

Submission
No 17

INQUIRY INTO BULLYING OF CHILDREN AND YOUNG PEOPLE

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**THE HON
ROBYN PARKER**

SUBMISSION

**Inquiry into the Bullying of Children &
Young People**



Back to Basics

Anti-Bullying Program

Back to Basics Anti-Bullying Program in association with United Taekwondo is about modifying different forms of bullying behaviour, creating confidence and enhancing the physical activities of Australian primary school aged children. We do this by providing increased opportunities for regular, structured anti-bullying strategies and physical activity that is engaging, rewarding, motivating and safe.

Due to an increase in certain behaviours such as physical and verbal bullying along with a decline in daily physical education in Australian schools, has highlighted a need to provide a physically active anti-bullying program for primary aged school children.

This program is currently being utilised or has recently been used in schools throughout NSW & ACT.





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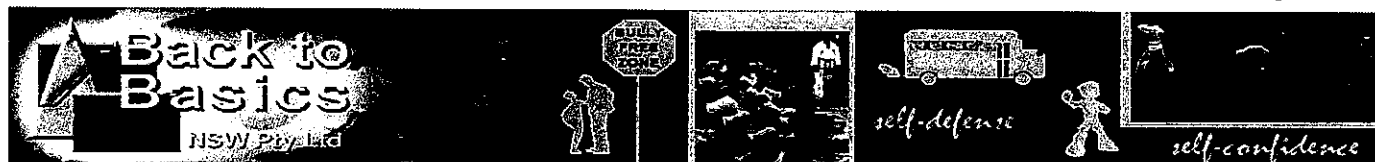
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1.0 What is Bullying?

- Bullying is the act of intentionally causing harm to others, through verbal harassment, physical assault, or other more subtle methods of coercion such as manipulation. Bullying can be defined in many different ways. Although the UK currently has no legal definition of bullying, some US states have laws against it. Bullying is usually done to coerce others by fear or threat.
- Bullying in school and the workplace is also referred to as peer abuse.
- In colloquial speech, bullying often describes a form of harassment perpetrated by an abuser who possesses more physical and/or social power and dominance than the victim. The victim of bullying is sometimes referred to as a target. The harassment can be verbal, physical and/or emotional. Sometimes bullies will pick on people bigger or smaller than their size. Bullies hurt people verbally and physically. There are many reasons for that. One of them is because the bullies themselves are or have been the victim of bullying (e.g. a bullying child who is abused at home, or bullying adults who are abused by their colleagues).
- Norwegian researcher Dan Olweus defines bullying as when a person is "*exposed, repeatedly and over time, to negative actions on the part of one or more persons.*" He defines negative action as "*when a person intentionally inflicts injury or discomfort upon another person, through physical contact, through words or in other ways.*"



1.1 Rationale

The purpose of this program is to progressively develop solutions to counter bullying, harassment, violence and conflict in over 11,000 Australian Primary Schools using martial arts as a forum for learning.

This pro-active involvement of children in martial arts promotes collaboration, tolerance and non-violence and with consistent intervention minimises the re-occurrence of bullying in social dynamic environments.

1.2 Why run an Anti-Bullying Program?

- The program supports the STAND initiative (**S**tay calm, **T**ry to ignore, **A**sk to stop, **N**ever fight, **D**uty teacher) used for anti-bullying in schools.
- The program improves self-confidence enabling students to find their voice to ask bullies to stop.
- The program builds confidence by emphasising self-defence only, not fighting. It is built on respect and discipline and fighting is not tolerated.
- In schools where the program has been taught, it has been shown to reduce the incidence of bullying.
- Carlton Public School has had a reduction in the incidence of bullying by 70% with the students involved in the program.



1.3 Benefits

Benefits of structured anti-bullying and physical activity for:

Children: develops motor skills, health and fitness, social interaction, fun, motivation, and builds self-esteem and confidence.

Communities: develops leadership, activities, minimises adolescent crime rate and also minimises health risks.

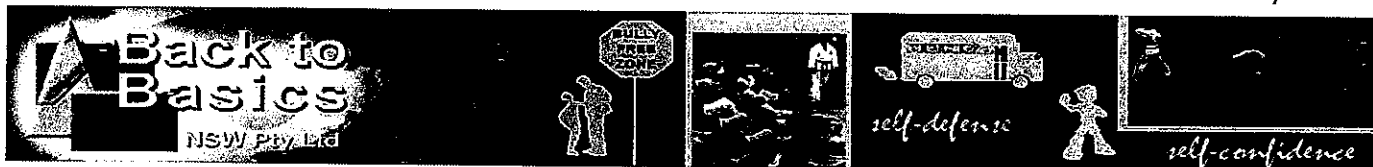
Families: safe environment, health and fitness.

1.4 Structure, Implementation & Delivery Strategies

Back to Basics Anti-Bullying Programs will be delivered by United Taekwondo Instructors, Personal Trainers and Community Coaches who are also Australian Sports Commission registered deliverers.

Deliverers are required to have completed the Australian Sports Commission's National Coaching Accreditation Scheme – Beginning Coaching General Principles.

Deliverers will also undergo frequent seminars to learn to manage and change bullying behaviour.



1.4 Structure, Implementation & Delivery Strategies

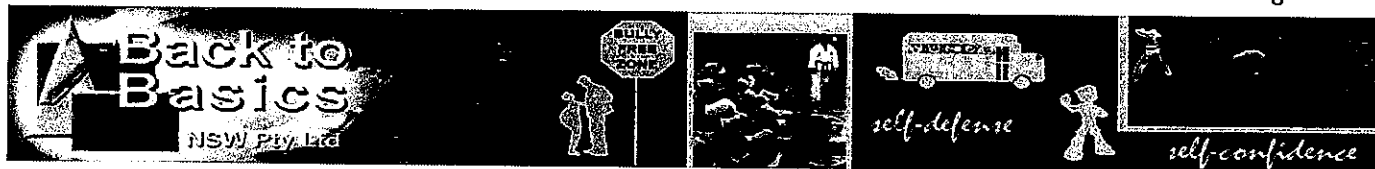
At present the program has been taught once a week over five weeks as part of the school curriculum and as a part of an ongoing lunch time program.

These parameters may be modified as necessary to meet local needs (for example, remote or indigenous communities, enrolment numbers etc).

Each school in a region will have dedicated regional coordinators to ensure that the programs delivered are varied, fun, achieve maximum participation, encourage, motivate, change bullying behaviours and provide opportunities for pathway development and growth at a community level.

This program is currently being utilised at Carlton Public School, Bexley NSW where it has been running for the past two years. Statistics show a 70% reduction in bullying with over 300 students having successfully completed the program.

Other schools which have recently undergone a whole school program are Duffy Public School, Canberra ACT with over 240 students successfully completing a one day program, and year 5 & 6 students at Cobbitty Public School NSW who completed a five week program.



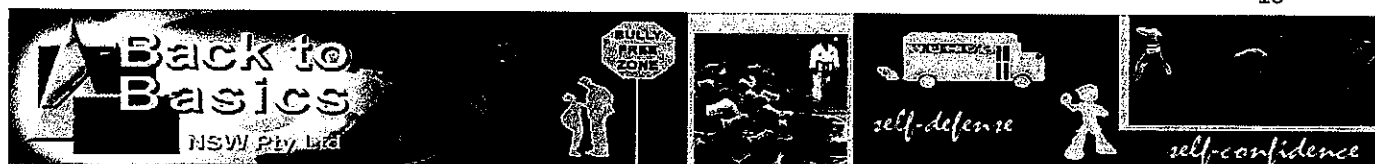
1.5 Key Roles and Responsibilities of an Anti-Bullying Deliverer

- Identify bullying behaviours.
- Motivate participants to feel good.
- Include activities that focus on achievements (giving them each a chance to be successful, getting something right or doing better than last time) in order to encourage participants, thus creating confidence.
- Creating leaders that encourage, motivate and help, not mistreat.
- Cater for all different ability levels.
- Setting challenges in order for participants to achieve.
- Constant reviewing of program (session reviews, seminars) and upkeep of skills and evolving bullying behaviours.



1.6 What do you receive?

- Indicator based outcome successes for each lesson.
- Structured program including warm ups, strengthening and conditioning exercises, techniques of self-defence, skill practice on shields and increased flexibility.
- Increased self-esteem and self-confidence through successfully completing challenges during training, by providing a programme that is targeted to individual needs and capabilities.
- Session times etc are negotiable to fit in with school requirements.
- We provide our own equipment and only a suitable location is required.
- Each student receives a participation certificate, small gift or yellow belt on completion.



LESSON OVERVIEWS

2.1 Lesson 1 Overview

Students are asked to look carefully at other people instead of just themselves and their own achievements. By doing this students will be able to determine who needs a hand.

They are then asked to look into others' eyes and they will see if the other student is either confident, afraid, or feels rejected.

They are then encouraged to get the student involved and have patience while the new student is learning. Once the students' confidence increases he or she will be able to try other activities and they will achieve in other areas. Most of all the trained student is now look upon as a friend and a strong leader; stronger than a bully.

Students are then asked to go home and help parents before they are asked. For example, mum asks the student every morning to make their bed, so for one week they will need to make their bed before mum asks. The student will try to do as many normal jobs around the house before being asked. Students will look for a change in mum's reactions because they have made the effort.

Lesson 1 includes physical education and martial arts training. Students learn basic techniques, with a chance to kick shields. This teaches the student that if they kick the bag too hard and look at the person holding the bag, they will see a change in the holder's eyes; they should therefore modify their behaviour by modifying the strength of the technique.



2.2 Lesson 2 Overview

Instructors are asked to talk with students about how messages both positive and negative are received, and how they affect our future. Students are advised to stay positive with every experience gained.

Instructors are then asked to talk with students about the differences between winning and losing and tell a story about a student that came 8th out of 8 in the final race and said he came last.

When it was explained to the student that he really came 8th out of 120 students in his year he was happy. Instructors advise that the focus should be more on the experience and not the result, but by changing the way we look at the result we will gain from every experience.

Lesson 2 includes a continuation of physical education and martial arts basic techniques with a focus on becoming a team, performing a seven move pattern together, and by jumping over a bag and breaking a re-breakable board.

Instructor looks for a student that may lack confidence, but will never give up. When this person jumps over the bag, the board is adjusted to not break until he is the last student. All remaining students are asked to cheer the student on and encourage a team atmosphere.

When the student jumps over the bag and breaks the board all the students celebrate together and they reward the successful student with a loud applause and normally with pats on the shoulders, which enables the student to feel uplifted and continue with a sense of achievement.



2.3 Lesson Overview

Students are asked to sit down and close their eyes and listen as the Instructor reads:

BULLYING OCCURS WHEN A PERSON IS called names, threatened, put down, teased in an unkind way, laughed at, personal items hidden, damaged, stolen or destroyed, physically hurt, graffiti written about him or her, left out, sent a hurtful note, singled out for unfair treatment, picked on, has rumors spread about him or her, stalked or given dirty looks.

The instructor asks them to STOP – THINK – DO and ask how they can add value to this person's life and make this person feel good today?

Lesson 3: during physical activity students are moved around and are put near someone that is showing a better understanding of the basic techniques. Now the student has someone to lead them and provide them with special attention. Students begin to understand the basic movements when learning with someone of their own age group and enjoy the rest of the training session.



2.4 Lesson 4 Overview

This lesson is about helping others

Students are asked to find someone during lunch time that they could include in their activities, such as playing hand ball, kicking a ball or playing basketball.

Students are advised to remember their name, age and how they included them, and how they felt watching them having a good time.

We advise students that the person they are asking may say "yes", "no", "that's too hard" or "can't do that".

Students are advised to have patience, keeping in mind that at the end the rewards are great, because if they can capture the feeling of the person achieving a difficult task for the first time they will feel that it is them achieving this task.

Lesson 4 includes all Martial Arts basic techniques and prepares the students for a demonstration in front of their fellow students in lesson 5.



2.5 Lesson 5 Overview

Students are advised to ask themselves a series of questions such as, Am I bullying other people? Am I being bullied? Is someone picking on me? What do I do?

Students are advised that if they change the way they treat someone they will see the difference. If they do and the difference is good then continue to encourage, motivate and support, however if the difference is bad then students are advised that they may have to give it some time. Continuous support and encouragement is vital at this time for both the bully and the victim.

Lesson 5 (final lesson) includes; during school lunch doors are opened which allows others to watch while we demonstrate, and exercise basic techniques. Students are then asked to jump over bags, sometimes 3-4 feet high and break a board. Again everyone is encouraged and all students must break a board.

The students are then rewarded with a completion certificate, small gift, or given a yellow belt. Students are reminded they can feel confident as they have completed a course together as a group and will therefore need to look after each other as they have now become friends.





3.0 Testimonials

"United Taekwondo came to our school at the end of last year and gave every child in the school a wonderful workshop. The delivery was exciting and kept the students engaged and enthused for their sessions. At the end of the day the whole school performed together in the hall using the moves they had learned. The children from K to 6 thoroughly enjoyed the experience and we would certainly have them back in the school again.

Kim Darcy, Principal Duffy Primary School, Canberra, ACT.

"Mr Paul Mitchell has organised and run a five week course at our school for year 5 & 6 students. The course focussed on Taekwondo activities with a student welfare theme of co-operation, raising self-esteem, self-confidence and anti-bullying. The course and activities were well received and very popular with the students enthusiastically taking part each week".

Greg Homer, Principal Cobbitty Public School, Sydney, NSW.

"At Carlton Public School we are committed to ensuring that all students are successful in some way. At times there are issues relating to personal development that may include bullying, lack of self confidence, lack of self esteem and loss of temper. The staff at Carlton engaged the services of Mr. Paul Mitchell; Master Instructor of United Taekwondo, to come along to the school for 5 weekly taekwondo lessons. He structured his lessons to include explicit instruction on anti bullying strategies. Every student in the group is encouraged to do their best, they are praised and work as part of a team. Paul Mitchell is always very positive towards the students and they respond extremely well. The program is excellent and we have seen an improvement in the students not only in terms of fitness but also in terms of their attitude towards others



and an improved self-confidence. We decided to extend the classes and now offer them on a regular 5-week basis with each class booked out. Carlton School would like to highly recommend this program to other primary schools.”

Gail Sadlier, Deputy Principal Carlton Public School, Sydney, NSW.

“Macarthur Anglican School engaged Paul Mitchell to provide his expertise with the key focus was to provide for basic skills to be developed in Self Defence and to enhance self esteem and confidence, Students were challenged and motivated to reach beyond their accepted boundaries. The students’ abilities were greatly improved, I can recommend Paul Mitchell and Back to Basics as a professional and educationally worthwhile experience for students.”

George Shuter, PDHPE Faculty Head, Macarthur Anglican School, Sydney, NSW.

“Paul has developed innovative strategies when working with children and does a fantastic job of maintaining children’s interest in order for them to develop the skills of Martial Arts. Paul is so successful in his role as a coach due to the large knowledge he possesses and the hard work he puts into planning sessions. He is always punctual and has a large number of repeat bookings which are a reflection of how successful his sessions are.”

Stephanie O’Brien, Regional Coordinator, Australian Sports Commission.



4.0 Programme Facilitator – Paul Mitchell

Paul is qualified Professional Personal Trainer registered with Fitness Australia, Active After School Community Coach registered with the Australian Sports Commission and has been supporting communities around NSW with instruction in Fitness and Self Defence for over 30 years.

Paul is the founder of the Back to Basics Anti-Bullying Program and has received distinguished awards including a nomination for "Australian of the Year 2006", as the Master Instructor of United Taekwondo he was also inducted into "Australasian Martial Arts Hall of Fame 2008" and a nomination for a "5 Star Community Coaches Award 2008".

With his background in Fitness and Self Defence and over 40 years personal experience in bullying related issues, he advocates the need to support and guide students towards a better future.

Additional achievements include:

- Finalist 2005 & 2008 Macarthur Business Awards – Outstanding Health & Fitness
- State Finalist 2008 NSW/ACT Small Business Champion Awards – Educational Services (top 13)
- State Finalist 2008 NSW/ACT Small Business Champion Awards – Entrepreneur (top 20 out of 200 entries)