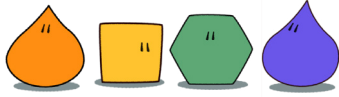


BRAVE ENOUGH

SMALL ACTS TAKE
BIG COURAGE



Brave Enough is a short animation and discussion guide designed for Australian classrooms, helping students on difference, belonging and the responsibility we carry in shaping how others experience the world.

SECONDARY SCHOOL TEACHER RESOURCE

SECONDARY SCHOOL – YEARS 7/8

DURATION	20-30 minutes including 2.30 minute video followed by activity in pairs and then in the wider group).
LEARNING INTENTION	To help students reflect on what belonging means, how connection is built or broken, and how prejudice, including antisemitism, affects people.
ACTIVITY FOCUS	The activities focus on a classroom conversation about connecting with others, how it feels to be excluded and the value of including others, even those you might perceive to be different.
RESOURCES REQUIRED	MHM animated video Brave Enough Pen and paper or device to take notes
THEMES	Social cohesion, belonging and inclusion, antisemitism.
SUCCESS CRITERIA	Understanding that we all have our own story and that connection is possible across difference.

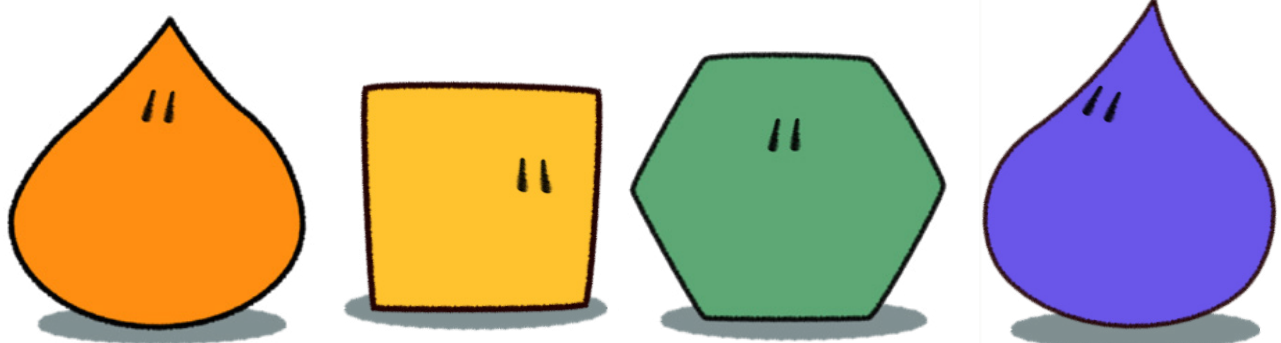
SUGGESTED WAY TO USE THIS RESOURCE

PART 1: Watch the video Brave Enough

PART 2: Discussion in pairs or small groups (5–10 minutes)

Purpose: To encourage students to reflect personally and connect emotionally before sharing in the group. In pairs, invite students to participate in a discussion about the video. The questions below are suggestions that teachers can use to help prompt students in their discussion.

Teachers might encourage students to record their answers, on post it notes, or on their laptop and if they feel comfortable, share those answers with the class.



SMALL GROUP OR PAIR DISCUSSION: *Encourage deeper reflection and awareness of group dynamics.*

- 1. What moment in the video challenged or moved you, and why?**
It might reveal something about how we notice (or ignore) others.
 - 2. What does belonging mean to you personally, and what threatens it?**
Belonging could mean being accepted for your whole self; it's threatened by judgment, silence, or stereotypes.
 - 3. When have you seen someone excluded, or been excluded yourself? What messages did that send?**
It shows who is seen as "in" or "out" of a group, often without anyone saying it directly.
 - 4. What role do small everyday choices play in creating connection or division?**
Tone, humour, assumptions, all of these send signals about who's respected.
 - 5. What helps you feel confident to speak up or include others? What makes it harder?**
Peer pressure, fear of standing out, or not knowing what to say can make it hard.
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WHOLE CLASS REFLECTION: *Link belonging to social forces, prejudice, and antisemitism.*

- 6. How is belonging built, and what breaks it in a school or community?**
Built through empathy and inclusion; broken through exclusion, silence, or bias.
 - 7. What forms can prejudice take? How can it be invisible or subtle?**
Stereotypes, jokes, ignoring someone's voice, or assuming people are all the same.
 - 8. Have you heard about antisemitism? How might you explain it? Why is it a problem?**
It's hostility or bias toward Jewish people, often based on old myths or conspiracies. It harms not just Jewish people but society's sense of fairness and safety.
 - 9. Why is it important to learn about history and the impact of antisemitism today?**
It helps us recognise patterns of prejudice before they grow and reminds us that silence allows harm to continue.
 - 10. What actions, personal or collective, help build stronger, more inclusive communities?**
Speaking out, challenging stereotypes, being curious, creating space for different voices.
 - 11. How does courage relate to belonging and inclusion?**
Courage means standing up for others even when it's uncomfortable. Belonging gives people the strength to do that.
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Teacher Notes:

Suggested follow up questions might include:

- Can you tell me more about that?
 - What might that look like at school?
 - Reinforce empathy and shared responsibility: belonging is something we *build together*.
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Wrap Up

End with an action focus:

What's one small thing you can do this week to help someone feel they belong?

10. What can we do in small, everyday ways to help everyone feel they belong?

Possible responses:

- Notice when someone is quiet or left out.
 - Challenge stereotypes or unfair comments.
 - Be curious and open - ask, don't assume.
 - Celebrate different identities and traditions.
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11. Years 7 - 8: How does belonging connect to courage?

Possible responses:

- It takes courage to include others or speak up.
 - Belonging gives people the confidence to be brave.
 - When we act with courage, we help others feel safe to belong.
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