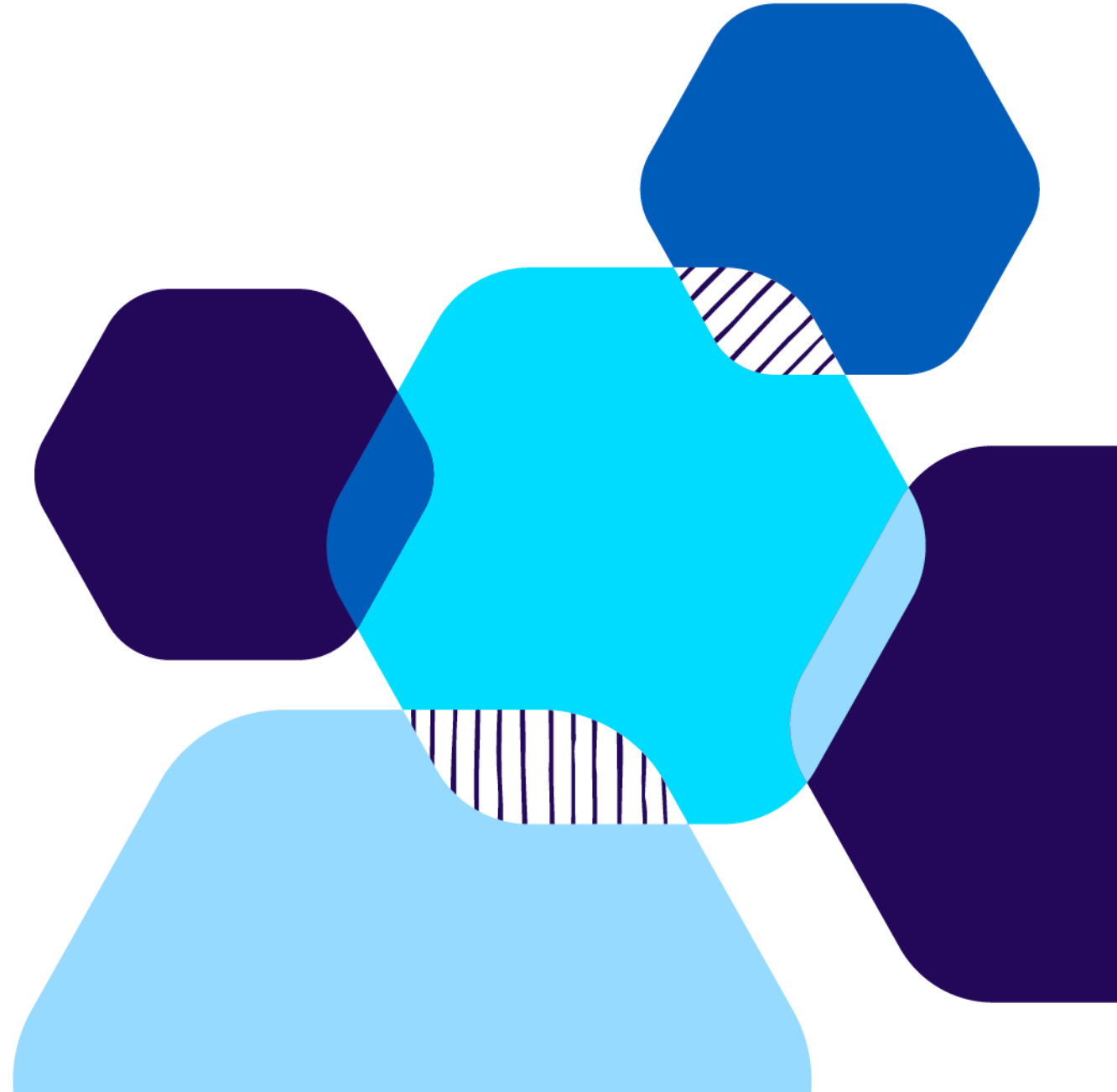


TeachingEnglish

Bullying – It can be prevented Janine Hamilton

Janine Hamilton

Saturday 26 October 2024



About the speaker

I'm **Janine Hamilton**, and I reside in Durban, South Africa.

I have a BA and HDE from the University of KwaZulu- Natal, and I have taught a broad range of ages – but mainly History and English. I have taught for over 15 years, and was lucky to attend a Facing History conference in London during my career.

From time to time I was aware of bullying incidents at schools, and battled to really deal with this sort of behaviour – which worried me. I tried various means...and eventually developed the workshop that I'd like to present.

This method has been really effective for me, and I felt that the results for my grade 9 students were actually measurable – as I noticed that the students were more aware of their actions, and more considerate as a result. So I'm excited to share this, in case it helps other teachers who have an interest in it.



Objectives

- Identify the problem of bullying
- Make students more aware of the choices they make with relevant case studies.
- Understand the importance of early intervention



What is bullying?

Can you define bullying?
Please comment in the chat



Workshop

Bullying is deliberately **hurtful behaviour** that is **repeated** over a period of time

Teasing, leaving someone out, talking behind their backs, ridiculing, mimicking, ignoring, harrassing



What is bullying?

Have you seen examples of bullying?

Please comment in the chat

How can English teachers help with the problem?



STOP BULLYING

be an upstander



1

2

3

4

Match in the chat

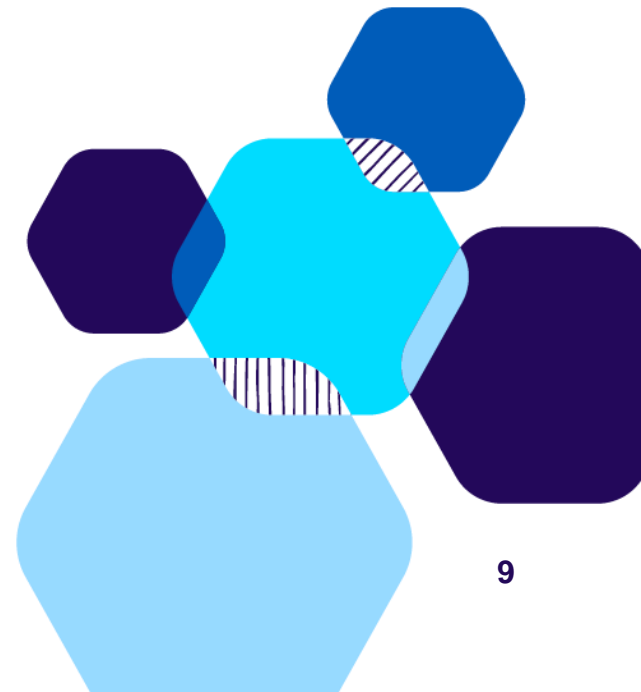
Which number person is:

a) A bystander (watches)

b) An upstander (helps)

c) A perpetrator (bully)

d) A victim

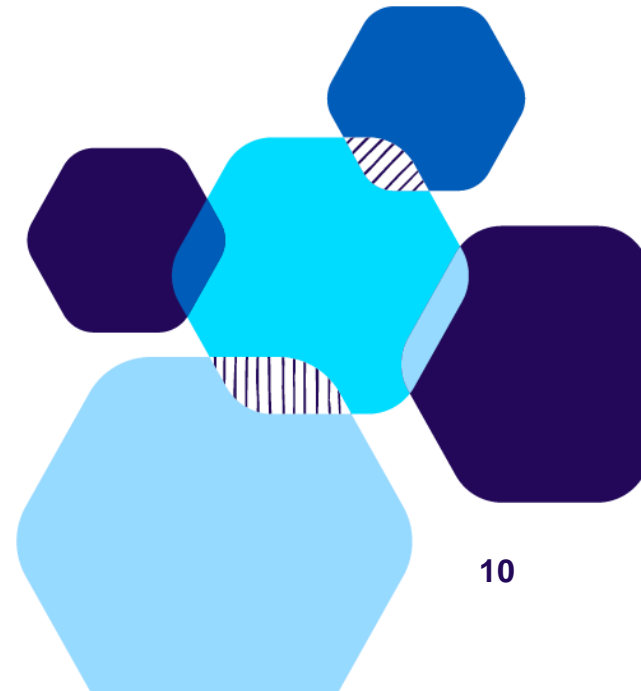


Joe's story

What could have been done to change Joe's situation?

Joe should never have got physical.

Tell the teacher?



Tell the Teacher

Choose one or two of the following that you most relate to

1. It's a wise thing to do
2. It really helps quite a lot.
3. It doesn't usually work
4. Teachers never really see the bullying
5. The bully is sometimes a big hero at sports
6. You get called a snitch then life is not worth living at school.
7. Telling the teacher never ends well





Perpetrators

Victim

Copyright: Canva

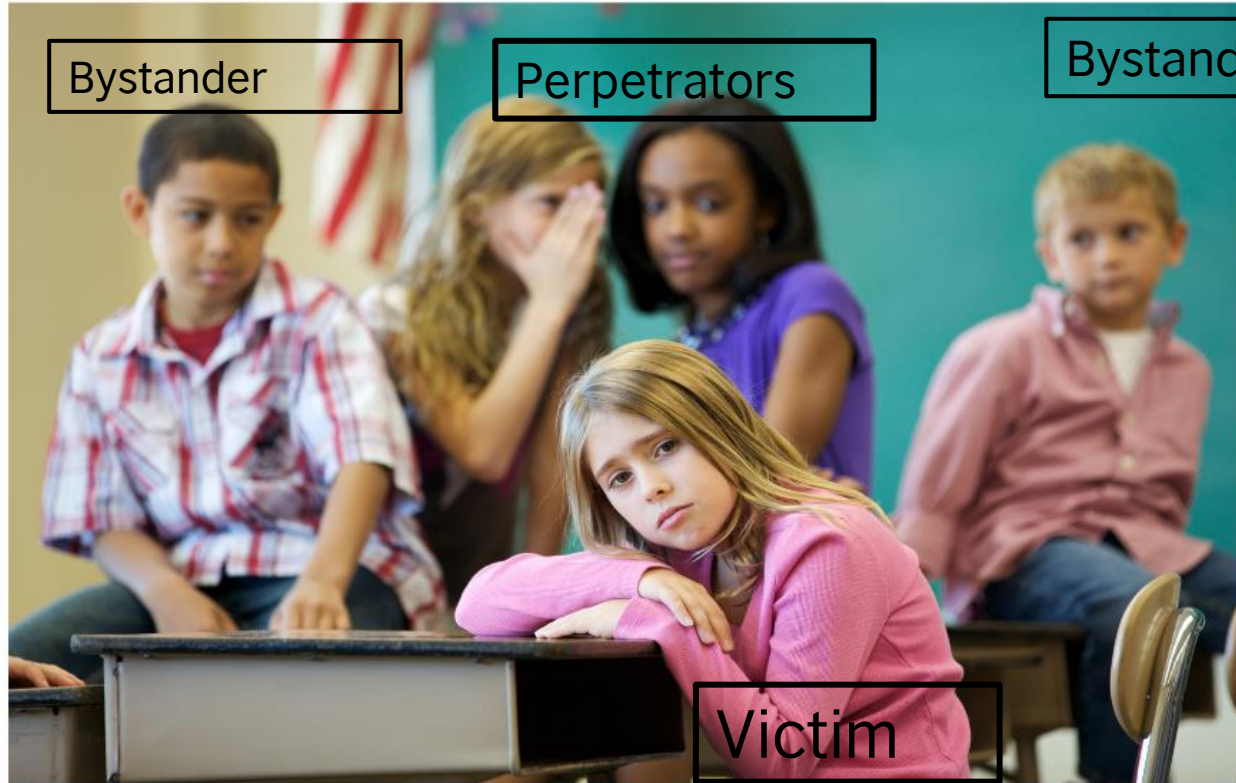




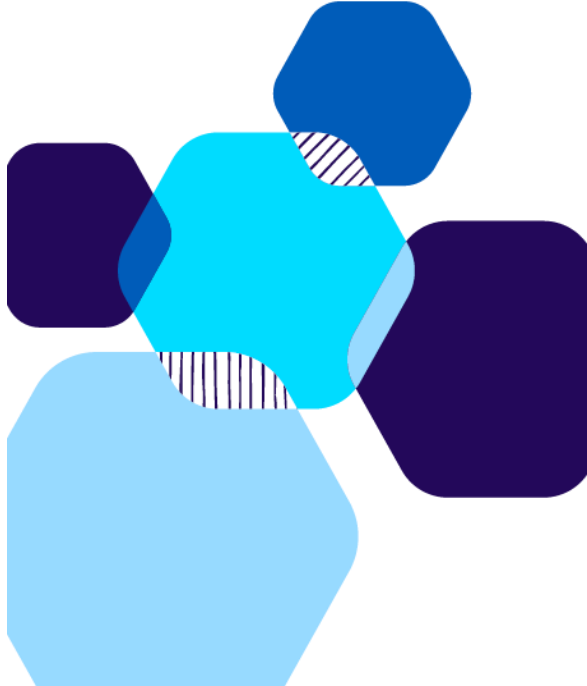
Copyright: Shutterstock

shutterstock.com · 367638566





Copyright: Canva



Think, Pair, Share

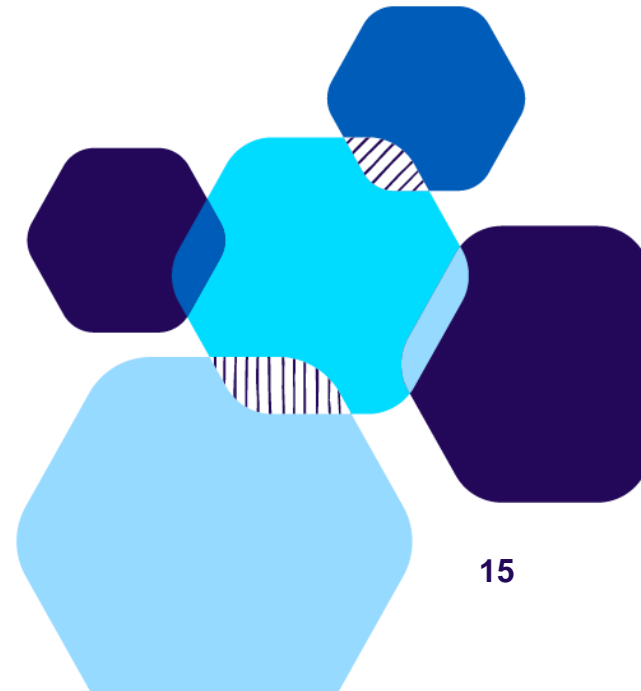
Think of a time when you saw someone being bullied...

And you intervened and helped them.

You were an upstander.

Tell your partner.

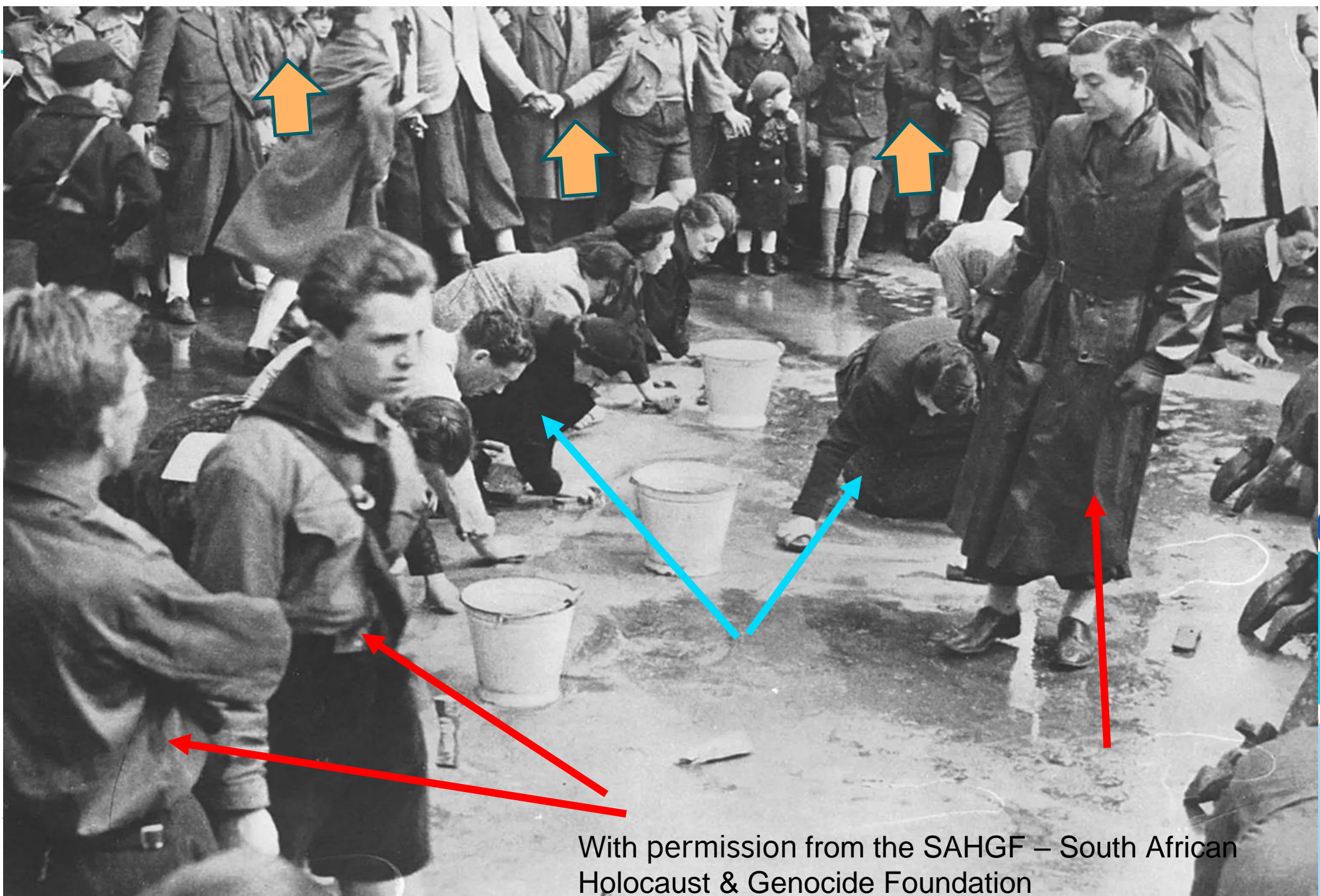
Does anyone want to share?



WW2 and the Holocaust

Holocaust – genocide against Jews in Europe.

Genocide – planned, systematic murder of a specific group of people.



With permission from the SAHGF – South African
Holocaust & Genocide Foundation





With permission from the SAHGF – South African Holocaust & Genocide Foundation





With permission from the
SAHGF – South African
Holocaust & Genocide
Foundation



With permission from the SAHGF – South African Holocaust & Genocide Foundation



With permission from the SAHGF – South African
Holocaust & Genocide Foundation





With permission from the SAHGF – South African Holocaust & Genocide Foundation

Hugo Arman

‘I did little, but if many had done their little, it would have added up to much.’



Case Studies

Divide the class into groups of 5 or 6
Each group gets a scenario

Discuss your scenario with your group, for 10 minutes,
then you have to do a report back with your answers.

Everyone must take part in the report back and say something

Why is this behaviour not good. How would it make the victim
feel?

What could we do about it? What are our choices?

Why may we choose not to act positively?

Try to come up with 'the little' that we can do.



Case Study – group 1

The popular wing scored the winning try/goal in the first team's game on Saturday.

He's a hero; even the teachers admire him.

He's generally pleasant, and you want to be friends with him.

At the same time, you've noticed that he's always down on one of the guys, needling him for no reason, mimicking him, belittling him...and you can see the victim is miserable.

Why is this behaviour not good? How would it make the victim feel?

What could we do about it? What are our choices?

Why may we choose not to act positively?

Try to come up with 'the little' that we can do.



Case Study – group 2/3

As you are going up the stairwell, you notice some guys shouldering a student, calling him a coward and a ‘wiss’.

The prettiest, most popular girl in your class often harasses one of your classmates. She rolls her eyes when this student speaks, talks over her, and always leaves her out....

Why is this behaviour not good? How would it make the victim feel?

What could we do about it? What are our choices?

Why may we choose not to act positively?

Try to come up with ‘the little’ that we can do.



Case Study - group 4

A girl in your class has a strong accent/ speech impediment

One of your friends keeps mimicking her and you can see it upsets her.

Why is this behaviour not good? How would it make the victim feel?

What could we do about it? What are our choices?

Why may we choose not to act positively?

Try to come up with 'the little' that we can do.

Case Study – group 5

**One of your classmates makes a racist joke.
Everyone laughs.**

Why is this behaviour not good? How would it make the victim feel?

What could we do about it? What are our choices?

Why may we choose not to act positively?

Try to come up with ‘the little’ that we can do.

Can't classify people!

Hundreds of opportunities every day to make good choices

Anne Frank once wrote:

“How wonderful it is that nobody need wait a single moment before starting to improve the world”



Workshop

Bullying is deliberately **hurtful behaviour** that is **repeated** over a period of time

Teasing, leaving someone out, talking behind their backs, ridiculing, mimicking, ignoring, harrassing

What could have been done to change Joe's situation?



Choices of behaviour

Why is it important to make the right choices?

Why must we do the right thing? It's easier not to bother.

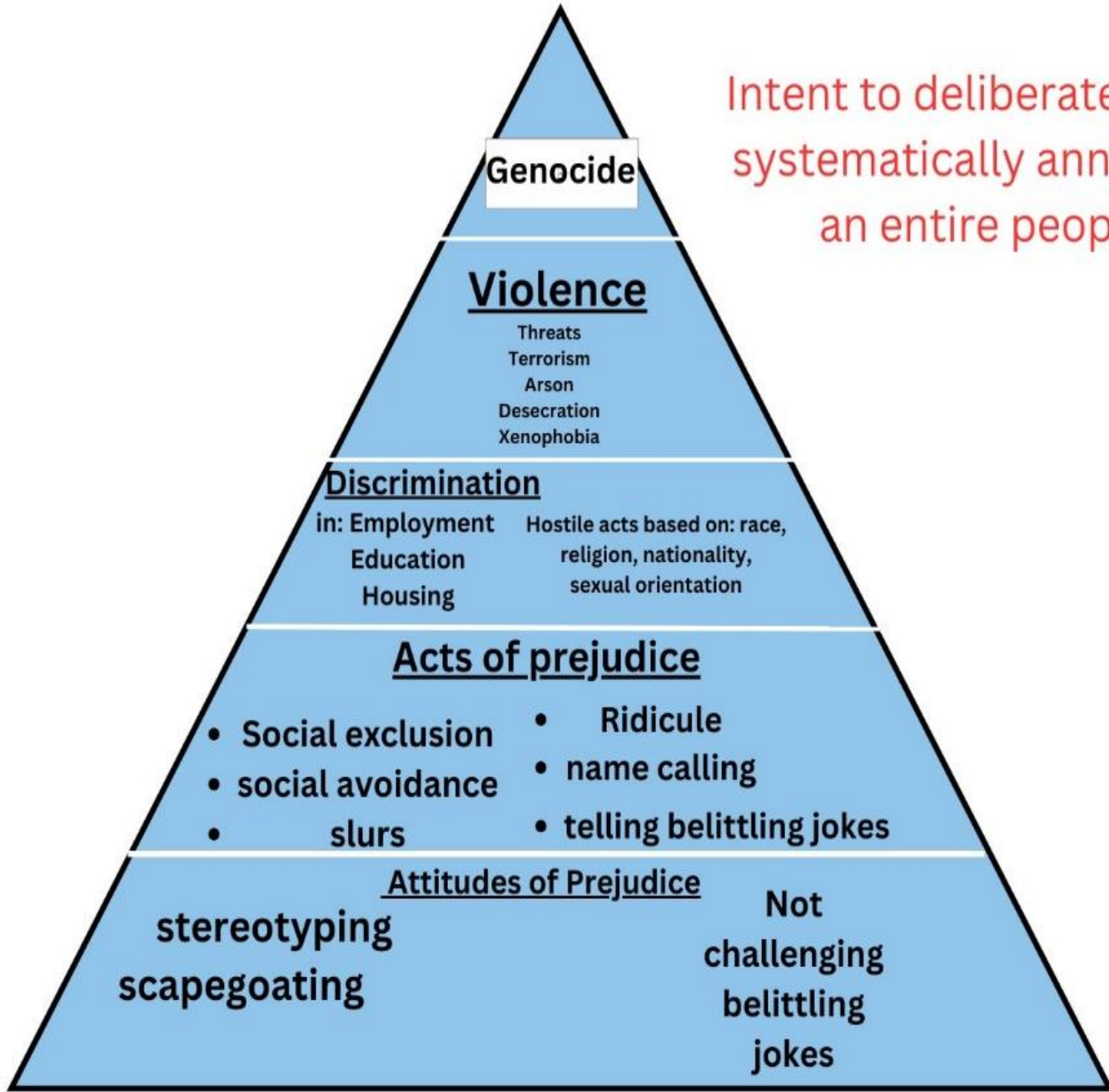
What's in it for me?

We should stay out of it, don't you think?

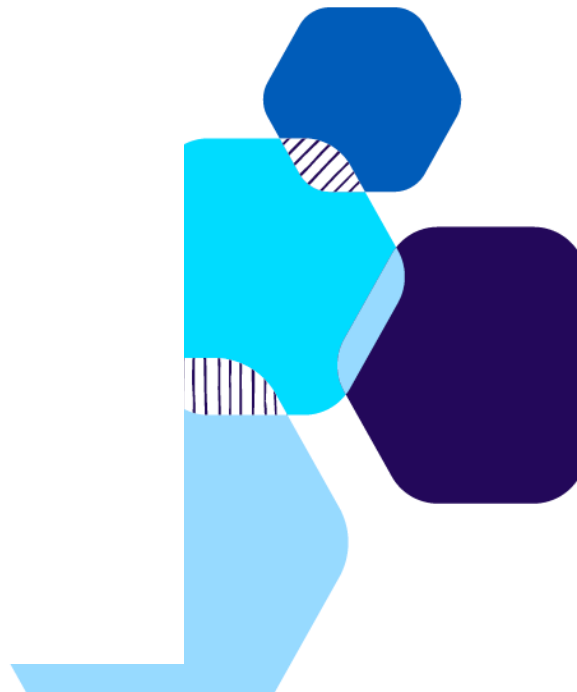
It's none of my business.

I don't want to be a snitch.





Intent to deliberately and systematically annihilate an entire people



Hannah Arendt

Building our identity.

What? Or who...is the highest authority in our country?

South Africa

Constitution: South Africa's Constitution is known for its strong emphasis on human rights. Chapter 2, the Bill of Rights, outlines various rights, including dignity. Section 10 states, "**Everyone has inherent dignity and the right to have their dignity respected and protected.**"

Kenya

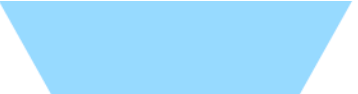
Constitution: Kenya's Constitution also places significant emphasis on human dignity. Article 28 states, "**Every person has inherent dignity and the right to have that dignity respected and protected.**"

Namibia

Constitution: Namibia's Constitution is another example with a focus on human dignity. Article 8 states, "**The dignity of all persons shall be inviolable.**"

Rwanda

Constitution: The Rwandan Constitution emphasizes human dignity and equality. Article 12 states, "**Human dignity shall be inviolable. Respect for human dignity shall be the foundation of all State policies.**"





Zimbabwe

Constitution: The Constitution of Zimbabwe includes provisions for human dignity.

Section 51 states, "**Every person has inherent dignity in their private and public life, and the right to have that dignity respected and protected.**"

Tanzania

Constitution: The Constitution of the United Republic of Tanzania emphasizes dignity and respect. Article 12 states, "**Every person is entitled to recognition and respect for his dignity.**"

Ethiopia

Constitution: The Constitution of Ethiopia includes provisions on respect and dignity.

Article 24 states, "**Everyone has the right to respect for his human dignity, reputation and honor.**"

Senegal

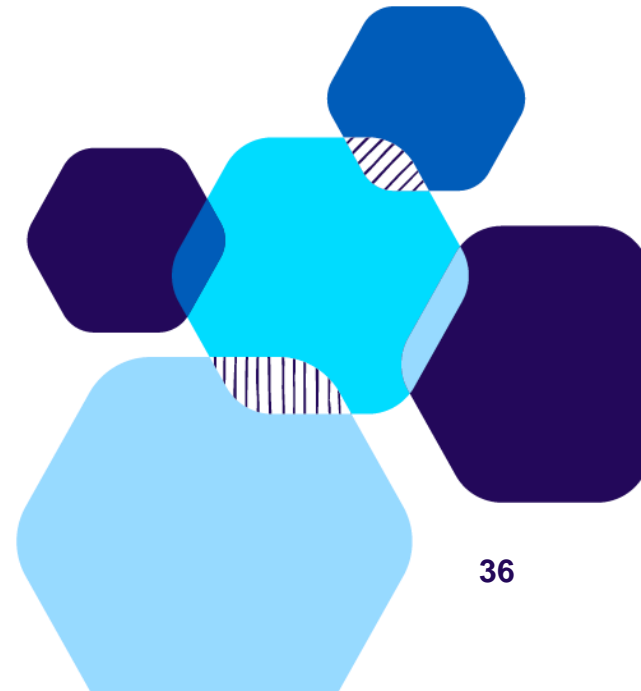
Constitution: The Constitution of Senegal incorporates principles of human dignity.

Article 7 states, "The human person is sacred. **The State shall have the obligation to respect and protect it. All individuals shall have the right to life and physical integrity.**"



The Importance of Early Intervention

1. Path to genocide – the Pyramid of Hate
2. Establishing our Identity
3. Our constitutional responsibility



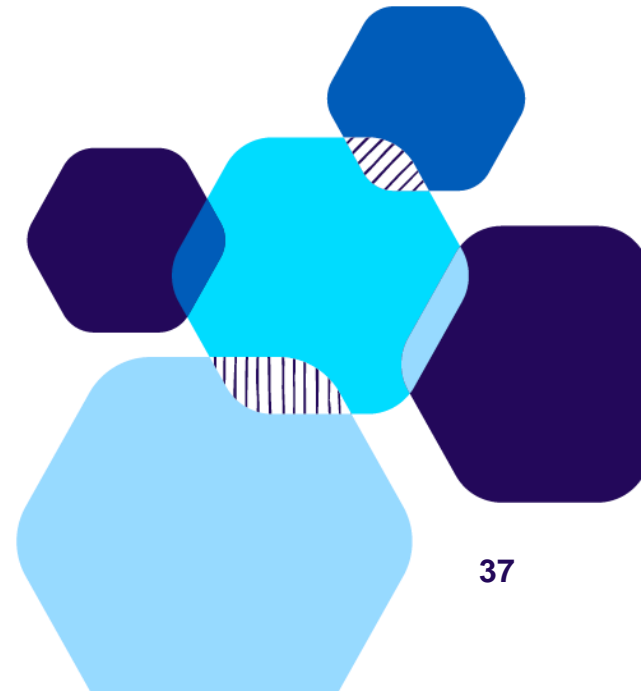
What can you do in your English classes?

Which examples from history can you use?

Do you need to simplify the language?

How confident do you feel to tackle this issue?

Please answer in the chat



More British Council materials:

Article + lots of short videos to show in class:

<https://www.teachingenglish.org.uk/community/magazine/how-can-i-design-anti-bullying-materials-classroom>

Lesson plan for B1 level secondary learners:

<https://www.teachingenglish.org.uk/teaching-resources/teaching-secondary/lesson-plans/intermediate-b1/anti-bullying>

Lesson plan for primary learners:

<https://www.teachingenglish.org.uk/teaching-resources/teaching-primary/stories-and-poems/it-because>

**Thank you for
coming!
Any questions?**

