



# When Students Step Up

## Equipping Boys to Seize Moral Moments and Adults to Mentor Them

### ***A Framing Reflection***

Schools exist to form young people: intellectually, socially, and morally. We teach boys to question, to seek truth, to examine evidence, and to lead with integrity. We tell them that courage and conscience matter.

And yet, when a student recognizes a moment that feels morally consequential, in a classroom, on a team, within a tradition, or in the broader culture, adults often find themselves navigating competing responsibilities.

We are charged with:

- Holding diverse communities together
- Protecting institutional stability
- Remaining nonpartisan in our operation
- Supporting student well-being

In such moments, the instinct may be to slow things down, contain the energy, or step back. These instincts are not signs of weakness but of stewardship. They also shape what students learn about courage.

***Fifty years after the Soweto Uprising, a moment when students recognized moral stakes that many adults did not yet fully grasp, we gather in Johannesburg to consider a quieter but equally important question:***

***What kind of adult response strengthens a young person's willingness to act with integrity—and what kind of response diminishes it?***

This session will explore how schools can:

- Prepare boys to recognize and navigate moral moments
- Respond to student urgency without destabilizing community
- Offer mentorship that develops judgment and moral courage

Participants will leave with a practical, adaptable approach for responding to student-initiated moral moments.