

# **Student Self-Defense Curriculum: GPE Clinic Nepal Project**

Prepared by Samuel R. Staley

Contact: [sam@srstaley.com](mailto:sam@srstaley.com); (v) 937.409.9013; (skype) samuel.r.staley; facebook: SamRStaley

**Coaches:** Sophia Payne, Krizia Barker, Clinic Nepal Project Directors, Global Peace Exchange, Florida State University

**Students:** 10-17 year old, male & female

## **Locations:**

- Asha Kokiran Kindergarten and Children's Home, Daldale, Nepal, 50 students, 5-17 years old
- Wolfgang Linke Kindergarten and Friendship Scout Troop, Meghauri, 30 students, 10-16 years old

## **Curriculum structure:**

- Three sessions per week
- 30 minute sessions
- 5 week (Daldale) and 8-week (Meghauri) program

## **Pedagogical Goals:**

- Introduce culturally appropriate self-defense techniques to students
- Explore inter-cultural differences in personal space and the nature of threats
- Develop physical proficiency in basic self-defense techniques
- Improve critical thinking and threat awareness among children and students
- Build confidence through the development of self-defense skills and proficiency

## **IMPORTANT NOTES:**

- **All techniques must be tightly supervised by adults or older/mature students.**
- **All techniques should be practiced in slow motion when the technique is student v. student.**
- **Coaches should demonstrate proper technique and form for students, including the importance of being a good training partner. Not technique should be implemented without reflection, purpose and intent.**
- **The last three weeks of the curriculum focuses on peer-to-peer self-defense coaching. This should be an opportunity to give students with leadership ability the freedom to direct lessons under the supervision of the GPE**

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project directors. The goal is to help translate self-defense skills and techniques into tactics to the lives of the Nepali students and communities.

	Session A	Session B	Session C
<b>General Format:</b> <ul style="list-style-type: none"> <li>● 30 minute sessions</li> <li>● 10 minute segments</li> </ul>	<ul style="list-style-type: none"> <li>● Review</li> <li>● Technique 1</li> <li>● Technique 2</li> </ul>	<ul style="list-style-type: none"> <li>● Physical activity</li> <li>● Technique 3</li> <li>● Review</li> </ul>	<ul style="list-style-type: none"> <li>● Review</li> <li>● Scenario practice</li> <li>● Free response</li> </ul>
Week 1	<ul style="list-style-type: none"> <li>● Understanding space &amp; threat</li> <li>● Voice--"Stop It!" (#1)</li> <li>● Earth defensive stance (#2)</li> </ul>	<ul style="list-style-type: none"> <li>● Lead punch</li> <li>● Cross punch</li> <li>● Personal space &amp; distance (#3)</li> </ul>	<ul style="list-style-type: none"> <li>● Review</li> <li>● Earth stability check</li> <li>● Open discussion of real threats</li> </ul>
Week 2	<ul style="list-style-type: none"> <li>● Review &amp; warm up</li> <li>● Wrist grab from side (#4)</li> <li>● Wrist grab from front(#5)</li> </ul>	<ul style="list-style-type: none"> <li>● Practice punches</li> <li>● Upper arm grab with stamp kick (#6)</li> <li>● Review</li> </ul>	<ul style="list-style-type: none"> <li>● Review</li> <li>● Scenario practice</li> <li>● Free response</li> </ul>
Week 3	<ul style="list-style-type: none"> <li>● Review &amp; warm up</li> <li>● Grab from behind (#7)</li> <li>● Straight punch block (#8)</li> </ul>	<ul style="list-style-type: none"> <li>● Practice personal space &amp; voice</li> <li>● Hook punch block (#9)</li> <li>● Review</li> </ul>	<ul style="list-style-type: none"> <li>● Review</li> <li>● Scenario practice</li> <li>● Free response</li> </ul>
Week 4	<ul style="list-style-type: none"> <li>● Review &amp; warm up</li> <li>● Choke defense outside (#10)</li> <li>● Choke defense inside (#11)</li> </ul>	<ul style="list-style-type: none"> <li>● Practice punches</li> <li>● Stomp kick</li> <li>● Stamp kick + wrist grab defense</li> </ul>	<ul style="list-style-type: none"> <li>● Review (plus retreat)</li> <li>● Scenario practice</li> <li>● Free response</li> </ul>
Week 5 (Final week for Daldale)	<ul style="list-style-type: none"> <li>● Review &amp; warm up</li> <li>● Open palm strikes</li> <li>● Stamp kicks + grab defenses</li> </ul>	<ul style="list-style-type: none"> <li>● Discussion of real threats</li> <li>● Scenario practice</li> <li>● Free response</li> </ul>	<ul style="list-style-type: none"> <li>● <u>Graduation</u>: Free Response</li> </ul>
Week 6 (Meghali only)	<ul style="list-style-type: none"> <li>● Review &amp; warm up</li> <li>● Ground defense (#12)</li> <li>● (two sessions)</li> </ul>	<ul style="list-style-type: none"> <li>● Review</li> <li>● Shin kick defense (#13)</li> <li>● Review</li> </ul>	<ul style="list-style-type: none"> <li>● Review</li> <li>● Scenario practice</li> <li>● Free response</li> </ul>

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<p>Week 7 (Meghauli only)</p>	<ul style="list-style-type: none"> <li>● Guided student discussion of appropriate uses of self defense</li> <li>● Scenario self defense practice</li> </ul>	<ul style="list-style-type: none"> <li>● Student directed self-defense scenarios</li> <li>● Scenario self-defense practice</li> </ul>	<ul style="list-style-type: none"> <li>● Review</li> <li>● Scenario practice</li> <li>● Free response</li> </ul>
<p>Week 8 (Meghauli only)</p>	<ul style="list-style-type: none"> <li>● Peer-to-peer self defense coaching</li> <li>● Review of techniques</li> <li>● Free response</li> </ul>	<ul style="list-style-type: none"> <li>● Discussion of self-defense scenarios w/techniques</li> <li>● Peer to peer self-defense coaching</li> </ul>	<ul style="list-style-type: none"> <li>● <u>Graduation</u>: Free response</li> </ul>

These techniques and this self-defense curriculum has been heavily influenced by the author's training in the self-defense based martial art of To-Shin Do. For additional information and demonstrations, see Stephen K. Hayes, *The Ninja Defense: A Modern Master's Approach to Universal Dangers*, Tuttle Publishing, 2012, ISBN 978-4805-312-117 (DVD included)

Additional useful insight into martial arts and self-defense can be found in Master "Dutch" Hinkle, *Secret Wisdom of the Orient: Ancient Wisdom for Life*, CreateSpace, 2014, ISBN 978-1488-579-346

### NOTES TO COACHES

- Children, particularly young children, must be closely supervised. Their energy must be channelled, often most effectively through physical activity
- Emphasize their role as protector to instill the importance of discipline and the obligations that come with learning these physical self-defense skills
- Use the first two weeks to identify the learning styles and temperaments of your students: Which ones are shy? Which ones are physically aggressive? Which ones are reflective and thoughtful? Which ones are physically agile? Mentally agile?
- Mix up your groups to include students of varying temperaments.
- Do not be afraid to separate girls and boys in the early stages. While combining girls and boys is common in U.S. dojos and classrooms, this may not be culturally appropriate in your village. Strive to combine some classes, particularly later, because girls and boys must learn to interact and respect each other.

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## NOTES ON GENERAL TECHNIQUES

Coaches may want to incorporate OEA into their weekly classes--Observe, Evaluate, Act. The principle underlying OEA is that self-defense techniques should not be deployed in a reactionary way.

- Step 1 in self-defense is *awareness*--observe. We should try to avoid situations that require using physical self-defense techniques and skills.
- Step 2 in self-defense is *evaluation*--determine which self-defense tool is necessary to *neutralize* (not necessarily eliminate or terminate) the threat.
- Step 3 in self-defense is *act*--deploy the tool or technique (and then retreat to safe space).

### Voice--Stop It! (Self-Defense Technique #1)

- Voice should be loud
- Students, particularly girls, should become familiar with their voice
- Voice should be part of every exercise

### Personal space & distance

- Get students used to understanding distance
- Develop understanding of personal space and feelings of threat
- Use semi-circle exercise to show relationships between distance and real threat.

### Earth Stance

- Feet about shoulder width apart
- Back straight
- Bend knees so body sinks as one unit
- Use side-push to demonstrate stability

### Earth Defensive Position (SDT #2)

- Body in basic Earth stance--knees bent, back straight
- Body "bladed" toward attacker to reduce the target
- Hands out like stop signs: lead hand closest to attacker, back hand up to protect head and eyes

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## Punching

- Fingers tightly wrapped, thumb covering forward knuckles (not thumb up or out);
- Make sure students punch through the target (don't stop at target)
- Body moves forward with punch so power is through the body, not the shoulder
- Cross punch--swivel on ball of foot (squish the bug), turning hips with the punch for power
- Have students "punch" slowly at 5% speed to demonstrate power of the punch to move a body

## Stamp Kick

- Student goes into Earth
- Student lifts foot and brings it down on top of attacker's closest foot

## Stomp Kick

- Student stands in Earth, with kicking foot behind him/her
- Student pivots hips to square them while lifting leg
- Student bring knee forward
- Student extends foot from knee and punches foot forward into the target

## NOTES ON ABDUCTION DEFENSES

### Wrist grab from side (SDT #4)

- Right wrist grab from attacker on the side
- Student sinks into Earth
- Student punches wrist toward ground to break grip ("Stop it!")
- Student lifts wrist in circular motion to free grip ("Stop it!")
- Student backs away, hands up ("Stay Back!")

### Wrist grab from front (attacker facing student) (SDT #5)

- 5% SPEED!!!!
- Student sinks into Earth and blades (angles) away from attacker

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- Student punches down on back of attacker's hand (GO SLOW: THIS IS VERY DANGEROUS)
- Attacker lets go of wrist
- Student backs away ("Stay back!")

## Upper arm grab from side (SDT #6)

- Attacker grabs \*upper\* arm of student
- Student sinks into Earth
- Student stamp kicks attacker ("Stop it!")
- Student lifts arm in circular motion to break grip ("Stop it!")
- Student backs away from attacker to safe distance. ("Stay back!")

## Grab from behind (SDT #7)

- Student is grabbed from behind with attacker wrapping arms around the students waist.
- Student sinks into Earth, yelling "Stop it!"
- Student raps outside of attackers hands with knuckles (see SDT #5) ("Stop it!")
- Attacker releases student.
- Student retreats, turns to face attacker, yells "Stay back!" and backs away to safe distance.

## NOTES ON FIGHT DEFENSES

### Straight Punch block and defense (SDT #8)

- Student begins in Earth Defensive stance, with palms up
- Attacker punches student with cross arm and fist
- Student uses lead (outside) hand to direct punch to the inside ("Stop it!")
- Student moves forward, open palm strike up against the chin of attacker ("Stop it!")
- Student lifts knee into attacker ("Stop it!")
- Student pushes attacker back ("Stay back!")
- Student backs away to safe distance

### Hook punch block and defense (SDT #9)

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- Student begins in Earth Defensive stance, with palms up
- Attacker throws arcing, hook punch with cross arm and fist
- Student lifts outside (lead) forearm arm to block the hook punch (“Stop it!”)
- Student moves forward, open palm strike up against the chin of attacker (“Stop it!”)
- Student lifts knee into attacker (“Stop it!”)
- Student pushes attacker back (“Stay back!”)
- Student backs away to safe distance

### **Choke defense (outside), (SDT #10)**

- Attacker puts both hands around neck of student in a choke attack
- Student sinks into Earth defense stance and blades away from attacker to break grip (“Stop it!”)
- Student lifts arms from outside of attackers arms, making hooks with both hands (“Stop it!”)
- Student brings both hands down on attackers forearms at wrists to break away (“Stop it!”)
- Student backs away to safe space (“Stay back!”)

### **Choke defense (inside), (SDT #11)**

- Attacker puts both hands around neck of student in a choke attack
- Student sinks into Earth defense stance and blades away from attacker to break grip (“Stop it!”)
- Student lifts arms inside of attackers arms, palms facing the opposite forearm, and forming an X at the wrists (“Stop it!”)
- Student simultaneously slaps palms against inside of attackers forearms at wrists to break away (“Stop it!”)
- Student backs away to safe space (“Stay back!”)

### **Ground defense (SDT #12)**

- This technique is particularly dangerous and should be taught on a soft surface
- Two, 10-min sessions are dedicated to this techniques to avoid rushing into teaching it
- The attacker is on top, straddling the student at the waist on the attacker’s knees, punching at the student’s face
- Student lifts forearms to protect the face, grabbing the back of the head to lift the head off the floor and tuck chin into chest for stability and defense. (“Stop it!”)
- Student bends knees so that both feet are fully planted on the surface to give him/her leverage (“Stop it!”)
- Student lifts either right or left side hip off the ground, rolling on the other hip, throwing attacker forward at an angle (“Stop it!”)
- Student rolls to a standing Earth defensive stance and retreats to safe space. (“Stay back!”)

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**Shin Kick Defense (SDT #13)** (This can be moved up in the order at coach's discretion)

- Attacker kicks with back foot toward shin of student's forward foot
- Student bends knees, sinks into Earth
- Student lifts foot (opposite of attackers kick) to block kick with bottom of foot.