you can say:

"• I know this must be really hard...
  • I’m sorry you’re hurting...
  • You must feel so [insert emotion]..."

Find out how she wants to handle the problem by asking:

"What do you want to do about this?"

If she says, “I don’t know,” explain why you’re asking by saying something like:

"I know you’re having a hard time right now, and I know you feel confused about what to do. In the long run, it won’t help you if I just give you the answer or tell you what to do. The only way we learn to solve our own problems is through practice. That’s why we’re going to work together on this—you and me."
Step 2: Practice the G.I.R.L. problem-solving protocol

ESTIMATED TIME: 15 minutes

Start by introducing G.I.R.L. You can use the attached handout or just list out the four parts of G.I.R.L on a piece of paper.

Here’s some language to help you describe G.I.R.L. and how it works:

“When you have a problem and don’t know what to do, it helps to map out all your choices so you can come up with the best strategy. We’re going to practice a special way of doing that right now.

It starts with the word girl—G.I.R.L.

G (Gather Your Choices)
Write about all the possible choices you could make.

I (I Choose)
Pick one choice out of all the possibilities you just listed and decide what you want to do.

R (Reasons Are)
Write in the reasons why you made your choice.

L (List the Outcomes)
List all the things that could happen if you make this choice.

Now, complete G.I.R.L. together. You can use a problem she is currently facing or try the sample in the sidebar.

SAMPLE PROBLEM:
Ask her to imagine this situation:
You keep hearing that one of your friends is talking about you behind your back.

Then walk her through the sample responses:

G (Gather Your Choices)
• Stop speaking to my friend
• Tell her to stop
• Ask her if she’s mad at me
• Ask her why she’s doing it
• Ask my friends if they know what’s going on
• Talk to an adult
• Talk about her behind her back

I (I Choose)
Ask her why she’s doing it

R (Reasons Are)
Because I want to give her a chance to tell me how she’s feeling

L (List the Outcomes)
• She might apologize and stop
• She might deny it
• She might get mad at me
• She might apologize and keep doing it

QUICK TIP:
When she makes a decision about what to do, brainstorm together about a day, time, and place she can try it.
Step 3: After she tries her strategy, talk about how it went
ESTIMATED TIME: 3–5 minutes

Start by giving her lots of praise for taking a risk and going for it! Then talk together about what happened. Avoid passing judgment about the end result. Instead, ask her to consider what worked well and what could have gone better—both with the approach she chose to take and the G.I.R.L. process as a whole.

If the outcome didn’t turn out as well as she had hoped, acknowledge her disappointment, then ask her what she learned. For example, you might say:

“I know you’re disappointed, and I would be too. But even when things don’t go your way, you still learn new things that will help you the next time you’re in a jam. Let’s think together about what you got out of this experience and how it might help you in the future.”

It pays for girls to be gritty: One of the most common attributes of successful women is resilience.
JOIN US TO BAN BOSSY

Post “I will #banbossy” to your social media channels and visit banbossy.com to take the pledge and learn more.

Girls Leadership Institute

Girls Leadership Institute teaches girls the skills to know who they are, what they believe, and how to express it, empowering them to create change in their world. We work with girls, parents and caregivers, and educators to ensure lasting impact.

girlsleadership.org

Ban Bossy

LeanIn.Org is proud to partner with Girl Scouts of the USA to bring you Ban Bossy, a public service campaign to encourage leadership and achievement in girls. We’ve developed practical tips and activities to help girls flex their leadership muscles and to offer parents, teachers, troop leaders, and managers hands-on strategies for supporting female leadership.

banbossy.com

Write down your problem:

I’m a Leader

BOSSY
Now use G.I.R.L. to help solve it:

**G**
Gather Your Choices

**I**
I Choose

**R**
Reasons Are

**L**
List the Outcomes