

**BAN  
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**Meet Olivia**



# Script for slide 1

NOTE TO: The Facilitator for this presentation

This presentation is to be shared with troop leaders as a way to announce Ban Bossy and get them excited about this campaign; it should also make them more comfortable with an activity they can do with their girls to help make the Ban Bossy initiative more concrete and actionable.

Presentation...

After welcoming everyone, flash the picture of the girl and state *“Did you know by the time girls get to the 6<sup>th</sup> grade, they have already begun to stop taking the lead on projects at school. The main reason – they fear being called bossy”*

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“Assertive”

“Leadership”

“Showing potential”



“Pushy”

“Bossy”

“Bit--y”

“Showing off”



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## Script for slide 2

*The research shows that when boys at this age take the lead on projects or activities, they are seen as “showing leadership” and being “assertive”, but these same behaviors from girls often leads to them being labeled “bossy” or worse.*

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# Today

- What is the “Ban Bossy” Campaign?
- What is an activity that can make it concrete and actionable for your girls?
- What resources are available?

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## Script for slide 3

*Today I want to do three things:*

- 1. Give you a sense of what the Ban Bossy campaign is all about. This is a movement-wide effort that we are very excited about. You may have seen some of the press and news coverage (March 9 and 10). The perception of girl's leadership is a huge issue that could impact how they see themselves as potential leaders. You can make a big impact on this as you talk with the girls and help them embrace the idea that they can lead as well as, if not better, than boys.*
- 2. Next we'll walk through how you can use an activity from our award winning BFF program to make this topic more concrete and actionable for your girls and help them feel what it's like to "develop their own authentic voice".*
- 3. Lastly, we'll look at what additional marketing and collateral materials are available to you as you think about how to support this effort*

*The Ban Bossy campaign is an outgrowth of a number of people and things coming together including:*

- Rachel Simmons's research and work on Girl development*
- Sheryl Sandberg, COO of Facebook and Author Of Lean In and her passion for girl progress*
- Meetings and discussions between Sheryl and our own Anna Maria Chavez.*

*All three of them in varying ways are concerned with helping girls embrace leadership opportunities and not fear the "bossy" label.*

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# Context/Background

Relationships  
Tasks

The  Perfect Answer

Confronting  
Peers



“How was your weekend? What’s new in your world?”

“There is no one right answer here.”

“What’s working for you so far?”

“What might you need to change to get better?”

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## Script for slide 4

*By way of background, here is a small sample of some of the research behind this effort with a practical suggestion to address each issue. There is more research and background information available in the supporting documents which we will go over at the end. For now, I just want to highlight a few.*

- 1. We know that girls generally favor relationships over tasks and look up to their teachers more than boys. Take time to chat with your girls a bit about their weekend and what's new with them before jumping into any task.*
- 2. Girls are more likely than boys to worry about having the **perfect** answer, so when asking your troop a question, pause a moment to give them time to formulate their answer. You can help them get past this search for the "perfect answer" by saying up front, "In these type of situations, there is no one right answer. What's more important is you stating clearly what **you** feel is right."*
- 3. Girls are sometimes hesitant to address other girls who are not carrying their weight in group activities. Help them with this by periodically checking in with the group and asking "What's working for you all so far?" "What would you like to change with your approach?"*

*What we're all doing together throughout the movement is helping girls further develop their own voice by practicing using "I-Statements". This is an activity that helps girls get better at expressing their views and feelings about things without having to apologize about it.*

*Again, all of this is really about helping the girls speak up and find and further develop their own unique voice. Helping girls along this journey is one of the single best things you can do as a troop leader to help girls embrace vs. avoid a leadership role.*

*We'll now show you how you can use the "I-Statements" activity from BFF as a way to help girls find their voice, and not be afraid to show their leadership potential."*

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# “I-Statements” Activity

- 1) Ask questions about their experience to draw them in
- 2) What are “I-Statements”? (from BFF)
- 3) Girls practice writing some and discuss in pairs or triads
- 4) Discuss as a large group
- 5) Discuss how they can use this process in their daily lives

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## Script for slide 5

*Let's walk through the activity now. The activity has 5 steps to it:*

- 1. Ask the girls some questions to draw them in*
- 2. Provide an explanation of the structure of "I-Statements"*
- 3. Have the girls pick a real scenario for themselves and practice writing one and discussing in groups of two or three*
- 4. Have a discussion in the large group asking girls to share some of their attempts using the process*
- 5. Close by shifting the conversation to how and where they can use this process in their daily lives*

*We will walk through some of these steps in more detail to make sure your comfortable facilitating this with your troop.*

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# “I-Statements” Activity

- 1) Ask questions about their experience to draw them in

“Have you ever tried talking through a conflict with a friend only to have your effort backfire?”

“Does anyone have an example of a time when you decided to let a conflict go – pretend it didn’t happen? How did that feel?”

“Have you ever shifted your point of view on a conflict – really looked at it from the other person’s point of view?”

## Script for slide 6

“Here are some questions you can ask at the beginning to draw the girls in.”

(Walk through some of the examples and mention they can certainly come up with some of their own based on their knowledge of their girls)

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# Creating “I-Statement’s”

**Scenario:** One of the other girls in your class (Ciara), always rolls her eyes when you offer to take the lead, even when other girls ask you to. You are not seeking it out and when you try to engage Ciara she tends to avoid eye contact with you and just say “whatever” when you ask for her input or try to give her something to do. You can feel some tension now whenever she’s on your team and you want to talk to her about it.

**When you** \_\_\_\_\_ (describe Ciara’s specific behavior)

**I feel** \_\_\_\_\_ (state how that makes you feel)

**Because** \_\_\_\_\_ (explain why you feel that way/why you thought it’s important for the two of you to discuss )

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## Script for slide 7

*Let's demo a piece of the activity to have you experience using the "I-Statements" structure. I'll provide a scenario in a minute and ask each of you to write down what you think is a good "I-Statement" that could be used in that scenario.*

(Show and read the scenario to those assembled)

(Walk through the "when you...I feel...because..." structure so the volunteers understand the structure.)

(Ask them to follow that structure and go ahead and write one for this scenario. Give them a few minutes to individually write down their responses.)

*After a couple minutes, announce "Find someone at your table and share and discuss what you each came up with, then take the best of both and create an even better one"*

(After a few more minutes, ask for some examples and facilitate a brief discussion on what they like about the different options offered.)

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# Creating “I-Statement’s”

**Scenario:** One of the other girls in your class (Ciara), always rolls her eyes when you offer to take the lead, even when other girls ask you to. You are not seeking it out and when you try to engage Ciara she tends to avoid eye contact with you and just say “whatever” when you ask for her input or try to give her something to do. You can feel some tension now whenever she’s on your team and you want to talk to her about it.

**When you** Ciara, when you roll your eyes and sigh a ‘whatever’ when I ask you to help

**I feel** I get frustrated and distracted

**Because** Because I’m just trying to help get this done and get everyone involved and I start wondering if I did something to upset you.

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## Script for slide 8

Share what's on this slide saying that *"this is yet another way you can say it"*

Mention that just like you had them share with a partner before sharing in the large group, that this is a good principle to follow when working with groups of girls (discussing in small groups before discussing in the large group.)

In summarizing this part of the activity, remind the troop leaders that they should emphasize with the girls that creating good "I-Statements" is a skill that needs to be developed through practice and that we can use this structure in future conversations and scenarios where we feel it's important to have our voice heard.

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# Facilitating The Activity - Discussion

Take :05 or so with a couple people around you:

- What behaviors might we need to model/encourage to help girls with this activity?
- What behaviors do we need to model/discourage when taking girls through this activity?

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## Script for slide 9

*That's it for demonstrating parts of the activity. Now, we want to transition to talk about things to remember when **facilitating** this kind of activity. This may be scary for some girls because the activity encourages them to assert themselves. Letting their peers know when they are upset with them takes courage.*

*Let's take :05 or so to chat with a couple people around you and come up with behaviors you may need to be ready to use to encourage conversation, as well as behaviors to remember to stay away from when facilitating this activity.*

(You can split the two questions up amongst tables or different tables or halves of the room if that makes it easier)

(After :05-:10, facilitate a short discussion around their answers to the questions. You can record some of their responses on flipchart if that helps)

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# Facilitating The Activity

Help the girls in *two* areas:

1. Describing the concrete behavior that bothers them

***“When you interrupt me before I finish what I’m saying”***

**(vs.)**

***“When you’re being rude”***

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## Script for slide 10

A couple areas where the girls may need help during this activity are around **being concrete about the behaviors** others are engaging in and **expressing their emotions appropriately**.

Walk through the example on this slide, then ask what other examples they can anticipate they might get from their girls.

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# Facilitating The Activity

Help the girls in two areas:

2. Encouraging and helping them both express and own their emotions

***“I get angry and upset” or “I feel sad” or  
“I am hurt and feel excluded”***

**(vs.)**

***“I feel like screaming at somebody” (too strong)  
or “I guess I shouldn’t feel this way but..” (too weak)***

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## Script for slide 11

Now, walk through the example on this slide, and ask what others they can anticipate they might get from their girls.

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# Additional Resources

- March 10: banbossy.com or [www.girlscouts.org/banbossy](http://www.girlscouts.org/banbossy)
- Parade Magazine article – March 9
- Girlscoutshop.com for T-Shirts, Tote bag, patch, etc.
- Girlscouts.org/banbossy (download the “I-Statements” activity)
- Post at “I will #banbossy”
- For more “I-Statements” practice

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## Script for slide 12

Explain that they can look for an article about the campaign in the March 9<sup>th</sup> issue of Parade magazine.

Mention that on March 10<sup>th</sup> they can go to either BanBossy.com and take the pledge or Girlscouts.org and download the Leadership Tips for Girls, Educators, and Parents.

That Ban Bossy merchandise is available through the [girlscoutshop.com](http://girlscoutshop.com) or their local GS shop.

They can post a tweet at “I will #banbossy”

And finally, if you want more practice around using I Statements, there is a :05 video you can view on your own at the [girlscouts.org/banbossy](http://girlscouts.org/banbossy) page

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# Questions?

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