



**PERSONAL SAFETY & SELF DEFENCE
80 MINUTE TEACHING BLOCK**

Soar
WITH US

**COMBAT
ACADEMY**

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Introduction to Personal Safety & Self Defence

We are your instructors today ... (Names) Today we'll introduce you to a reality based personal safety & self defense program.
Why reality based self defense and what is it?

First we need to understand the reality of violent crime.

On the dark side –

Reality is... we share the world with people who do bad things and they plan, eye, stalk, and attack like a predator in the wild stalking their prey.

Look to your left at the four people sitting next to you. Statistics show that 1 of you will be impacted by a violent attack in your lifetime.

On the bright side –

Reality *also* is... you CAN change these statistics by what you *think*, what you *say*, and what you *do*. By being mentally and physically prepared, you can avoid becoming a victim.

60% of violent attacks can be avoided with personal safety

What is Personal Safety? (Ask the students)

It's about avoiding and preventing the bad situation in the first place

What is Self Defense? (Ask the students)

It's when things have already gone wrong and you are in a bad place to begin with...it is about damage control and survival

The Introduction should include the following content in an engaging way to set the pace and tone for the course:

The significance of reality based self defense

- Statistics on violent attacks
- Reality - techniques fail under pressure
- Body types / strengths and weaknesses are different
- Attacks can happen anytime or anywhere (cue attack)
- Reasonable Force - mandatory

Safety protocol and what to expect

- Fast faced, no patronizing
- Follow safety rules that we give you throughout the workshop
- Explain submission system (tap, tap, tap - yeah, yeah yeah)

Introduction to Personal Safety & Self Defence

We want you to be safe and empowered so we're starting today to teach you how to avoid and respond to a violent attack. An attack can happen anywhere at anytime.

Surprise attack

What you witnessed was a rapid response. By controlling your emotions and reprogramming your responses you are training your mind to react with a learned response. Your reaction causes you to act aggressive and confidently, NOT acting like a victim and could cause the attacker to reassess and abort. To the contrary, without a learned response, our primal responses prevail. Who knows the 3 primal responses to fear? fight, flight, or freeze

Our primal responses actually result in victim behavior, as adrenaline surges through our body and impair our cognitive processing. This also impairs our judgement and can prohibit us from using reasonable force. We can end up in the courtroom as opposed to our assailant.

Important to understand The Law and Reasonable Force (include here statement about the geography you are working in)

Attacks don't happen in a controlled environment with equally matched abilities and techniques can fail under pressure.

Reality based self defence:

- 1) Does NOT follow rules and requires mental and physical preparation.
- 2) It's about NOT acting like a victim
- 3) It's NOT about winning, it's about NOT losing

We will teach you a reality-based approach and safety begins now. It will be physical, rigorous, and we will not patronize you. You need to work hard and pay attention!

Instructor surprise attack (One Instructor surges towards the speaking instructor and attacks with intensity and force with boxing gloves. The attacked instructor uses a combination of rapid responses such as guard, fence, verbal commands, etc.)

Theory: Personal Safety & Self Defence – Skit to bring 4C model to life



[We bring the theory of the 4C model to life with a role play to engage the participants by making the learning active, visual, and present a real world scenario the participants can relate to]

Please can everyone gather into a large circle around us. (We place the A3 models on the floor where students can easily see them)

We explained earlier the difference between Personal Safety & Self Defence..this model known as the 4C model describes it in more detail. We wanted to bring it to life for you – so we have a little bit of theatre to hopefully bring it to life !

I am going to play the part of the criminal – I will pretend to be a 19 year old tweaker... living in a squat on the outskirts of The Hague – needing 20-30 euros for my next fix. (Insert other instructor name) here is going to play the part of a student.. Heading out on a Friday evening to meet some friends and go to the cinema to watch a film.

So if you can – imagine I am that 19 yr old tweaker (point to outer black circle on the model) and I am at my squat PLANNING my crime . I need about 30 euros, early evening will be best as it is dark, and I am going to hide down one of the side streets just outside (Insert busy train station name). There are always plenty of students coming off the trains and buses – they all have phones – which I can easily steal. I am SELECTING my ideal victim – a youngish student, ideally on their own, not paying attention, with the phone in their hand or back pocket, someone I can intimidate easily or who wont even see me. I don't want to get caught or hurt – so I am ASSESSING potential risks and thinking of how I can AVOID being hurt or caught.

Over to (Instructor 2 name) – (Student Name) is at school PLANNING her night out. ((Student Name) is excitedly chatting to friends & wondering what to wear)

So at this stage neither I nor (Student Name) know of each other... but our plans are beginning to come together...

Everyone take a step forward/ closer ... we are now in the inner white ring.

I am in position, hiding in the shadows when I 'EYE' (Student Name) . She fits my victim selection profile perfectly ... I begin to STALK her, ASSESSING for any danger to myself..I don't want to get hurt or caught

(Student Name) is unaware of me...(Student Name) is looking distracted on her phone with no spacial awareness – unsure of directions – she does not see a threat)

Everyone take a step forward/ closer ... we are now in the inner black ring – getting closer to the attack zone.

I am now in the final stages of my approach – STALKING my victim. I take a last look around to ASSESS for any danger – this is the last chance there is for someone to influence me to ABORT my plan. (Criminal rushes forward, threatens victim with a knife, steals the phone and runs off)

VICTIM looks shocked and confused.

Debrief: What happened? What did you observe? When was victim first aware of threat? How did she react when she saw him for the first time?

Criminals acts like a predator in the wild...
SELECT – EYE-STALK-ATTACK

We need to talk about the 'PING' – this refers to the first time the victim sees the criminal and recognizes a threat. Victims of crime often say the criminal " came out no-where'- this is never the case. Personal Safety is about having high levels of spacial awareness to increase the chance that you see threats from a distance which provides greater opportunity for avoiding the crime. How you the victim behaves and what you say and do at this PING moment influences has events can follow – remember this is the last opportunity you have to make the criminal reconsider, and ABORT.

Let's run the same skit – but hope our student has Personal Safety as a priority and see what happens.

Everyone back to starting positions.

I am the same tweaker PLANNING the same crime AND SELECTING the same victim.

(Student Name) – what are you doing? (Student Name) is making specific plans with her friends on where to meet and when. She is checking her phone for directions and then zipping her phone into her purse or inside coat pocket.

So at this stage neither I nor (Student Name) know of each other... but our plans are beginning to come together...

Everyone take a step forward/ closer ... we are now in the inner white ring.

I am in position, hiding in the shadows when I 'EYE' (Student Name) She fits my victim selection profile perfectly ... I begin to STALK her, ASSESSING for any danger to myself..I don't want to get hurt or caught

(Student Name) is however **looking less like my ideal victim** ...(Student Name) is looking around her, walking with purpose) I don't see a phone

Everyone take a step forward/ closer ... we are now in the inner black ring – getting closer to the attack zone.

Despite (Student Name) greater awareness I do decide to continue my plan...I am now in the final stages of my approach – STALKING my victim. I take a last look around to ASSESS for any danger – this is the last chance there is for someone to influence me to ABORT my plan. (Student Name) sees me – she shouts BACK OFF and creates a barrier between us by slipping to the other side of some passers by.)

I abort my attack and run away.

Debrief: What happened? What did you observe? When was victim first aware of threat? How did she react when she saw him for the first time? What lessons can you learn from that to apply to your own situations?

Warm Up

- Rotate ankles
- Swing knee forward and backward to warm up calves
- Swing legs front to back
- Swing legs side to side
- Rotate torso each way
- Rotate wrists
- Gently stretch neck, side to side, up and down, rotate left, rotate right
- Arm circles, push arms up, down, back, forward

Let's get into a circle and warm up

Introduce DEFOF & Safety Protocol

- Typical stages of a violent encounter –
 - Distance
 - Engage
 - Floor
 - Ongoing
 - Finish
- We teach technique first, no sudden jerky movements
- Safety submission protocol – yeah,yeah,yeah- tap, tap, tap

DEFOF is the name for the reality based Self Defence programme that we teach.

It is a framework which captures all eventualities, processes and procedures of a physical attack. The system considers all of the physical attacks and therefore defence tactics, techniques, concepts and strategies that must be used.

Distance – [Edward T. Hall](#), the cultural anthropologist identified 3 types of distance. Stranger (instructor demonstrates by standing about 1.2m away from individual). The individual should feel relatively comfortable with the instructor talking at this distance. Friend (instructor demonstrates by standing about 0.5m away from individual). The individual may begin to feel uneasy with the instructor this close but would feel happier if it was one of their friends. Intimate (instructor demonstrates by standing right up against individual) –this makes the individual very uncomfortable – and this distance should be reserved for those we trust and love – for example family members, boyfriends/girl friends. Know these distances, trust your instincts.

In terms of PSSD - we maintain a safe distance from the attacker/s, whereby we gain time to compose ourselves, time to react, time to use verbal commands and psychology to influence the attacker, and time to encourage the intervention of

others.

Distance in this context therefore, refers to attempting to avoid an actual physical engagement, or break away from a physical engagement that has occurred

Engage – This is the stage of an encounter when distance has been breached - hands on stage. It could also be interpreted as a verbal engagement . This is the part when the attacker uses their chosen method against the victim . This could be punches, grabs, use of weapons. This is the point that the defence tactics chosen must be the right ones. Protect yourself by taking cover, creating distance, using verbal commands etc

Floor - Most attacks end up on the floor - either purposefully or accidentally. An attacker is not looking to fight with you – they are looking to overwhelm you – therefore if they punch they are likely to go for the head with the purpose to knock you down and out. You could slip or trip attempting to get away from an attacker. Interestingly – you may also decide to take the encounter to the floor yourself as a self defence tactic. Women tend to have greater lower body strength in comparison to their upper body – so going to the floor may be a good option to employ. Furthermore most sexual assaults occur from the floor – so learning how to defend yourself from this position is very important.

Ongoing - The ongoing factor considers that the attacker or defender can get tired or injured, and that their respective psychology and physiology changes dynamically. Knowing this means that the situation can be manipulated to an advantage. An encounter can last seconds or years - psychology and physicality changes both of attacker and victim. Don't give up. Time is on your side. Attacker doesn't want to get hurt or caught.

Finish - The finish part considers the end result, which could be anything from survival to death for either party . Today we will drill into you the importance of finishing strong – when you get an opportunity to create distance **take it**. The eye is a vulnerable pressure point and a key area to focus on in terms of a relatively easy place to inflict damage on if necessary for self defence. (Reference the law and self defence)

The eyes are set back in the head slightly and have rounded bones surrounding them. These bones will act like a funnel and guide your fingers in on their path of destruction. No matter how tough someone is, they can't train their eyes to take a finger strike and shrug it off. Poke, rake or gouge. The gouge can lead to permanent damage so you have to consider reasonable force.

DEFOF is not a continuum, in as much as it flows from distance to finish in that order, although it does cover the concept that all attacks or fights begin at a distance, followed by an engagement, either by the attacker or defender. It also accepts that many attacks or fights end up on the floor.

We are about to start the practical portion of the class - it is imperative that we all follow the same safety protocols.

NO JERKY MOVEMENTS – FOLLOW OUR GUIDANCE. We follow a 'submission' protocol – if you want to stop say 'yeah, yeah, yeah' or 'tap' 3 times onto your opponents body. This signifies the encounter must stop immediately. We all have a duty to look out for one another.

Practical Training

Recap DEFOF as you progress

- *stress importance of finish*
- *recap submission as a safety protocol*

Distance

Footwork - Introduce stance (left foot forward and side body position) Practice forward, backward, side to side

Fence - Introduce stance and hands Practice forward, backward, side to side. Review learning points. Use of voice

Engage (hands on stage of encounter, or verbal engagement)

Guard- Introduce shock absorbance position - show everyone the difference by hitting own heads. Practice in a circle

Floor - Most attacks end up on the floor - either purposefully or accidentally. Recap submission. Demonstrate move

Ongoing - encounter can last seconds or years - the psychology and physicality changes both of attacker and victim. Don't give up. Time is on your side. Attacker doesn't want to get hurt or caught.

Finish - importance of finishing strong

The Eye

Instructor Notes & Delivery : Demonstrate technique pointing out the learning points. Participants copy instructor and receive coaching tips.

Bio-Mechanics

Some quick and easy solutions for common grabs/pushes - use of physics to disrupt force which is critical if attacker is stronger than victim - use of levers and fulcrums.

Recap submission

- Single and double handed wrist release
- Resist being grabbed
- Resist being pulled
- Resist being pushed
- Resist being lifted
- Resist being choked

Instructor Notes & Delivery: Demonstrate technique pointing out the learning points. Participants copy instructor and receive coaching tips.

NOTE: SPECIAL ATTENTION MUST BE TAKEN WHEN INTRODUCING AND MANAGING THE RESIST FROM BEING CHOKED

Re-iterate self defence and the law. Imperative to have an assistant watching and monitoring the resist from being choked to ensure health and safety.

Transition to pressure tests

- Introduce concept – combining what we have learned into a more realistic scenario
- Recap safety protocol- submission – yeah, yeah, yeah- tap, tap,tap, no jerky movements
- Invite first group to pressure test – other group to watch and be ready for debrief

[Participants have had the opportunity to learn techniques and now we want to recreate a more realistic scenario and see how participants react under pressure. This provides the opportunity for them to simulate and experience the psychological and physiological impacts of an attack under pressure as well as insight into the significance of learned responses]

Instructor Notes & Delivery: Recap/mention the safety protocol. Provide coaching to participants during the pressure test as appropriate with the intention to build confidence, practice techniques, and strategic thinking.

Pressure Test 1: Line Pressure Test

- Group 1 asked to line up facing other end of sports hall
- Group 1 instructed to walk slowly forward, not looking behind them, wait when they get to the other side
- Group 2 asked to observe what happens for review at the end before it is their turn and groups swap
- Instructors choose students at random to test their Self Defense response under pressure

Debrief:

- To Group 1: How did you feel? What did you do? What would you do differently in a similar situation?
- To Group 2: What did you observe?

[The pressure test is to give the participants an opportunity respond to an attack and perform the strategies and techniques they learned under pressure. Each student is met at their own level and encouraged by the teachers and other students to recognize their strengths and build upon these.]

Pressure Test 2: Group Attack

- Instructor selects one individual from Group 2 to play victim of group attack. Brief them on best course of action
- Group 2 asked to line up facing other end of sports hall
- Group 2 instructed to walk slowly forward, not looking behind them, wait when they get to the other side
- Group 1 asked to observe what happens for review at the end before it is their turn and groups swap
- Instructors choose one student and simulate a group attack test the individuals and groups Self Defense response under pressure

Debrief:

- To Individual: What did you do and why? How did you feel? Discuss options if under attack from a group. (bursting, narrowing angle of attack)
- To Group 2: How did you feel? What did you do? What would you do differently in a similar situation?
- To Group 1: What did you observe?
- Reflect on challenge of wanting /not wanting to help and keeping yourself safe. Discuss options for safest conclusions

[The pressure test is to provide the participants an opportunity respond to an attack and perform the strategies and techniques they learned under pressure, or to respond as a bystander to an attack. Each student is met at their own level and encouraged by the teachers and other students to recognize their strengths and build upon these.]

Cool down and Close

- What did you enjoy most about the session?
- What are your takeaways?
- What are some reflections regarding your responses, learned or primal?
- How could you apply this to your everyday life and that of your friends /family?
- Is there anything you would have liked to learn more about?
- Point out any profound insights as an instructor related to participants if any and as appropriate?
- Mention referral pathways available if appropriate /necessary

[At the end of each session we take time for recapping the activities and experiences and spend time for reflection. We also give participants an opportunity to ask questions and provide informal feedback. This benefits both the participants and instructors to reflect upon the emotional, psychological and physiological responses of the participants and provides insight to the instructors for coaching opportunities and considerations.

