

Male Allies

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Overview:

This curriculum was inspired and developed from field-work (interviews, observations, filed notes) conducted in Wolaita-Sodo, Ethiopia over the course of four weeks as part of the 2017 Fulbright Hays Ethiopia Curriculum project in combination with secondary sources. This is intended to be used in Gender Clubs throughout the U.S. and Ethiopia to educate students about the importance and urgency of gender equality.

Learning Objectives:

1. For students to gain awareness of the concept of male allies.
2. For students to gain an understanding of what male allies can do and how they can support efforts for gender equality.
3. To spark an interest in students to become allies, to believe in and welcome the support of allies.

Teacher Preparation: (tools/materials)

1. Familiarize yourself with the concept of male allies to causes such as gender equality and women's empowerment. One good definition is: **Allies** are people who support a group who are commonly the subject of discrimination, prejudice, etc, but who are not members of that group. Specifically, **male allies** are individuals who are not women but who support women's rights/empowerment and promote gender equality/equity.
2. Visit and thoroughly explore the HeforShe website: <http://www.heforshe.org/en>.
3. Download the appropriate action kits from: <http://www.heforshe.org/en/action-kit>
4. Familiarize yourself with the variety of issues this organization addresses (education, health, politics, identity, work and violence) by clicking the menu tab: "Take Action"
5. Select from the variety of activities and exercises presented at: <http://www.heforshe.org/en/take-action/education>
6. Alternatively, or additionally, utilize all or part of the "Boys and Girls as Friends" activity included in this lesson plan.

Instructions:

1. Write the following on the board or ask the students to repeat it after you:
 - a. Equality for women is progress for all.
 - b. One hand cannot clap alone. (an Ethiopian proverb)

2. Ask the students what ideas and messages they think these proverbs are conveying.
3. After their interpretations have been expressed, ask them whether they agree or not and why.
4. Introduce the lesson by explaining the concept of male allies in relationship to women and gender-related issues/causes.
5. For teachers with access to internet and equipment necessary to project, teachers can introduce pull up the HeforShe website and show the students the variety of ways in which males can be/are being allies to females in efforts to achieve gender equality. For those teachers who do not have access to the internet in their classroom, they can visit the site in advance and pull/download from it whatever they want to teach/share.
6. For teacher using the “Boys and Girls as Friends” activity, the instructions are included on the activity.

Boys and Girls as Friends*

TIME: 2 HOURS

LEARNING OBJECTIVES:

By the end of this session, students will be able to:

1. Identify advantages and disadvantages of friendship with the opposite sex.
2. Identify ways to be good friends with members of the opposite sex.

METHODS USED:

1. Group work
2. Brainstorming
3. Role-play

MATERIALS:

- Chalkboard or flipchart
- Chalk or markers, pens or pencils

FACILITATOR PREPARATION:

Write the questions for Activity 1 on flipchart paper.

FACILITATOR NOTES:

1. The activities in this session build on the previous session. They also refer to concepts of gender that were introduced earlier.
2. The activities in this session involve empathy, which helps students to be more respectful of others' feelings and reduces bullying and violence.

ACTIVITY 1: BOYS AND GIRLS AS FRIENDS (30 MINUTES)

1. Divide the group into single-sex groups of three to five students and have them brainstorm answers to the following questions:
 - What do you like about being friends with the opposite sex?
 - What makes a good friendship with members of the opposite sex?
 - What don't you like in a friend of the opposite sex?
 - What behaviors or characteristics do not make a good friend?

* Sourced from USAID, *Doorways I: Student Training Manual* – On School-Related Gender-Based Violence Prevention and Response. March 2009

- How do people in your community feel about boys and girls being friends?
2. Point out that girls and boys can be good friends without having a physical or sexual relationship. Friendships between boys and girls help them to understand each other and can also improve gender relations throughout students' lives.
 3. In some societies, boys and girls are not allowed to spend time together before marriage because adults think it is inappropriate.

ACTIVITY 2: WHAT DO BOYS OR GIRLS FEAR ABOUT THE OPPOSITE SEX? (30 MINUTES)

1. Using the same groups as in Activity 1, ask boys and girls the following questions:
 - What do you most fear from boys and girls your own age?
 - How can boys and girls support you?
2. After everyone has had time to answer in their small groups, have one person from each group present to the larger group.

ACTIVITY 3: BOYS AND GIRLS HELPING EACH OTHER (1 HOUR)

1. Using the same groups and building on Activity 2, ask half the boys' groups and half the girls' group to prepare a role-play that shows ways boys and girls can help each other. Remind them how boys and girls can be good friends and help one another.
2. Have the other groups prepare a role-play that shows ways in which boys and girls do not help each other.
3. Have the groups present their role-plays and follow with the **Discussion Questions.**

DISCUSSION QUESTIONS:

Use the following questions to guide the discussion:

1. How did the boys and girls help each other?
2. How did the boys and girls not help each other?
3. What effect does this have on relationships between boys and girls?
4. What can you do to change this?

SESSION WRAP-UP:

1. Boys and girls can work together to help each other. Working together can make their lives, communities and schools safer and more supportive places.
2. For students, being a good friend means showing people they care about them and helping them when they are in need.
3. Knowing and understanding how others feel (empathy) helps students be more respectful of others' feelings and reduces bullying and violence.
4. Boys and girls should never tease, harass or bully each other. Boys and girls should support each other and not make others feel bad about themselves.

Module 7: Healthy Friendships