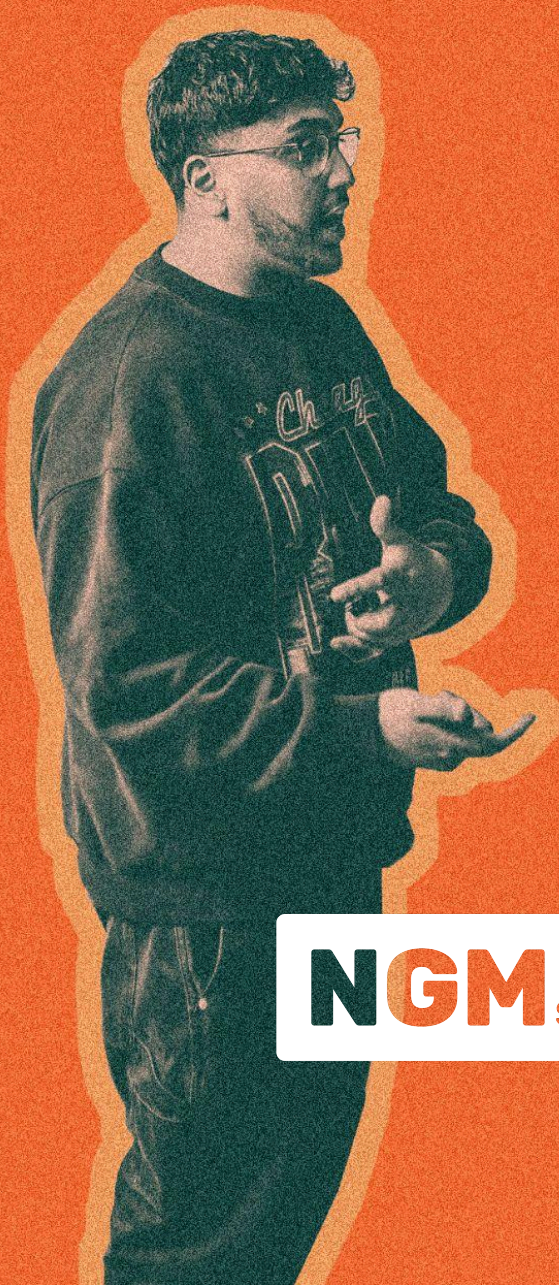


# It's time to help boys challenge the status quo.

STUDENT WORKSHOPS



**NGM** SCHOOLS

# Sessions on Masculinity



## The Man Box

Students explore how **gender norms, stereotypes, and expectations** shape modern definitions of masculinity. Students examine the sources of societal messages about gender roles and discover how these ideas evolve over time. Through guided discussion and reflection, they develop critical thinking skills to question limiting stereotypes and envision more authentic expressions of identity that align with their personal values and goals.

## The Influence of Influencers

Students examine the appeal of **online masculinity influencers** and the impact of messages about what it means to be a man. Using real video examples, they critically analyze both positive and harmful aspects of influencer content, exploring how these messages cover unspoken assumptions about things like mental health, body image, wealth and women.

## Boys Will Be \_

Students explore **positive qualities and values** that define who they want to become beyond masculine stereotypes. Through interactive activities, students identify traits that matter most to them, then reflect on how to centre these qualities in challenging situations. Using real-world scenarios, participants practice responding to peer pressure, exclusion, and conflict while staying true to their best selves.

### KEY TOPICS

- Gender stereotypes related to masculinity
- Fitting in & peer pressure

### CURRICULUM CONNECTIONS

- **Ontario:** Healthy Relationships, Human Development and Sexual Health
- **British Columbia:** Healthy and Active Living, Social and Community Health, Mental Well-Being

### KEY TOPICS

- Messages about masculinity online
- Critical media literacy

### CURRICULUM CONNECTIONS

- **Ontario:** Self-Awareness and Sense of Identity, Personal Skills, Healthy Relationships
- **British Columbia:** Healthy and Active Living, Mental Well-Being

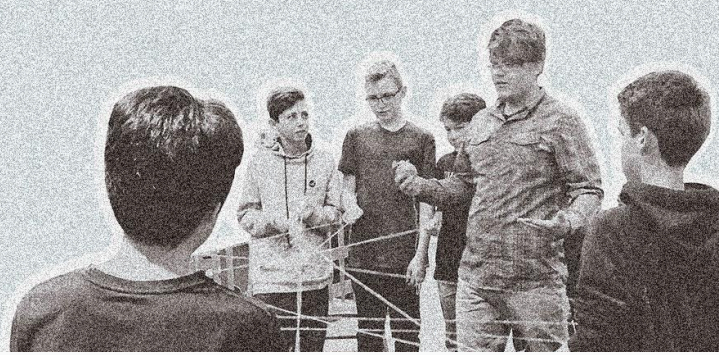
### KEY TOPICS

- Positive identity development
- Values-based decision making

### CURRICULUM CONNECTIONS

- **Ontario:** Critical Thinking Skills, Personal Safety, Mental Health Literacy
- **British Columbia:** Healthy and Active Living, Mental Well-Being

# Sessions on Mental Health



## The Web of Support

Students build awareness of mental well-being while identifying common sources of mental health challenges. Through open discussion, students examine barriers that prevent boys from seeking support, learn to recognize mental health as a normal part of overall wellness, and brainstorm **different forms of support around them**, including personal coping mechanisms, peer networks, trusted adults, and professional resources.

## The Mask You Live In

Students explore the difference between their public and private selves by examining **the pressures to hide certain emotions and interests**, then creating visual representations of what they show others versus what they keep hidden. Through vulnerable sharing and group discussion, participants recognize common experiences and develop understanding of how authentic friendships can support mental health and personal growth.

## The Maze

Students navigate a blindfolded maze challenge that mirrors real-life difficulty of solving problems independently while learning that **seeking support is often the most effective solution**. Through guided reflection and discussion, participants examine barriers to help-seeking behaviour and develop understanding of why reaching out for support is a sign of strength, particularly for mental health challenges.

### KEY TOPICS

- Mental health & well-being
- Independence & asking for help

### CURRICULUM CONNECTIONS

- **Ontario:** Self-Awareness and Sense of Identity, Mental Health Literacy, Personal Skills
- **British Columbia:** Healthy and Active Living, Mental Well-Being

### KEY TOPICS

- Pressure to keep certain things hidden
- Peer relationships & authenticity

### CURRICULUM CONNECTIONS

- **Ontario:** Critical Thinking Skills, Personal Safety and Injury Prevention
- **British Columbia:** Healthy and Active Living, Social and Community Health

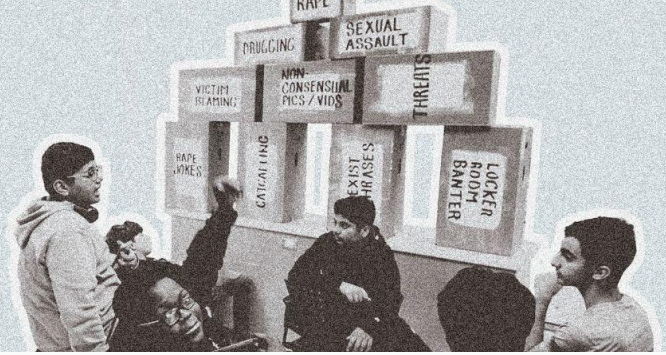
### KEY TOPICS

- Mental health & well-being
- Independence & asking for help

### CURRICULUM CONNECTIONS

- **Ontario:** Mental Health Literacy, Personal Safety and Injury Prevention
- **British Columbia:** Mental Well-Being, Social and Community Health

# Sessions on Violence Prevention



## Where Do You Draw the Line?

Students explore **the boundaries between humour and harm in online content** and peer interactions. Students examine different types of memes and jokes, developing skills to identify when content crosses the line. Through guided discussion and peer dialogue, participants practice articulating their own boundaries and develop strategies for responding in the moment.

### KEY TOPICS

- Transgressive humour & harmful content
- Bystander intervention

### CURRICULUM CONNECTIONS

- **Ontario:** Critical Thinking Skills, Personal Safety and Injury Prevention
- **British Columbia:** Healthy and Active Living, Social and Community Health

## The Pyramid of Gender-Based Violence

Students examine the spectrum of sexism and misogyny in everyday contexts. They analyze **the connections between seemingly minor microaggressions and more serious forms of harm**, developing skills to recognize these patterns in their daily lives and practicing concrete strategies for challenging gender-based violence in boys-only spaces.

### KEY TOPICS

- Sexism & gender equality
- Microaggressions & bystander intervention

### CURRICULUM CONNECTIONS

- **Ontario:** Critical Thinking Skills, Personal Safety and Injury Prevention
- **British Columbia:** Healthy and Active Living, Social and Community Health

## A New Road Map to Consent

Students develop **an understanding of consent that extends beyond traditional education** approaches. Using driving as a relatable metaphor for entering the conversation, they explore the complexity of boundaries and communication in real relationships, and learn to apply consent principles holistically across different social contexts, connecting these concepts to their daily interactions and decision-making as young men.

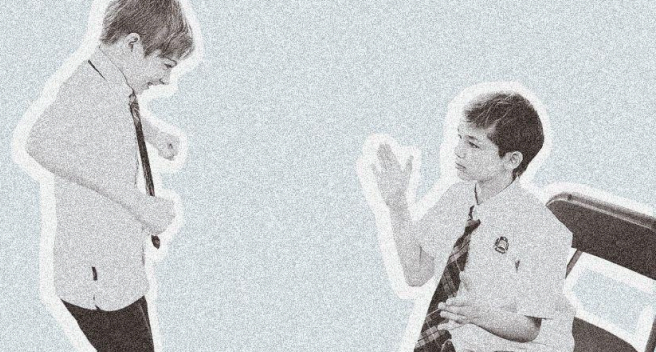
### KEY TOPICS

- Consent & healthy relationships
- Communication skills

### CURRICULUM CONNECTIONS

- **Ontario:** Self-Awareness and Sense of Identity, Mental Health Literacy, Personal Skills
- **British Columbia:** Healthy and Active Living, Mental Well-Being

# Sessions on Online Harm



## The Sexting Safety Plan

Students learn **how to stay safe in intimate online conversations** and how to respond if someone attempts to blackmail or extort them. Through guided discussion and small group activities, students develop practical strategies for protecting their privacy, recognizing warning signs of manipulation, and knowing where to turn for help—developing a concrete plan for navigating these situations without shame or isolation.

## The House Always Wins

Students examine how **gambling, crypto schemes, and financial grifts** are increasingly targeting them through sports, gaming, and social media. By designing their own mock marketing campaigns, students uncover the psychological tactics used to exploit desires for risk-taking, quick wealth, and status, and develop critical thinking skills to recognize and resist the normalization of financial risk-taking as both a source of fun and a shortcut to success.

## This Means War

Through a simulation game, students experience how **'us vs. them' thinking develops and escalates**. As representatives of fictional countries navigating alliances and conflicts, they encounter betrayal, frustration, and the pressure to pick sides. Through guided reflection, participants connect these dynamics to how online radicalization exploits feelings of resentment and the desire to belong.

### KEY TOPICS

- Financial sextortion & online safety
- Help-seeking & trusted adults

### CURRICULUM CONNECTIONS

- **Ontario:** Personal Safety and Injury Prevention, Human Development and Sexual Health, Stress Management
- **British Columbia:** Social and Community Health, Mental Well-Being

### KEY TOPICS

- Gambling, crypto & financial manipulation
- Critical media literacy

### CURRICULUM CONNECTIONS

- **Ontario:** Substance Use, Addictions, and Related Behaviours; Critical Thinking Skills
- **British Columbia:** Social and Community Health, Mental Well-Being

### KEY TOPICS

- Online radicalization & extremism
- Othering & belonging

### CURRICULUM CONNECTIONS

- **Ontario:** Healthy Relationships, Critical Thinking Skills
- **British Columbia:** Social and Community Health, Mental Well-Being

*"I wanted to reiterate once again how much impact your two presentations had today. The boys were speaking about your messages all throughout the day."*

**– DIRECTOR OF CURRICULUM AT STERLING HALL SCHOOL**

*"Something I found meaningful in this workshop is that they taught us that a man can be whatever you want. Everybody is different."*

**– GRADE 7 WORKSHOP PARTICIPANT**

*"This is the kind of education needed today. It is really inspiring, as an educator, to see the students so engaged with this material. There was a very powerful message delivered, in a way that made our group of young men want to listen."*

**– EDUCATOR AT I.E. WELDON SECONDARY SCHOOL**



# NGM Alliance Youth Discord Server

Since 2020, Next Gen Men has been running NGM Alliance, a free online community for boys and nonbinary youth in middle school and high school.



Saw more than **220K messages** sent by youth last school year.



Promising practice for mental health and gender-based **violence prevention**.



The most **popular games** include Minecraft, Fortnite, Valorant and Dungeons & Dragons.



Because of vigilant moderation, **zero incidents** of cyberbullying or online exploitation.



[nextgenmen.ca/alliance](https://nextgenmen.ca/alliance)

**NGM**

**EDUCATION  
& TRAINING**

[nextgenmen.ca/contact](https://nextgenmen.ca/contact)

**Educators are looking for  
professional learning  
about nurturing the  
positive development of  
boys & young men.**

**We're there.**

**EDUCATOR TRAININGS**

**NGM** SCHOOLS



# How to Promote Positive Masculinity

This session equips participants with **practical strategies to support boys' healthy development** by understanding the unique pressures they face. Moving beyond polarizing language, we explore the concept of 'precarious' masculinity and provide educators with a research-backed framework for fostering positive masculinity. Participants will learn actionable techniques to help masculine-identifying youth become their best selves, while creating more inclusive environments where all students can thrive.

## KEY TOPICS

- 'Toxic' & precarious masculinity
- Positive masculinity
- Role models & representation
- **Lesson with students:** The Man Box

### 'TOXIC' MASCULINITY



# How to Support Boys' Mental Health

This session helps participants identify mental health challenges facing boys and **build protective factors that promote resilience.** Participants will examine key barriers including relational disconnection, emotional literacy gaps and reluctance to seek help, then learn practical approaches leveraging strengths-based methods and peer relationships to support boys' mental well-being. Participants will gain actionable techniques that foster emotional skills and relationship development, directly impacting boys who need it most.

## KEY TOPICS

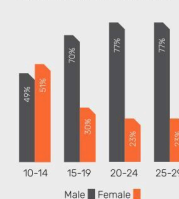
- Risk factors & protective factors
- Positive psychology
- Boys' friendships
- **Lesson with students:** The Mask You Live In

### BOYS' MENTAL HEALTH

#### INTERNALIZED PRESSURES OF MASCULINITY



#### SUICIDE RATES BY SEX 2000-2020



# How to Talk About Andrew Tate

This session deepens participants' understanding of **what draws boys and young men towards anti-feminist influencers online**, and outlines an affirming, strengths-based approach to transformative conversations. Participants will define the characteristics and potential harms within the online culture in which masculine-identifying youth find themselves, explore the core needs drawing boys into those spheres of influence, and practice how to engage them as shared stakeholders in their own positive development.

## KEY TOPICS

- The manosphere
- Circle of courage & critical media literacy
- **Lesson with students:** The Influence of Influencers



# How to Engage Boys in Consent Education

This session uncovers why traditional **consent education isn't as relevant, resonant or realistic as it should be** for boys and young men, and equips participants to engage them more effectively. The session begins by broadening the way we teach consent with young people of all genders, then delves into the pressures, experiences and feelings that uniquely impact boys' attitudes towards consent and relationships. Participants will leave with a more accessible way for boys to understand and talk about consent.

## KEY TOPICS

- Traditional consent education
- Pressure to perform & normalized violence
- **Lesson with students:** A New Roadmap to Consent



# Delivery Methods

Next Gen Men's goal is for our professional development and resources to be **as accessible as possible** for educators, which is why we offer two different delivery methods— asynchronous sessions (i.e. pre-packaged by Next Gen Men so you can use them any time that works for your school community) and synchronous presentations or workshops (i.e. we'll be there).

	<b>SELF-PACED</b>	<b>REAL-TIME</b>
<b>WHO?</b>	Groups of 3-5 educators, can be scaled to entire faculty	Whole school faculty
<b>WHAT?</b>	Video recordings accompanied by breakout discussion prompts and additional resources	Presentations and/or facilitated workshops
<b>WHEN?</b>	Professional learning days, staff meetings or co-curricular learning sessions; available any time	Professional learning days or conferences; get in touch to determine availability
<b>WHERE?</b>	Watch on screen, discuss in-person	Live facilitated sessions (virtual or in-person)
<b>HOW LONG?</b>	90-120 min	45 min-full day
<b>HOW MUCH?</b>	\$559-1,989	Get in touch

"Next Gen Men not only offers **deeper insight** into the pressures that boys face and their impact on boys' well-being—but also provides **solutions and discussions with fellow educators** about how those ideas can be implemented."

— Program Coordinator at the Victoria Faulkner Women's Centre



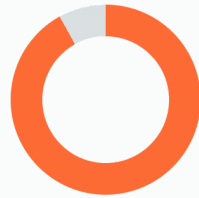
# What Educators Are Saying

Ever since Next Gen Men started delivering programs in 2014, evaluation has been an integral part of our programming (see [nextgenmen.ca/reports](https://nextgenmen.ca/reports)). The initial development of our school-based youth program, for example, was evaluated in collaboration with the Students Commission of Canada, partner of PREVNet and lead organization of the Centre of Excellence for Youth Engagement. Here's what we know about our professional development.



## RELEVANT TO WORK BEING DONE WITH MASCULINE-IDENTIFYING STUDENTS

100% of participating educators from 2023-2025 found the information discussed in the sessions **relevant** to their work with masculine-identifying students.



## AN OPPORTUNITY TO BECOME MORE SKILLED IN ENGAGING BOYS

We directly connect the sessions to lessons with students from our program guide (see [nextgenmen.ca/manual](https://nextgenmen.ca/manual)). 94% of educators from 2023-2025 said they had a **clear actionable next step** to put what they learned into practice with students. 70% later reported they had taken action in a way that directly impacted students.



## A CATALYST FOR CONVERSATION ON POSITIVE MASCULINITY

In 2024, we also tracked the extent to which educators become **leaders of professional learning conversations** within their communities. 67% of participating educators reported that they had shared part of what they had learned with their colleagues at school.



## A SOURCE OF NEW AND VALUABLE INFORMATION ON BOYS' DEVELOPMENT


We include diagnostic assessment in our delivery in order to ensure that we are consistently offering new and compelling stories, research and resources. 100% of educators from 2023-2025 said they **learned something new.**

"These presentations continue to be wonderful. **The right information at the right time.** The pacing is great and the conversations that are sparked have been extremely impactful."

— Director of Wellness at Montcrest School



**P.S.**

 **6** If asked, what would you tell an educator from another school about the NGM sessions?

22 out of 31 people answered this question

I would tell them that they were the best and most informative PD sessions I've had all year

1 day ago

Both realistic about the challenges facing young men, and optimistic about the good we can all do.

4 days ago

**Get in touch.**  
**[nextgenmen.ca/contact](https://nextgenmen.ca/contact)**

**NGM**  
**EDUCATION  
& TRAINING**