

Shut the Fuck Up theory

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The path of the righteous man is beset on all sides by the iniquities of the selfish and the tyranny of evil men. And I will strike down upon thee with great vengeance and furious anger those who would attempt to poison and destroy my brothers. And you will know my name is the Lord when I lay my vengeance upon thee.

Samuel L. Motherfucking Jackson

Introduction

Shut the Fuck Up theory was first proposed by actor Samuel L. Jackson in response to modern teaching theories put forward by academic idealists who make a lot of money from their cushy offices without ever having to set foot inside an actual classroom, and thus have a lot of spare time with which to formulate interesting theories which have no measurable relevance to real people. Jackson (2006) proposes that students require strict, authoritative leadership in order to reach their full potential, and the role of the teacher is to provide a strong presence in the classroom, and to always be ready and willing in response to behaviour management issues to promptly “fuck their shit up (Jackson, 2006)”. To date, no theorists have been prepared to attempt to debunk this theory, because it’s Samuel L. Motherfucking Jackson.

Teacher-student status

Modern approaches to teaching commonly focus upon democratic teacher-student relationships, driven by a mutual respect and a move toward more intrinsic, personal goal-oriented modes of learning. Teachers are not figures of authority so much as they are *team leaders*, or *inspirational directive-setting learning advisors*, or *drivers in the car pool of education*. Adherents to *Shut the Fuck Up theory* have challenged these ideals with the following counter-hypothesis:

“Fuck. That. Shit.” (Jackson, 2006)

They argue the case that, from eight in the morning to three in the afternoon, you are the all-knowing, all-seeing, omniscient, brutal overlord of their fucking universe. Research has clearly shown that students make less mistakes when faced with the very real fear that each mistake may be the last one they will ever make. Thus it is necessary to take a hard-line, zero tolerance policy whereby every infraction, no matter how minor, is met with swift, overzealous, ferocious retribution. Students must understand that the best they can ever aspire to is the honour of being able to lick the dirt and blood from your shoes, and most will never be that lucky. You must give the impression that you can destroy them with merely a glance. When you stand at the head of that classroom and speak, those little bastards are going to motherfucking listen. And if they don’t, somebody’s shit is going to get fucked right the hell up. You are not their teacher, you are their God. Not the new-testament pinko turn-the-other-cheek love and rainbows pacifist God, but the old-testament merciless wrathful world-destroying rain-of-blood motherfucking badass God of pain.

Prevention of classroom behaviour problems

STFU theorists espouse a very direct and bullshit-free method with which to establish control over the classroom and prevent behavioural problems.

- Upon stepping into the classroom for the very first time, immediately locate the largest and toughest-looking student in the vicinity, and just smash that fucker right in the face. This will eliminate any doubt that you mean business, and effectively seed a cold, haunting fear of reprisal among the student body. Remember, fear is the greatest weapon you have available. It’s not enough to simply imply that you are a bad motherfucker, you must actually demonstrate it with the unbiased application of brutal,

merciless violence. Alternatively you can ask whether any of your students enjoy listening to the music of rap artist *50 Cent*, and when a student raises his hand, deliver a crushing right hook to his kidney, followed by a powerful head-butt to the bridge of the nose.

- As adolescents commonly have a short attention span, it is advisable that the teacher consistently remind students of his absolute authority through the liberal application of random pistol-whippings.
- Bad behaviour often arises from an excess of confidence. Therefore your students' esteem should be the very first thing you aim to destroy. Every lesson, choose one student at random, and make it your primary task for that lesson to make that student cry. The next day, try to beat your own record. If any one student begins to display too much confidence, a prompt and easy solution is to smash a glass bottle over your desk and lunge at the child's face. If you do it convincingly, the student will shit himself.

Incentives for learning

STFU theorists do not endorse the use of encouragement *or* praise. Standard of work should be maintained in the same way as all other aspects of the technique – through the use of mortal, soul-crushing fear. Students need to learn that there is no praise or reward in the real world for a job well done. The only reward for good work should be the innate fact that high-achieving students are marginally less likely to spend a decade of their life being raped in the eye socket in a maximum-security prison.

Though many teachers use a three or five level scale with which to rate student achievement, *STFU* theorists propose only two: *Satisfactory* and *Bitch Gonna Get Fucked Up*. When a student produces work of an unsatisfactory standard, it is necessary to advise the student that he is on the fast track to a career assembling burgers in franchise outlets, the resulting poverty and depression inevitably leading to the abandonment of self-worth and the selling of sexual favours in back-streets of Fortitude Valley in order to finance his steadily worsening heroin addiction. To drive this point home, you may actually simulate prison conditions in the classroom. Standards of work will noticeably improve if students equate poor performance with two weeks of heavy limping.

Case study

Adam is a little bitch. He has difficulty with reading, spelling and writing, although he enjoys and is capable at maths. During non-maths lessons, you have noticed that he spends a considerable amount of time off-task, when he frequently disrupts the other students. This is worse in the afternoon than in the morning.

He seems bemused by the trouble he gets into, usually saying when challenged that he doesn't know why he behaves in these inappropriate ways, that he couldn't remember a given behaviour was against the rules, or that the other child was at fault for suggesting the activity.

Until a recent assessment, it was believed that Adam behaved as he did because of low academic ability. However, a battery of tests has shown his overall ability (IQ) to be average, with his maths skills in the high-normal range and his reading and spelling skills, while delayed, still within the lower range of normal limits. Teaching staff are now at a loss to find a new explanation for his behaviour.

A Shut the Fuck Up application

Step 1: Vengeance. Take the little shit out, street-style. Wait until he's walking home from school, leap out from the bushes behind him and deliver a sharp blow with a crowbar direct to his lower spine. After he goes down, kick him in the neck and arms for a while.

Step 2: Prevention. Make sure he knows that you're watching him. Make him fear that you're watching him even when you're not. Inform him that you know where he lives, and if he so much as sneezes, you're going to visit his house in the middle of the night and kill his entire motherfucking family. Ask him how his affinity for maths is going to help him when you're backing over him with your car. If he answers, start pistol-whipping him. You should notice a sharp improvement in behaviour almost immediately.