



# COMMON GROUND

FUTURE FIT  
MASCULINITIES

**TERM THREE UPDATE**



# TERM THREE WRAP

Term Three built on the strong foundations laid earlier in the year, with students, parents, and teachers continuing to engage deeply in the +M curriculum and Tomorrow Man Tomorrow Woman programs.

The feedback from across our partner schools has been extraordinary - “life changing” (parent), “eye-opening” (teacher), “it helped me think about the kind of man I want to be” (student) - reaffirming the power of this work to create lasting change within school communities.

This term was about deepening the conversations, giving young people a chance to stretch themselves in new ways, while also bringing their community into the journey once again.

These shared experiences have strengthened connection, empathy and awareness across the school communities, setting up a strong foundation as we head into the final stretch in Term Four.

## - THE COMMON GROUND PROJECT TEAM



From left - Dr Ray Swann (Executive Director +M), Chloe Lorback (+M), Hon Ged Kearney MP (Assistant Minister for Social Services and for the Prevention of Family Violence), and Paige Campbell (Co-Founder, Tomorrow Man and Tomorrow Woman). The Common Ground team met with Minister Kearney to discuss the project's impact and its role in preventing gender-based violence.

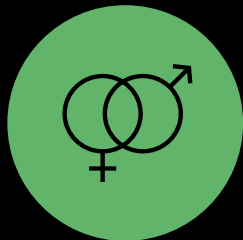
# OVERVIEW



After rolling out the +M curriculum across all four partner schools in Term Two, Term Three gave students the chance to reflect on their learning and put their new skills into practice. It also allowed our facilitators to extend conversations, engaging students, parents and teachers in ways that strengthened the collective impact across each school community.



Tomorrow Man and Tomorrow Woman returned to deliver workshops with Year 10 and 11 students. These sessions created space for students to speak honestly, acknowledge one another, and build a deeper sense of connection and empathy within their year group.



The Tomorrow Man team delivered our In Her Shoes workshop, talking and learning about the experiences of women in the world. This workshop is run by both a Tomorrow Man and Tomorrow Woman facilitator, allowing boys to get curious in a safe space.



The parent and teacher workshops were designed to give the community a taste of what their young people experience in our sessions and in their day-to-day lives as teenagers. We created space to share what we've been hearing directly from students, while also equipping educators and parents with practical tools to keep genuine conversations going. In doing so, these workshops helped strengthen the community's influence and connection to the Common Ground Project's objectives.



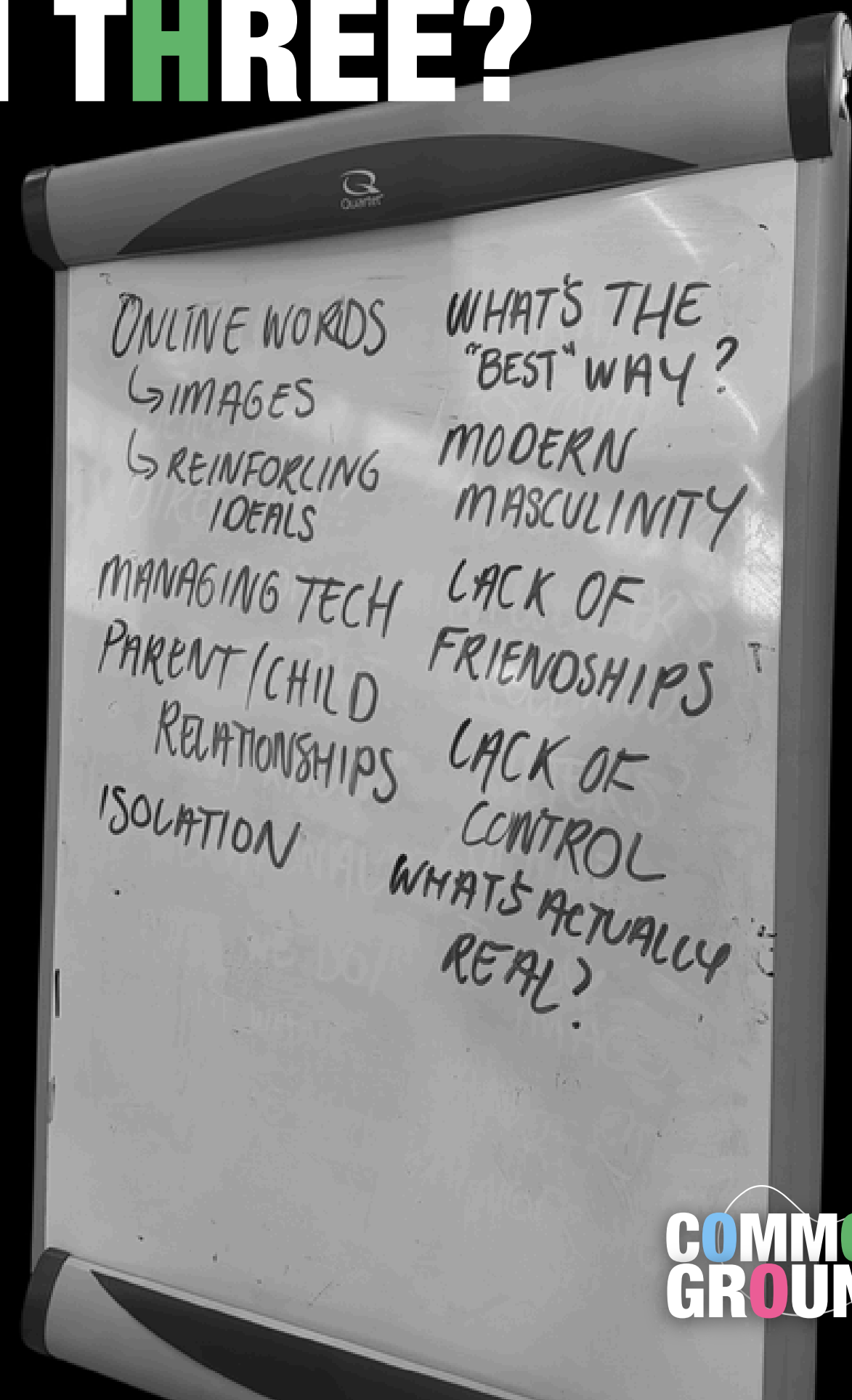
# WHAT HAPPENED IN TERM THREE?

## WORKSHOPS RUN:

- 30 In Her Shoes workshops
- 12 Tomorrow Woman Mod 3 - 'Her Edge' workshops
- 4 Parent workshops
- 4 Teacher trainings

## LETTERS SENT HOME:

40+ letters sent home to standout contributors in TMTW workshops



# LETTERS TO STANDOUT PARTICIPANTS



Dear Parent/Guardian,

I trust this letter finds you well. My name is Jordy, and I work as a facilitator at Tomorrow Man. Recently, we had the privilege of conducting a workshop for the Year 10 and 11 students at [REDACTED] and I wanted to take a moment to provide some feedback regarding [REDACTED] participation in our workshop with him and his peers.

At Tomorrow Man, we travel across the country working with young men to unpack traditional stereotypes and explore what it means to be a man in today's world. Our workshops focus on helping boys develop the skills to express themselves openly, navigate life's challenges, connect meaningfully with others, and lead with empathy.

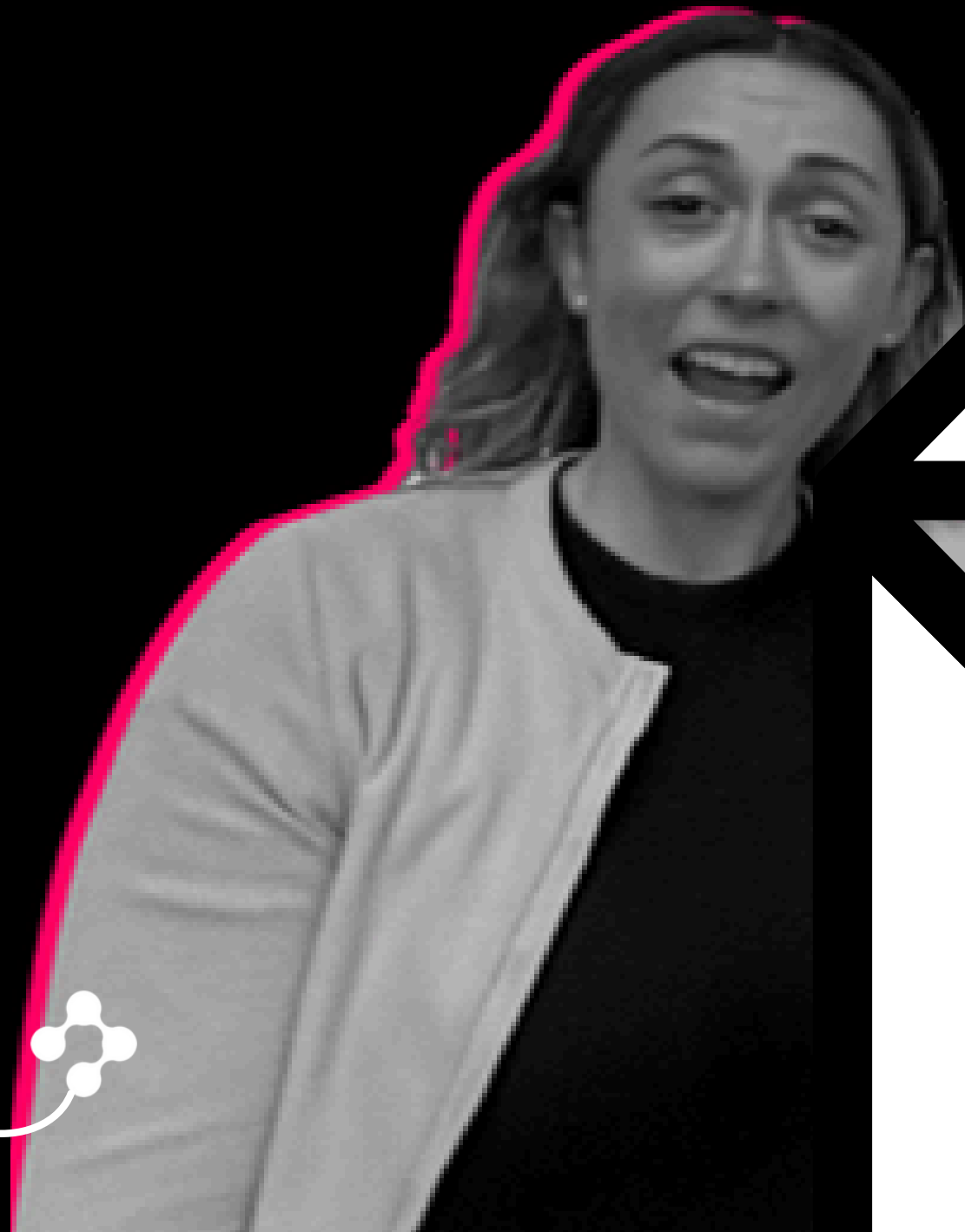
[REDACTED] was a standout contributor in our workshop. It's clear he holds strong values and makes an effort to live by them. When a leader was needed in the room, [REDACTED] stepped up and spoke about his perspective in a way that invited the other young men to think about how they could also live by their values.

I'm writing this to let you know the impact he had on the group, especially in the previous workshop where the boys learnt about women's experiences (i.e. stereotypes) in the world day to day.

I want to take a moment to acknowledge [REDACTED] for the way he brought his authenticity and respect into the room in this moment. It showed real qualities of leadership. With the workshop still to come and so much ahead of him, I hope [REDACTED] continues to bring his leadership into every part of his life and community.



# LETTERS TO STANDOUT PARTICIPANTS



To Whom It May Concern,

I hope this message finds you well. My name is Kasey, and I'm a facilitator with Tomorrow Woman. Recently, we had the privilege of running workshops for the Year 11 students at [REDACTED], and I wanted to take a moment to share some feedback on [REDACTED] participation.

At Tomorrow Woman, we travel across the country exploring what it means to be a woman in today's world. We seek to support and facilitate our participants into a conversation allowing them to practice speaking up through using their voice and to rise above social pressures and expectations, valuing showing more of their authentic selves.

It has been an absolute privilege to work with [REDACTED] across our three workshops so far. [REDACTED] has this incredibly genuine and warm presence about her. While her voice isn't the one that speaks the most or the loudest in these workshops, when [REDACTED] speaks up it is with authenticity and honesty. There is thought behind [REDACTED] words and because of this when she speaks she draws the room in and others listen. It is because of this that there is no doubt in my mind that [REDACTED] has the potential to be an incredible leader and powerfully positive contributor to the [REDACTED] are at [REDACTED].





# STUDENT FEEDBACK



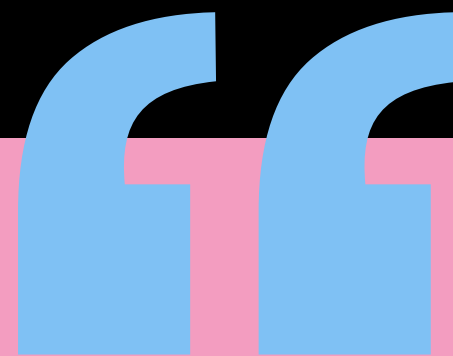
“Thank you - from that one session I have actually come to the realisation of how to better treat women.”

“This workshop has opened my mind to know how women experience things”



“Thank you for making me realise how much men impact women and their health”

“Women need more of a voice, Women deserve to always feel safe”



“The things we say and do can have a much larger impact on women’s mental health than we might expect”

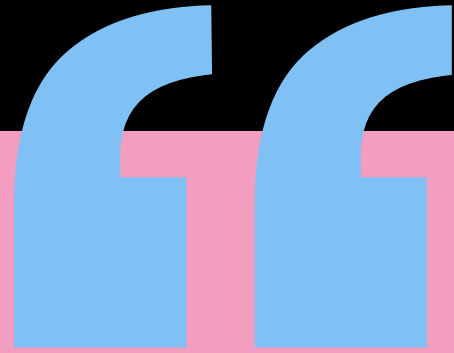
“Thanks for using your time to help young men change lives”



“I really appreciate the help and openness you have given me and the voice that I have to speak up about more challenging and more topics that I am not as secure about compared to others.”



# PARENT AND TEACHER FEEDBACK



"I have seen change in our Year 11's, they have been speaking about these workshops in a positive way and discussing conversations had in class."

"Brilliant facilitators - holding space for everyone . Given me so much confidence"



"My young person has given so many great stories from the program workshops. He seems to be growing emotionally as a person..."

And as a parent I am SUPER proud..."



"{I've seen him...} Wanting to speak about a woman's point of view. But also the pressure put on by friends."

"It was a great and tactful reminder to be more present. So glad I joined."



"I have had male students come up and tell me when they're having problems, where before the workshops they were more reserved and it was obvious they were more reserved and didn't share so much."



# ANECDOTAL STORIES

“After a workshop today, two students that participated and are normally really quiet went back to class where another student made a homophobic comment. Both students stood up and made comment that it’s not okay and asked him to stop.”

‘The other day my young person saw a fellow student upset and brushed it aside. He then next day decided to go to this person and say ‘I’m sorry I noticed yesterday you were upset, I apologise that I did not speak with you yesterday. But are you ok? I’m here if you need.’ Even though his mates gave him a hard time, he still was proud that he did it.”

‘I didn’t know how much impact my comments were hurting my sister and her appearance/body until now. She’s become super self conscious. I’ve actually come to the realisation of how to better treat her and women.’



# THE RESULTS SO FAR YEAR 7-9 BOYS

The project evaluation, led by consortium partner, Dr Dean Lusher and the SNA Toolbox team, revealed some impressive early shifts in masculinity and gender attitudes.

Among Year 7 to 9 boys:

**28% DROP**

in boys holding the most rigid beliefs about gender and masculinity

**27% DROP**

In the social influence of those holding those rigid beliefs

**11.5% DECREASE**

in beliefs that “men must never show weakness or ask for help”

**11.5% DECREASE**

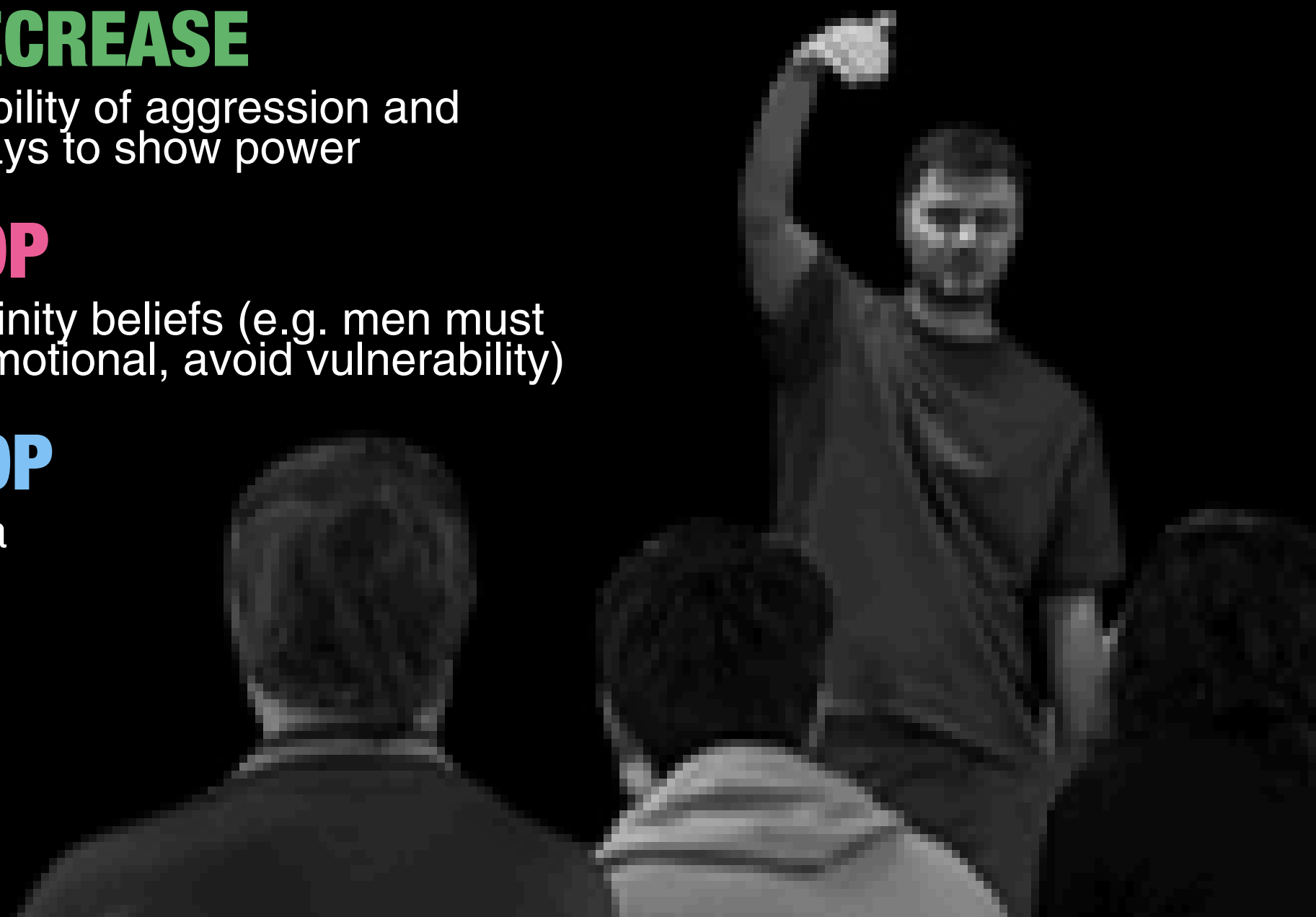
in the acceptability of aggression and violence as ways to show power

**9.8% DROP**

in rigid masculinity beliefs (e.g. men must be tough, unemotional, avoid vulnerability)

**8.5% DROP**

in homophobia



# THE RESULTS SO FAR YEAR 10-11 BOYS

Among Year 10 to 11 boys:

**41% DROP**

in “harmful masculinity influence” - showing a strong shift away from rigid gender attitudes

**39% DECREASE**

in the social influence of peers promoting harmful masculinities

These shifts mean that not only are boys changing their own attitudes - the influence of hyper-masculine peers is weakening too. Change is occurring both at an individual and social level, transforming how boys think, act, and connect.

Across all cohorts, meaningful reductions were recorded in the five “Man Box” attitudes: **rigid masculinity, violence, self-sufficiency, homophobia, and hypersexuality.**



# THE RESULTS SO FAR

Dr Lusher described the findings as

**“AMONG THE MOST  
IMPRESSIVE I’VE SEEN IN  
25 YEARS OF RESEARCH.”**

Teachers, parents, and students echoed this sentiment, reporting visible improvements in how boys show up for themselves and each other.



Dr Dean Lusher





**THANK  
YOU**

**COMMONGROUND.ORG.AU**