Self Defence

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Course objectives

- After completing the course student is able to

    - explain taxonomy of self-defence and combatives
    - explain theory of personal self-defence
    - know different self-defence systems and schools
    - practically demonstrate the basic techniques of self-defence
    - explain role of different factors in self-defence situation (psychology, technique, tactics)

Syllabus of the course

- **Practical lessons enable to practice the knowledge acquired at theoretical lectures.**
- Introduction, influence of the culture and technology to understanding the need of personal safety
- Theory of combatives, taxonomy of self-defence
- Theory of martial arts
- Strategy and tactics in self-defence
- Awareness and reaction time
- Cycle of Conflict
- The need of physical development
- Natural movements and manipulation with objects
- Self-defence systems
- Preventive movements: self-defence in children (making space, making self-confidence, games)
- Preventive movements: self-defence in adults (pre-conflict, conflict, and post-conflict)
- Conditioning in self-defence
- Self-defence skills
- Conclusions, questions and answers, ideas for further study

Assessment methods

- You will choose any conflict/self-defence/self-protection/ ... situation from video, newspaper, your own experience etc.

- a) online part – essay (300-500 words):
  - Description (situation, context, environment)
  - What happened and way
  - What was possibly wrong

- b) practical part (gym)
 - Examples of exercises

Evolution
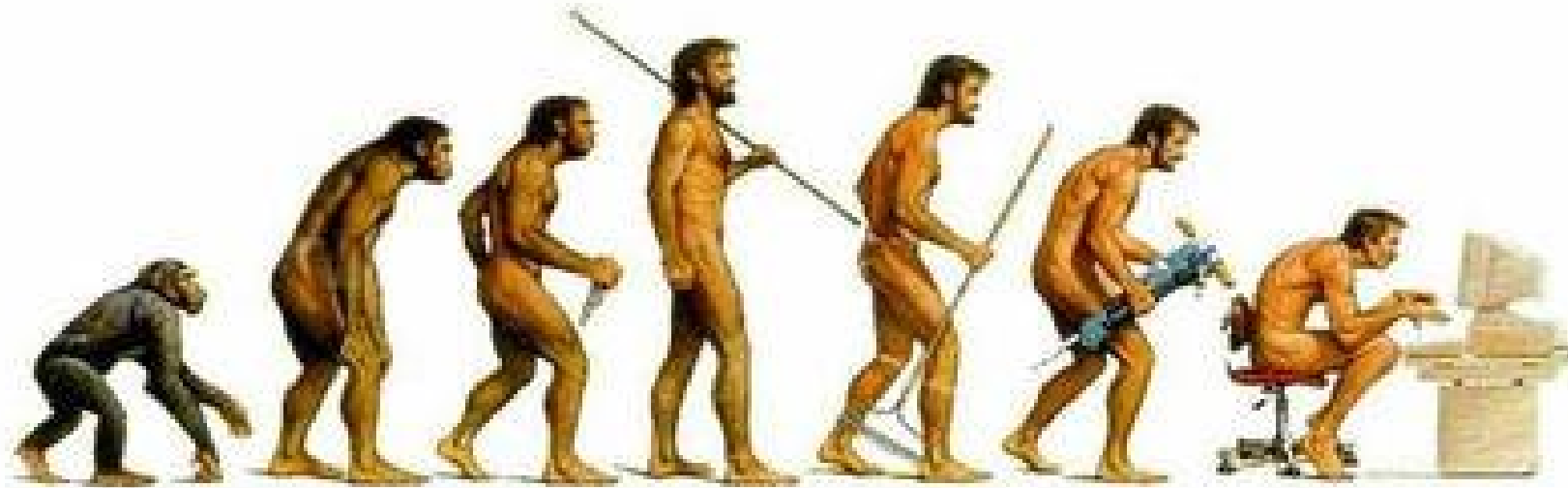
(or is it?)

Physical culture

- Health/sport/strength/physical body etc. movement
- Originated in 19th century
- Promoted through:
  - Military academies, private gyms, social movements (19th century)
  - Physical education, schools, sports (20th century)
  - Social networks, media (21st century)
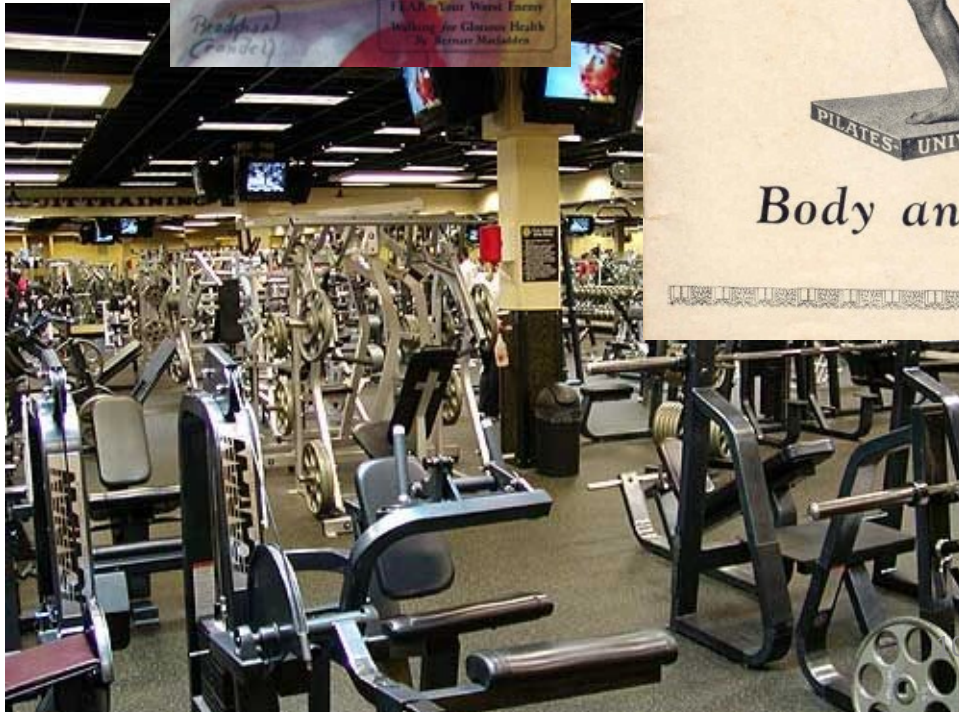
Physical culture 19th century

- German (Turnverein) system
  - Heavy gymnastics, paralel bars, pommel horses, climbing
- Czech Sokol
  - Solo exercises, equipment exercises, exercises with help of partners, exercises against partner
- Swedish gymnastics
  - Calisthenics, breathing, stretching, massages
  - Influenced PE in Japan Order of Educational System (*Gakusei,* 1872), "Illustration of Room Gymnastics" (*Shachu Taisoho-zu,* 1873), "Illustration of Gymnastics" (*Taiso-zu,* 1873)
- Muscular Christianity
  - YMCA, YWCA
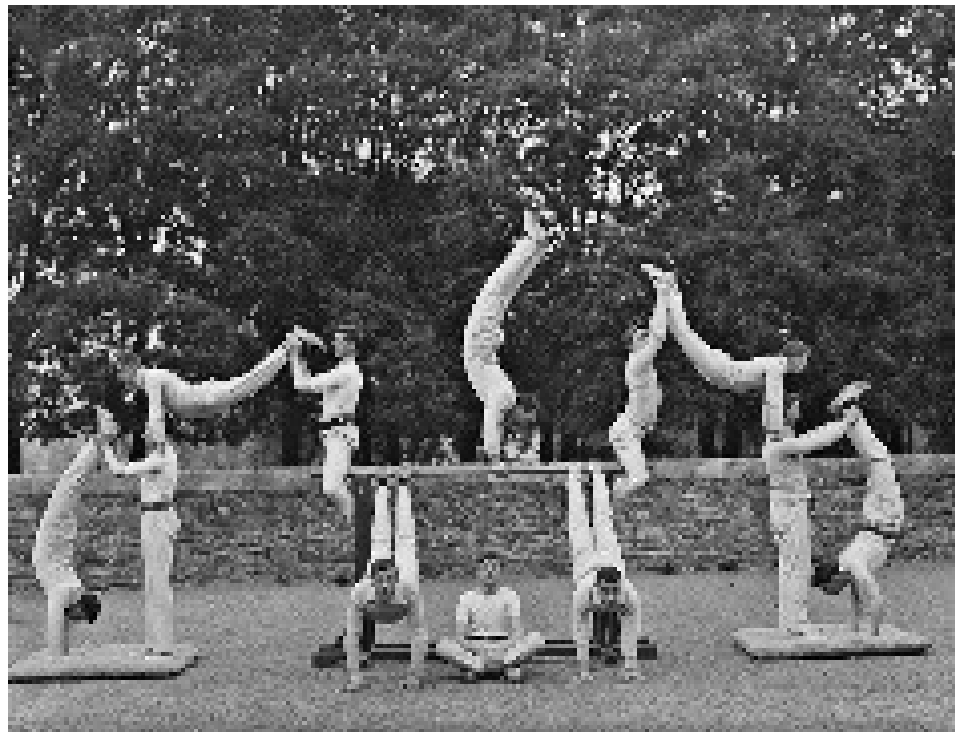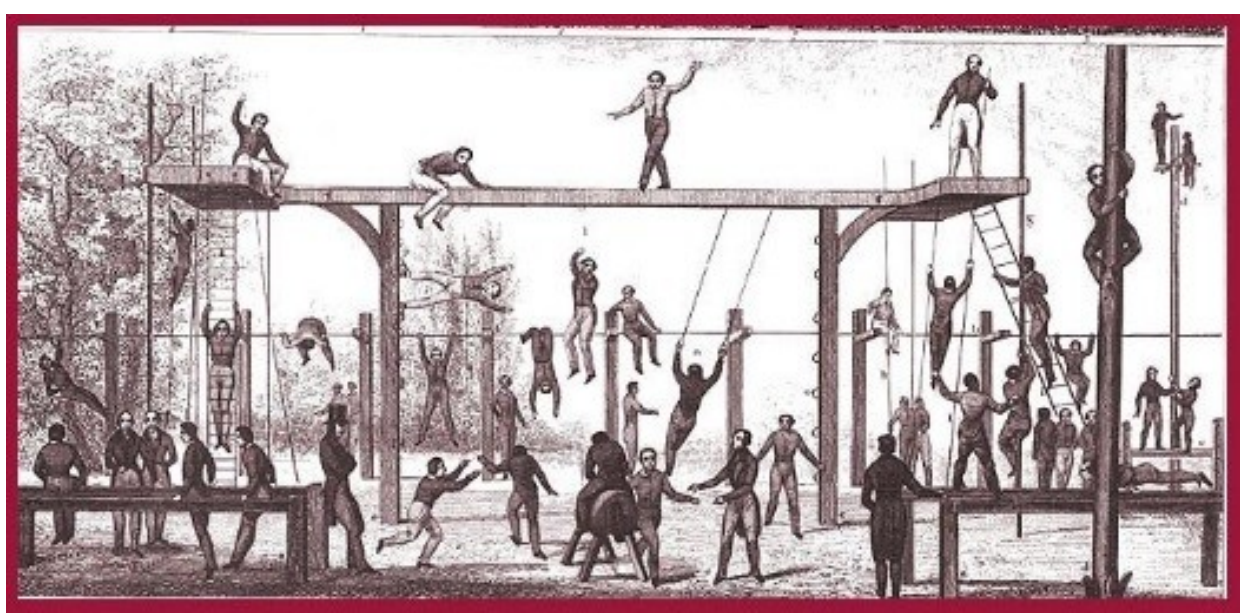
Physical culture 20th century

- Eugen Sandow, body building
    - Weight lifting, building physical body

- George Herbert
    - Natural movement, parcour

- Women PE/sports (Joseph Pilates, Jane Fonda)
    - Pilates, jazzgymnastics, taebo

- K. Cooper
    - Endurance, aerobics

How I Smoothed Out My Wrinkles

Physical Culture

September

25

P.C. Put Me Through College
The Truth About the Athlete's Heart
FEAR—Your Worst Enemy
Walking for Glorious Health
By Bernarr Macfadden

"PILATES" Universal Method

Balance of Body and Mind

PILATES UNIVERSAL
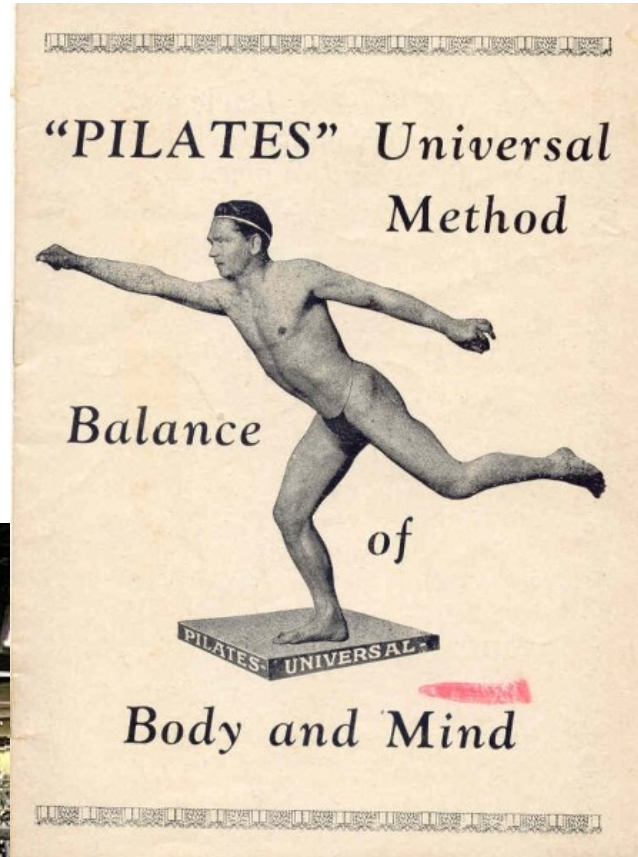
Physical culture 21st century

- ## Natural movement
  - Movnat, Ido Portal, Caveman, Movement Evolve, TacFit

- ## Performance challenging events
  - Spartan race, crossfit, 300, running races

- ## Technology persuasive
  - Computer/social media/smartphones controlled activities

- ## Healthy oriented
  - Minimum of physical activity, fight against obesity, hearth problems

Utilitarianism and PE, sport, and health

- Utilitarianism is an ethical theory which states that the best action is the one that maximizes utility: the well-being (pleasure minus pain)

- PE, sport should lead to health, pleasure, well-being

- PE, sport should benefits as much people as possible without harming the environment

John Stuart Mill (20 May 1806 – 8 May 1873)

- English philosopher, political economist, libertianist and civil servant
- Contributed in social history, political theory, political economy
- Proponent of utilitarianism developed by
- **Jeremy Bentham** (1748-1832)
  - English philosopher, jurist, social reformer
  - Fundamental axiom of his philosophy: "**it is the greatest happiness of the greatest number that is the measure of right and wrong**"
- "Nature has placed mankind under the governance of two sovereign masters, pain and pleasure. It is for them alone to point out what we ought to do, as well as to determine what we shall do. On the one hand the standard of right and wrong, on the other the chain of causes and effects, are fastened to their throne. They govern us in all we do, in all we say, in all we think"

Jeremy Bentham
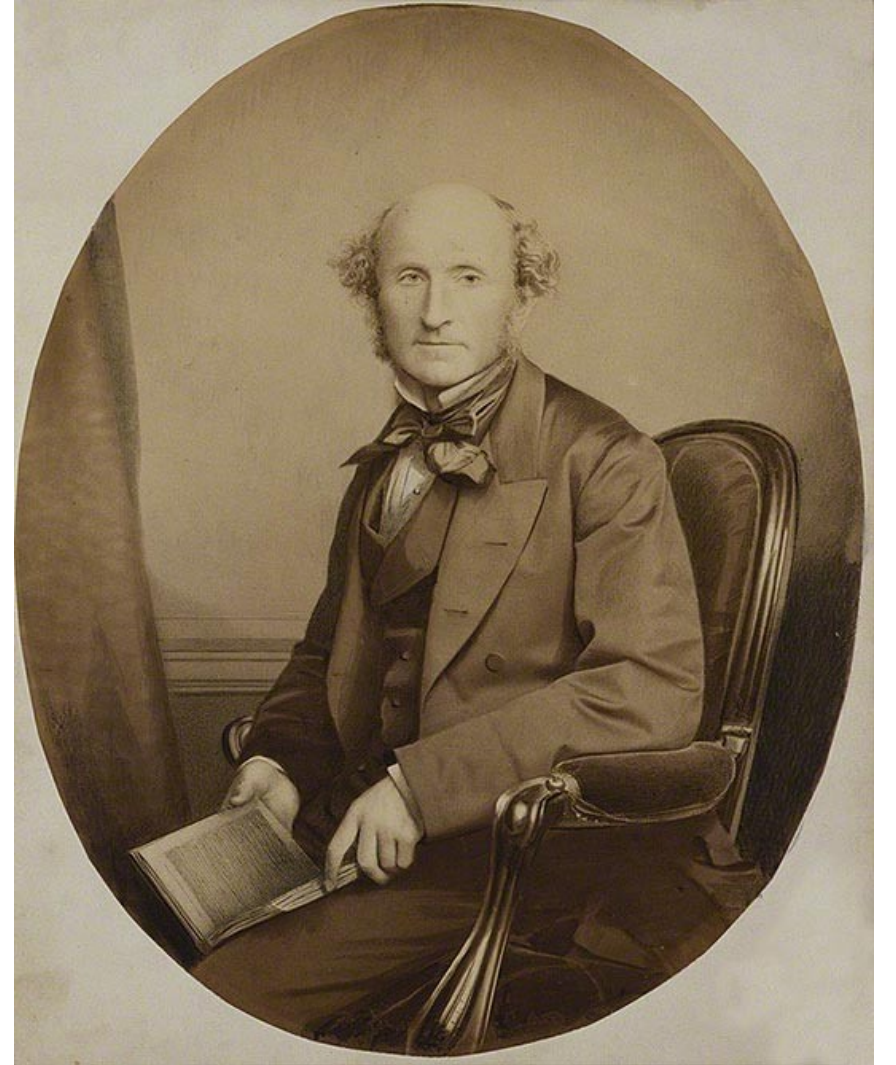
John Stuart Mill

Quantitative and qualitative measurement

- J.S.Mill: "It is quite compatible with the principle of utility to recognize the fact, that some kinds of pleasure are more desirable and more valuable than others. It would be absurd that while, in estimating all other things, quality is considered as well as quantity, the estimation of pleasures should be supposed to depend on quantity alone."

Wide meaning of utilitarian exercises

- To bring biggest benefit from exercises for as much people as possible
- Exercises leading to

- Personal safety
- Personal protection
- Natural use of body
- Overall development through exercises

Wide meaning of utilitarian exercises

- Personal safety
  - Self-defense, how to avoid (or de-escalate) conflict, what to do, how to move
- Personal protection
  - Taking care of body in unexpected situation, how to avoid injury when falling down or when in collision with an object
- Natural use of body
  - Body restart, learning how to move in natural way
- Overall development through exercises
  - Exercises as a mean of self-development

Philosophical backgrond in utilitarianism

- Utilitarianism is an ethical theory which states that the best action is the one that maximizes utility: the well-being (pleasure minus pain)

- There is narrow and wide **meaning of utilitarian exercises**
- **Narrow** - for a purpose (Occupational, House holding, Transportation, Gardening)
- **Wide** – to bring biggest benefit from exercises for as much people as possible (Personal safety, Personal protection, Natural use of body, Overall development through exercises)
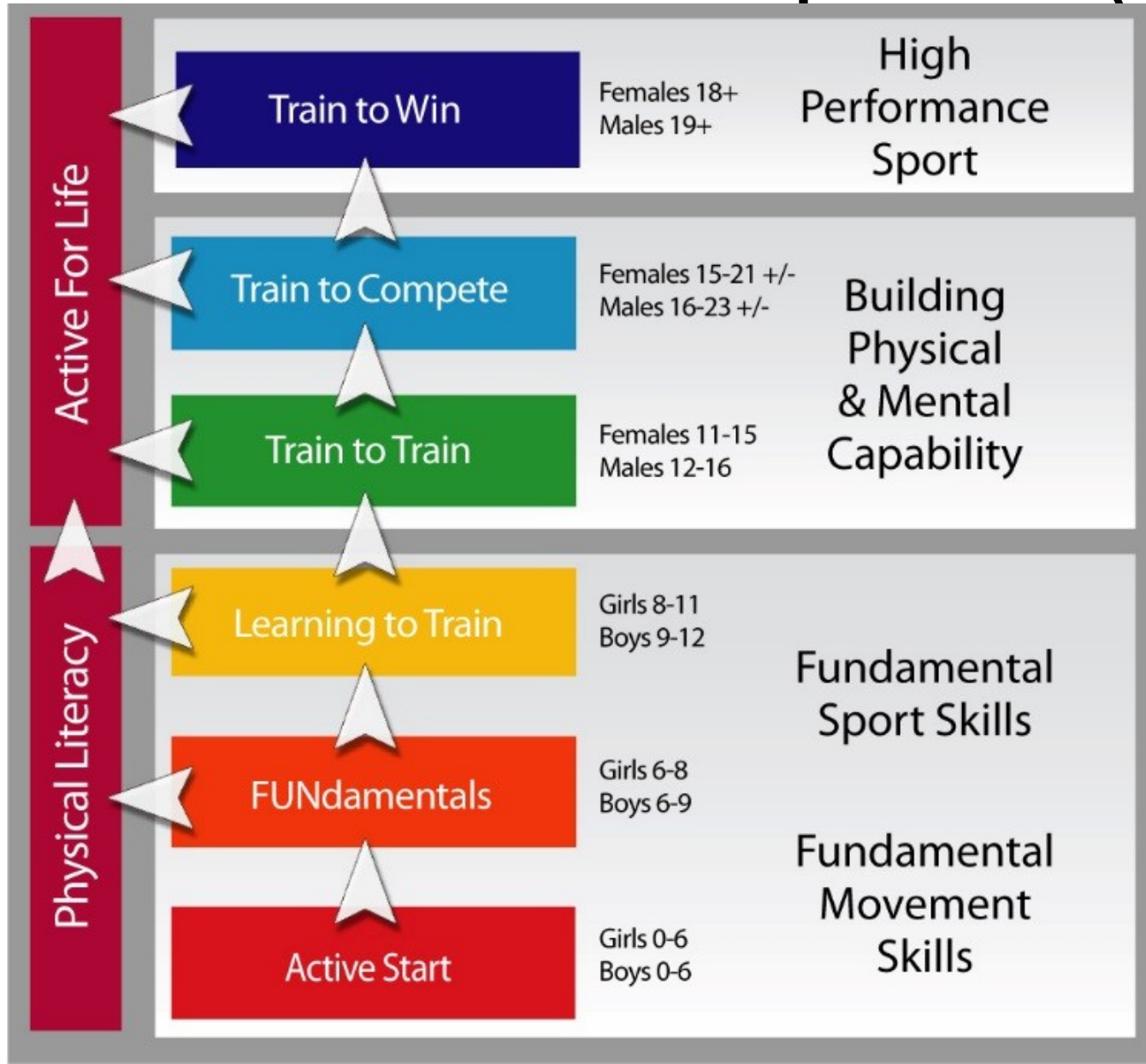
Long-term-athlete-development (LTAD)
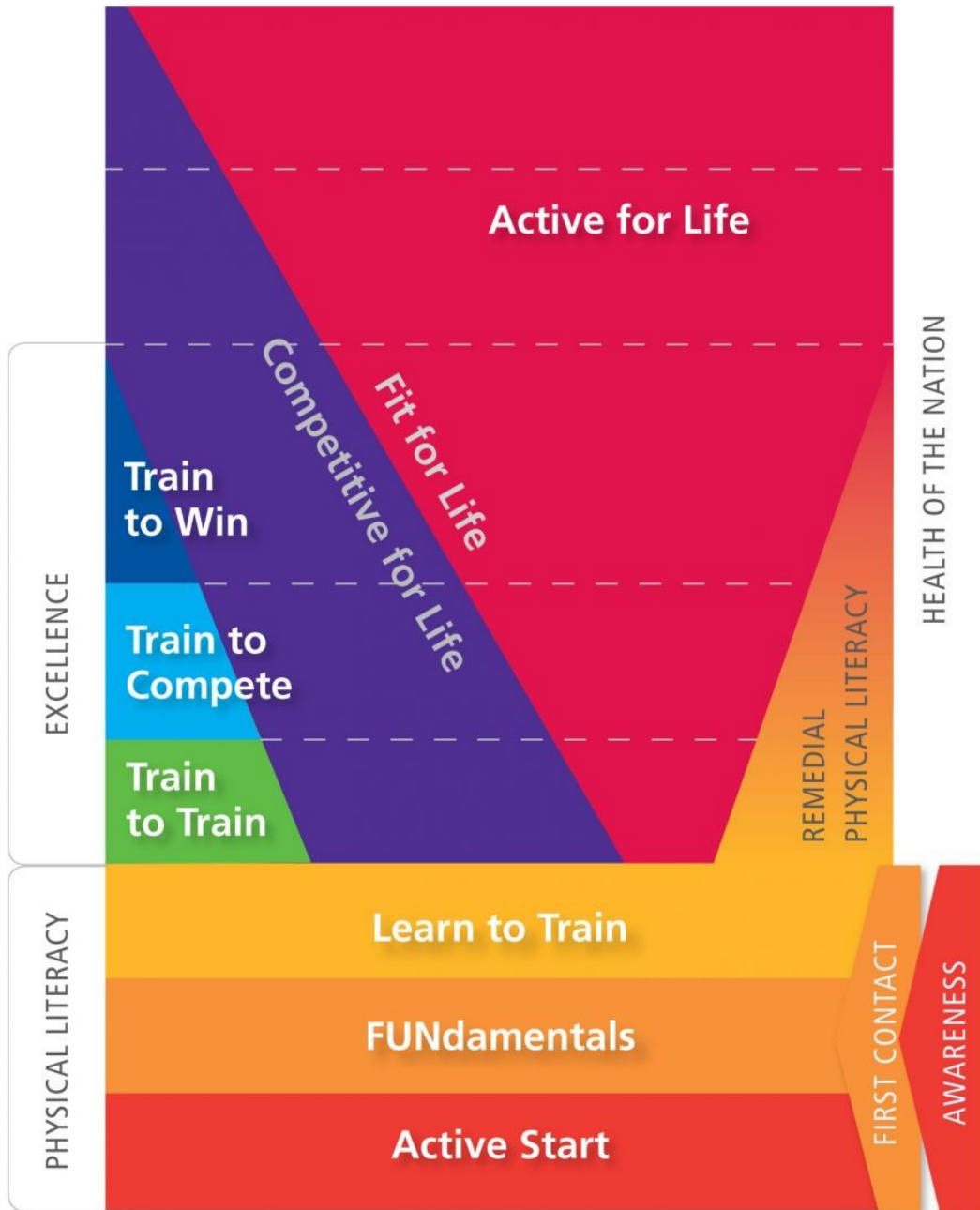
Fundamental movement skills

- movement patterns that involve different body parts such as the legs, arms, trunk and head, and include such skills as running, hopping, catching, throwing, striking and balancing. They are the foundation movements or precursor patterns to the more specialised, complex skills used in play, games, sports, dance, gymnastics, outdoor education and physical recreation activities.

Fundamental movement skills

- **1. Body management skills**
- Balancing the body in stillness and in motion.

- **2. Locomotor skills**
- transporting the body in any direction from one point to another.
-

- **3. Object control skills**
- require controlling implements (for example, bats, racquets or hoops) or objects (such as balls) either by hand or foot.

1. Body management skills

- Balancing the body in stillness and in motion.

- Examples are: static and dynamic balancing, rolling, stopping, landing, bending, stretching, twisting, turning, swinging, and climbing.

- The skills included in this Resource are Balance on one foot, Walk on a line or beam, Forward roll, and Climb.

-

2. Locomotor skills

- transporting the body in any direction from one point to another.
- Examples are: crawling, walking, running, hopping, leaping, jumping, galloping, skipping, dodging, and swimming.
- The skills included in this Resource are Sprint run, Hop, Continuous leap, Jump for distance, Jump for height, Gallop, Side gallop, Skip, and Dodge.

3. Object control skills

- require controlling implements (for example, bats, racquets or hoops) or objects (such as balls) either by hand or foot.

- Examples are: throwing, catching, kicking, striking, bouncing, and dribbling.

- The skills included in this Resource are Underhand throw, Overhand throw, Chest pass, Catch, Kick, Punt, Two-handed strike, Hand dribble and Foot dribble.

Basic movement patterns

- a way of categorising exercises based on their biomechanical demands
- Hip Hinge (Romanian Deadlift (RDL) and its variations (e.g. single-leg), Kettlebell Swing)
- Hip Dominant (Glute Bridges, High-Box Step-Ups)
- Knee Dominant (Single-Leg Squats, Lunge)
- Vertical Push (Military Press, Overhead Dumbbell Press)
- Vertical Pull (Pull-Ups, Lat Pull-Downs)
- Horizontal Push (Press-Ups, Bench Press)
- Horizontal Pull (Inverted Row, Bench Row)
- Rotational and Diagonal (Russian Twist, Barbell Torque)
- Anti-Rotation (Horizontal Palov Press, Single-Arm Dumbbell Chest Press)
- Anti-Flexion (Squat. Deadlift)
- Anti-Extension (The Plank, Crocodile Crawls)
- Anti-Lateral Flexion (Single-Arm Overhead Press, Imbalance Lunges)

Functional movements

Functional, by definition, means something that is 'designed to be practical and useful, rather than attractive'. Though this has become a huge buzzword in recent years with trainers using any form of 'fancy' or 'attractive' equipment they can get their hands on, it simply refers to any training methods that are applicable and useful for that sport, regardless of complexity or attractiveness. For example, a simple barbell deadlift is practical and useful for athletic development in rugby, therefore this may be referred to as 'functional'

Fundamentals in martial arts / combative sports

1. Basic combative relationships

2. Basic combative skills

1. Basic combative relationships

a) Centrifugal (pulling)

b) Centripetal (pushing)

c) Opposition

The aim of oppositions can vary as follows:

Translocation:
- moving (catching the opponent off balance) (horizontally as well as vertically),
- change the position of a predetermined body part (extremities, torso, head),
- take an object held by the opponent,

Hold/grip:
- Keeping the opponent in a position (horizontally as well as vertically),
- Holding („Locking") an agreed part of the opponent's body (extremities, torso, head)
- Hold on to/ keep an object,

Contact establishment:
- Touch or grip the opponent (or his/her predetermined body part), or the object the adversary is holding,

Preventing any contact:
- Denying the opponent the opportunity to establish a contact or grip

2. Basic combative skills

- postures:
  - stances,
  - sitting,
  - lying,
  - kneeling,
- transfers, changing position
- arm movements,
- leg movements,
- turning the body,
- contact establishment,
  - touch,
  - grip,
  - embrace,
- lifting, carrying and dropping of a live load (partner)
- falling techniques.

Wide meaning of utilitarian exercises

- Natural use of body
  - Body restart, learning how to move in natural way
- Personal protection
  - Taking care of body in unexpected situation, how to avoid injury when falling down or when in collision with an object
- Personal safety
  - Self-defense, how to avoid (or de-escalate) conflict, what to do, how to move
- Overall development through exercises
  - Exercises as a mean of self-development

Differences

- **Combat sports**

- **Martial arts**

- **Self-defence**

Differences

- **Combat sports**
- Rules, intentional performance, aimed on measurable aims
- **Martial arts**

- **Self-defence**

Differences

- **Combat sports**
- Rules, intentional performance, aimed on measurable aims
- **Martial arts**
- Rules/rituals, intentional performance, not aimed on measurable aims
- **Self-defence**

Differences

- **Combat sports**
- Rules, intentional performance, aimed on measurable aims
- **Martial arts**
- Rules/rituals, intentional performance, not aimed on measurable aims
- **Self-defence**
- No rules, not intentional performance, not aimed on measurable aims

- Combat
- Combat**ive**
- Combat**ive**s

- What does it mean?

Combat (v)

Etymology: 1560s, from M.Fr. *combat* (16c., O.Fr. *combattre*, 12c.), from L.L. *combattere*, from L. *com-* "with" (each other) + *battuere* "to beat, fight"

1. to fight or defy

2. to struggle or strive (against); be in conflict (with)

Synonyms: fight, battle against, oppose, contest, engage, cope with, resist, defy, withstand, struggle against, contend with, do battle with, strive against

Combat (n)

- a fight, conflict, or struggle
- (Military) an action fought between two military forces

Synonyms: fight, war, action, battle, conflict, engagement, warfare, skirmish

Combative (adv.)

- eager or ready to fight, argue, etc.; aggressive
- having or showing a willingness to fight or argue

- **Synonyms:** aggressive, agonistic, argumentative, assaultive, bellicose, brawly, chippy, belligerent, confrontational, contentious, discordant, disputatious, feisty, gladiatorial, militant, pugnacious, quarrelsome,scrappy, truculent, warlike

Combatives

There is many definitions of combatives. It is usualy connected to military / army forces, e.g.:

Combatives is the United States Army's term for hand-to-hand combat training and techniques.

- Combatives is what you do **to** somebody - martial arts is what you do **with** somebody

(Kelly McCann A.K.A. Jim Grover)
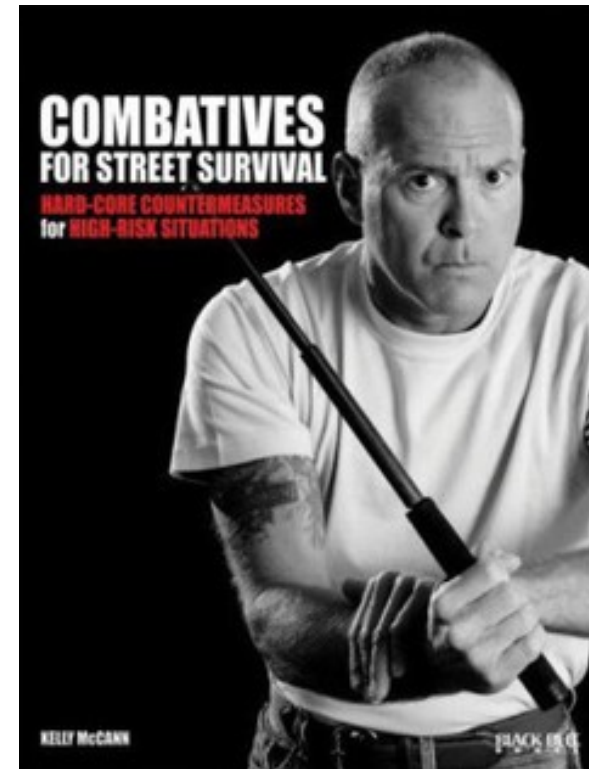
THE INTEGRATED CLOSE COMBAT FORUM

A system of close personal combat, with and without weapons, conceived by means of embracing simple to learn and easy to apply unified techniques, which originated in the traditional martial arts and sports of both the oriental and occidental cultures.

THE INTEGRATED CLOSE COMBAT FORUM

Combatives can be further subdivided into three distinct yet overlapping categories.

1) Military, kill or be killed, offensive/defensive,

2) Police/Correctional Officer, restraining/defensive,

3) Civilian Self-defense or protection.

The term combatives in the Czech environment - úpoly

- There is a unique Czech word **<u>úpoly</u>**
  used in all Czech sources.

- Úpoly is a neologism originated by Miroslav Tyrš
  (19th century).

- There is no adequate term in English
  nor other languages.

- We strictly use term combatives as a translation
  of úpoly

Starting point

- Nowadays **we comprehend combatives as one of recources** of:
  - PE
  - general education
  - personal development
  - selfdefence
  - part of physical culture generally.

Combatives definition

are physical exercises aimed at the physical defeat of a partner. Combatives comprise specific exercises, which prepare a participant to overcome a partner by physical contact.

Taxonomy of combatives

- Three levels

  1. Preparatory combatives
  2. Combat sports
  3. Self-defence

Preparatory combatives

The first level is the level of combatives pre-requisites. It comprises of the simplest combative activities (movement activities in contact with one or more partners), which are the necessary pre-requisite for the next two levels. The content is the basic fighting technique needed for all the fighting activities (posture, guard, falls, ...). These activities are preparation and basics and we call them preparatory combatives.

Combat sports

The second level involves individual combative systems. Each of them is a comparatively independent unit and it fulfils the criteria of an independent combative branch. We call them combative sports and we can further subdivide them. The level of combative systems is the greatest and most important part of combatives.

Self-defence

The third level is the level of applied combative activities to be used in necessary self-defence with appropriate legal, ethical, social and other norms. This category is somewhat separate from the system of combative sports as it is closely linked with other, especially technical indicators that fall outside the field of sport (especially with the usage of firearms and other weapons).

open system of any precautions and actions preventing victimization, deflecting acute threat using tactical, psychological, verbal or physical tools including use of reasonable force in accordance with the law in the defence of necessity and mitigation of the negative effects of assault.

Basic terms

- **Defend actions** – the act of defending yourself or someone or something from attack.
- **Victimology -** an area of criminology which studies the victim of crime and their relationship with offenders.
- **Victim -** a person who is actually and directly affected by an act or omission that is incompatible with the European Convention on Human Rights, or a person who is at risk of being directly affected.
- **Victimization - t**he process in which one becomes a victim of crime.
- **Particularly vulnerable victim -** persons who are particularly vulnerable or who find themselves in situations that expose them to a particularly high risk of harm, e.g. persons subjected to repeat violence in close relationships, victims of gender-based violence, children, disabled people etc.
- **Scenario training -** the method used in the self-defence teaching both for training and evaluation purposes consisted in the pre-prepared course of a situation similar to a theatre script with fixed roles and activity of the actors where the roles of the actors (assailants) and the defender (a tested person) are already given.

Four-dimensional development of human being

noosphere, spirituality

sociosphere

biosphere

psychosphere
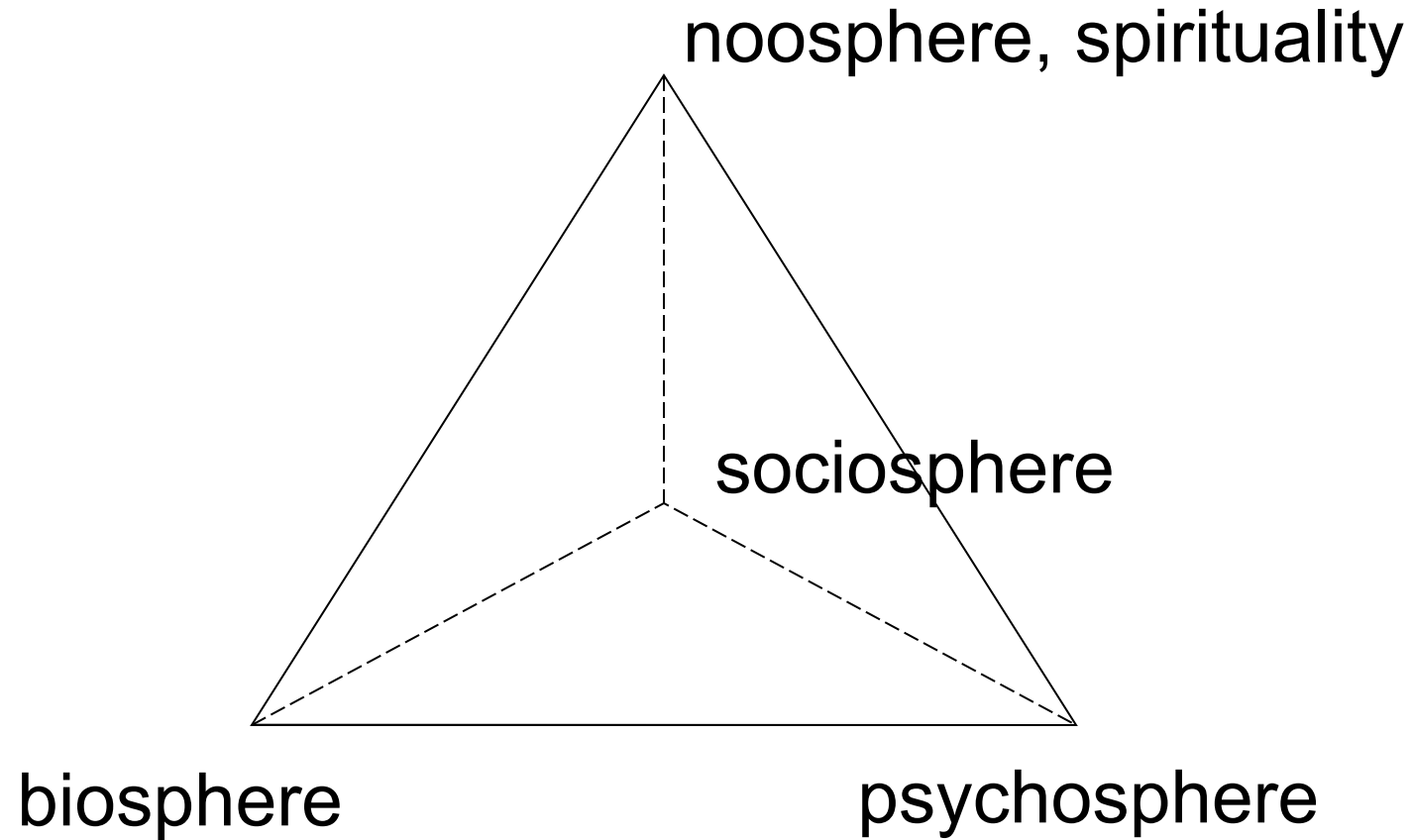
Bloom's taxonomy of learning objectives

- set of three hierarchical models used to classify educational learning objectives

- Benjamin Bloom ((February 21, 1913 – September 13, 1999)
- american educational psychologist
- Originator of taxonomy of learning objectives

- Taxonomy: the practice and science of classification of things or concepts, including the principles that underlie such classification

Cognitive	Affective	Psychomotor
knowledge	attitude	skills
1. Recall data	1. Receive (awareness)	1. Imitation (copy)
2. Understand	2. Respond (react)	2. Manipulation (follow instructions)
3. Apply (use)	3. Value (understand and act)	3. Develop Precision
4. Analyse (structure/elements)	4. Organise personal value system	4. Articulation (combine, integrate related skills)
5. Synthesize (create/build)	5. Internalize value system (adopt behaviour)	5. Naturalization (automate, become expert)
6. Evaluate (assess, judge in relational terms)		

Cognitive domain

- **Remembering**
- Remembering involves recognizing or remembering facts, terms, basic concepts, or answers without necessarily understanding what they mean. Its characteristics may include:
- Knowledge of specifics—terminology, specific facts
- Knowledge of ways and means of dealing with specifics—conventions, trends and sequences, classifications and categories, criteria, methodology
- Knowledge of the universals and abstractions in a field—principles and generalizations, theories and structures
- *Example*: Name three common technigues of striking or kicking.
- **Comprehending**
- Comprehension involves demonstrating understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating the main ideas.
- *Example*: Compare the identifying characteristics of judo and boxing

Cognitive domain

- **Applying**
- Applying involves using acquired knowledge—solving problems in new situations by applying acquired knowledge, facts, techniques and rules. Learners should be able to use prior knowledge to solve problems, identify connections and relationships and how they apply in new situations.
- *Example*: Idetify and apply communication skills for de-escalation of conflict situation
- **Analyzing**
- Analyzing involves examining and breaking information into component parts, determining how the parts relate to one another, identifying motives or causes, making inferences, and finding evidence to support generalizations. Its characteristics include:
- Analysis of elements
- Analysis of relationships
- Analysis of organization
- *Example*: Analyze the probability conflict situation in the given scenario

Cognitive domain

- **Evaluating**
- Evaluating involves presenting and defending opinions by making judgments about information, the validity of ideas, or quality of work based on a set of criteria. Its characteristics include:
- Judgments in terms of internal evidence
- Judgments in terms of external criteria
- *Example*: What principles was used in the self-defence model situation?
- **Synthesizing/Creating**
- Synthesizing involves building a structure or pattern from diverse elements; it also refers to the act of putting parts together to form a whole. Its characteristics include:
- Production of a unique communication
- Production of a plan, or proposed set of operations
- Derivation of a set of abstract relations
- *Example*: Create a plan of personal safety

Affective domain

Receiving
> The lowest level; the student passively pays attention. Without this level, no learning can occur. Receiving is about the student's memory and recognition as well.

Responding
> The student actively participates in the learning process, not only attends to a stimulus; the student also reacts in some way.

Valuing
> The student attaches a value to an object, phenomenon, or piece of information. The student associates a value or some values to the knowledge they acquired.

Organizing
> The student can put together different values, information, and ideas, and can accommodate them within his/her own schema; the student is comparing, relating and elaborating on what has been learned.

Characterizing/Internale the value system
> The student at this level tries to build abstract knowledge.

Psychomotor domain

- **Perception**
- The ability to use sensory cues to guide motor activity: This ranges from sensory stimulation, through cue selection, to translation.
- *Examples*: Detects which techniques was used by instructor.
- *Key words*: chooses, describes, detects, differentiates, distinguishes, identifies, isolates, relates, selects.
- **Set**
- Readiness to act: It includes mental, physical, and emotional sets. These three sets are dispositions that predetermine a person's response to different situations (sometimes called mindsets). This subdivision of psychomotor is closely related with the "responding to phenomena" subdivision of the affective domain.
- *Examples*: Knows and acts upon a sequence of defensive moves. Recognizes his or her abilities and limitations do defend.
- *Key words*: begins, displays, explains, moves, proceeds, reacts, shows, states, volunteers.

Psychomotor domain

- **Guided response**
- The early stages of learning a complex skill that includes imitation and trial and error: Adequacy of performance is achieved by practicing.
- *Examples*: Follows instructions to make a defense. Responds to hand-signals of the instructor while applying different moves.
- *Key words*: copies, traces, follows, react, reproduce, responds.
- **Mechanism**
- The intermediate stage in learning a complex skill: Learned responses have become habitual and the movements can be performed with some confidence and proficiency.
- *Examples*: Chooose a propper defensive moves to defend yourself according to the situation in simple self-defense model.
- *Key words*: assembles, calibrates, constructs, dismantles, displays, fastens, fixes, grinds, heats, manipulates, measures, mends, mixes, organizes, sketches.

Psychomotor domain

- **Complex overt response**

- The skillful performance of motor acts that involve complex movement patterns: Proficiency is indicated by a quick, accurate, and highly coordinated performance, requiring a minimum of energy. This category includes performing without hesitation and automatic performance. For example, players will often utter sounds of satisfaction or expletives as soon as they hit a tennis ball or throw a football because they can tell by the feel of the act what the result will produce.

- *Examples*: Chooose a propper defensive moves in co-ordinance with the communication (both verbal and non-verbal) to defend yourself according to the situation in simple self-defense model.

- *Key words*: assembles, builds, calibrates, constructs, dismantles, displays, fastens, fixes, grinds, heats, manipulates, measures, mends, mixes, organizes, sketches. (Note: The key words are the same as in mechanism, but will have adverbs or adjectives that indicate that the performance is quicker, better, more accurate, etc.)

- **Adaptation**

- Skills are well developed and the individual can modify movement patterns to fit special requirements.

- *Examples*: Responds effectively to unexpected situation in complex self-defence model. Modifies instruction to meet the needs. Performs a defense with a tool using it as improvised weapon.

- *Key words*: adapts, alters, changes, rearranges, reorganizes, revises, varies.

Psychomotor domain

- **Origination**

- Creating new movement patterns to fit a particular situation or specific problem: Learning outcomes emphasize creativity based upon highly developed skills.

- *Examples*: Develops a new and comprehensive training program. Creates a new routine of defensive movements.

- *Key words*: arranges, builds, combines, composes, constructs, creates, designs, initiate, makes, originates.

Self-defence

- Personal
  - Self-defence of specific groups
- Professional

- In international law
  - Nation (state) self-defence

Self-defence of specific groups

- Self-defence of women

- Self-defence of children

- Self-defence of elderly persons

- Specific
  - Threats
  - Environment
  - Means
  - Learning process

Self-defence: women

- Threats
  - Harasment, sexual violence

- Environment
  - Known environment (home, work, with friends and coleagues)

- Means
  - Defensife technical means (chemical, electronical,….)

- Learning proces
  - Motivation, that fighting is sometimes necessary

Self-defence: children

- Threats
  - Silly jokes, bullying, robberies
- Environment
  - School, clubs, routine way to school/club, with friends
- Means
  - communications, working with the space, runnig out, looking for help
- Learning proces
  - Game, motivation that fighting is not always neccssary

Predictors of children´s successful defence against adult attacker

- **Material & Methods:** The research sample: 48 students (40 female, 8 male) from three secondary schools. Average age: 16.6 years. Six self-defence experts performed ex-post evaluation of each video recorded scenario. Spearman's rank correlation coefficient, classification trees C&RT and logistic regression were used for analysis. **Results:** Correlation between increasing personal score obtained by evaluation of selected criteria and the probability of a successful defence was confirmed by the high correlation $r^s = 0.735$ significance level of $p<0.05$. *Active defence, escape* and *technical* means respectively, were found the best predictors out of the total number of six evaluation criteria. *Communication* and *safe distance keeping* varied in the fifth position depending on the selected statistical method. *Guard position* was found the weakest predictor. **Conclusions:** There are 13.88 times higher odds of successful defence when children are dealing with an adult attacker actively. The activity should be aimed at looking for an *escape* route as there are 7.69 times higher odds of successful defence when the child is trying to escape. Finally, there are 3.75 times higher odds of successful defence when the child uses appropriate *technical means* to distract attacker's attention.

Self-defence: elderly persons

- Threats
  - Robbery
- Environment
  - Known environment (home, shop, public transport)
- Means
  - Communication, protective barriers, technological home safety
- Learning proces
  - Ability to recognise threat, drilling elementary/trivial safety rules

JIM WAGNER REALITY-BASED PERSONAL PROTECTION™
THE CONFLICT CYCLE™

1. **EDUCATION** Knowledge Domain (preparation for conflict through training)
2. **INITIATION** The event that starts a conflict (conflict cues)
3. **ESCALATION** Immediate or gradual increase of danger (indicators)
4. **CONFRONTATION** Use of force (Jim Wagner Use-of-Force Ladder™)
5. **STABILIZATION** Escape or citizen's arrest, triage/first aid, police contact
6. **NORMALIZATION** Possible hospitalization, contemplation and litigation
7. **EVALUATION** Debriefing and learning from experiences; adjust training
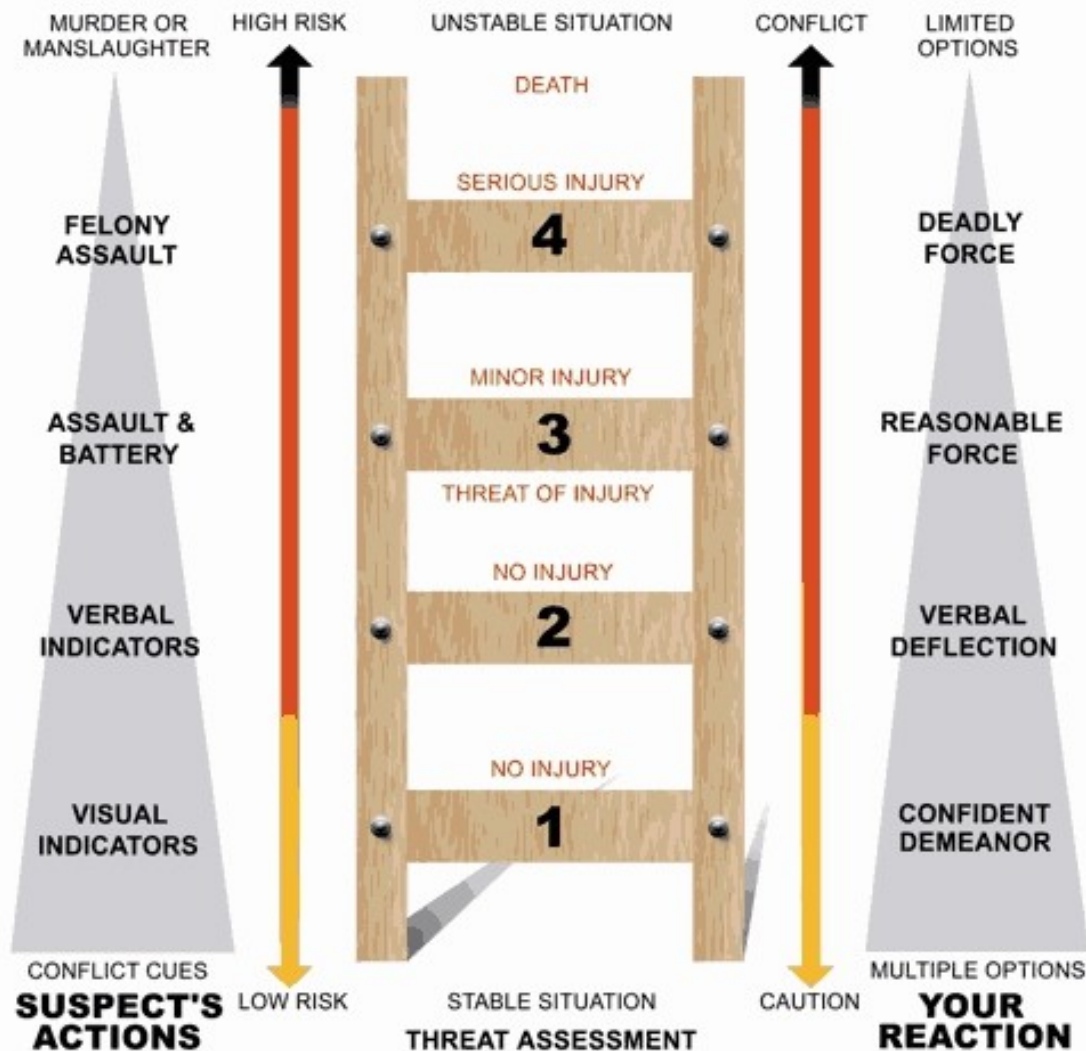
Pre-conflict

- Preventive behaviour
  - To be ready physicaly and psychologicaly
  - To create conditions for defense
    - Space
    - Time
    - People
- Communication
  - Asertive
  - Adequate to situation
- To feel possible danger and escalation of the danger

JIM WAGNER REALITY-BASED PERSONAL PROTECTION™
USE-OF-FORCE LADDER™
FOR CIVILIAN SELF-DEFENSE

BASED ON THE UNITED STATES LEGAL SYSTEM

SUSPECT'S ACTIONS		THREAT ASSESSMENT		YOUR REACTION
MURDER OR MANSLAUGHTER	HIGH RISK	UNSTABLE SITUATION	CONFLICT	LIMITED OPTIONS
		DEATH		
FELONY ASSAULT		SERIOUS INJURY — **4**		DEADLY FORCE
ASSAULT & BATTERY		MINOR INJURY — **3**		REASONABLE FORCE
		THREAT OF INJURY		
		NO INJURY		
VERBAL INDICATORS		**2**		VERBAL DEFLECTION
VISUAL INDICATORS		NO INJURY — **1**		CONFIDENT DEMEANOR
CONFLICT CUES	LOW RISK	STABLE SITUATION	CAUTION	MULTIPLE OPTIONS

DEADLY FORCE: Any force that is likely to cause death or serious bodily injury.
REASONABLE FORCE: The level of force that a reasonable person would use in a similar situation.
VERBAL DEFLECTION: Words, or silence, used to diffuse a situation rather than to incite.
CONFIDENT DEMEANOR: Physical appearance of self-confidence and determination.
THREAT ASSESSMENT: Anticipating likely conflict paths before they occur (at all levels).

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Post-conflict

- **Stabilization**
  - What is the solution of the confict?
    - Fly away
    - Detention of attacker
  - First aid (defender and attacker)
  - Contact to police or others authority according to the situation
- **Normalization**
  - Hospitalization (not to underestimate even small / hidden injuries, also due to further criminal-law liability)
  - Contemplation (coping with the situation, psychological help
  - Criminal proceedings (testimony, witnesses, evidence (photo, video)
- **Evaluation** – learning from experience, progress in training
  - Feedback for further training
  - Awareness of all conditions leading to success / failure
  - Awareness of possible mistakes in the pre-conflict phase: what to do to prevent the conflict next time in the same conditions

Scaling Force

dynamic decision-making under threat of violence

How to stop violence before it happens
How to choose the right response level
How to avoid going to jail for defending yourself

Head this off?
(PRESENCE)

Talk him down?
(VOICE)

Control him?
(RESTRAINT)

Calm him down?
(TOUCH)

Hurt him?
(LESS-LETHAL FORCE)

Kill him?
(LETHAL FORCE)

Rory Miller and Lawrence A. Kane

Authors of *Meditations on Violence* and *Little Black Book of Violence*

Timing of defense

- Defense by attack (before an attack of attacker)
  - Preventive attack
  - Preemptive attack
- Defense by counterattack (during of attacker attack)
- Defense by after attack

- Traditional stratégy in martial arts?
- Consequences in ethics and law

Defense by attack (anticipatory defense)

- Defense by attack (before an attack of attacker)

- Used also in internetioal law
  - State defense
  - Fight against terrorism

- There can be conflict of legality in personal self-defense

- Preventive attack (defense)
  - We assume that there is a danger
  - The objective is to prevent a potential attack
  - The attack is potentially at risk

- Preemptive attack (defense)
  - There is a real danger
  - The goal is to prevent the planned attack
  - The attack is in real danger

Stages of defense

- Default position
  - Creating a controlled situation by entering the attack (spear, shield, pensador, …)
- Elimination of attack (or attacker)
- Controll
  - Fly away
  - Physical control

Default position: reaction in the stress Walter G. Cannon (1871-1945)

- FxFxF

- Flight
- Fight
- Freeze

Bat out of Hell

A bat that slipped out of the hands of Indians catcher Kelly Shoppach terrorized the crowd at Ameriquest Field in Arlington, Texas, on Sept. 3. The fan who was struck by the bat (in green T-shirt) suffered a broken rib.

Photograph by Ron Jenkins/Fort Worth Star-Telegram

Default position: reaction in the stress

- FxFxF

- Flight

- Fight

- Freeze

- **How each of that reaction can be helpful in selfdefence?**

Default position - pushing

- Lee Morrison: [Defining the default position](#)
- S.P.E.A.R. flinch (Tony Blauer)

- Cow-catcher (Lee Aldridge)
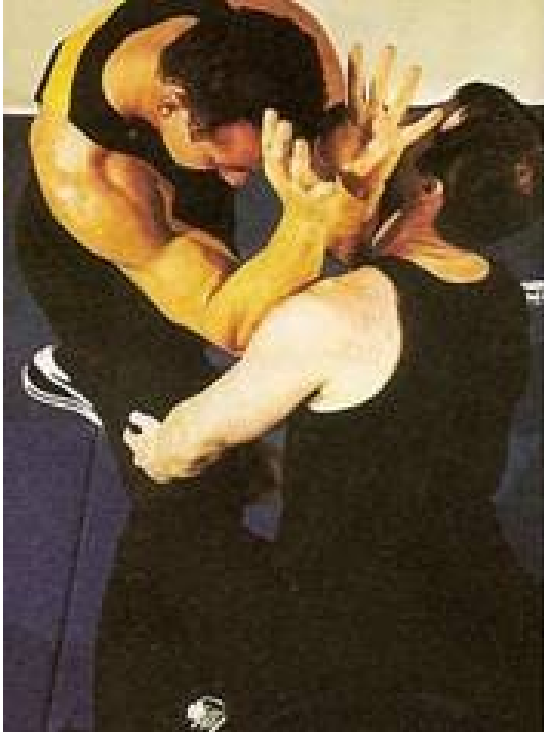
Default position – protection, covering

- Lee Morrison: Defining the default position
- Crazy Monkey (Rodney King)

- Keysi Fighting Method: pensador

Default position – half pushing/half covering

- Lee Morrison: [Defining the default position](#)
- Dynamic Combat: The shield (Richard Ryan)

- Dermot O'Neil

Default position

- Using natural movement reactions and natural movement skills
  - Extended arms – pushing out (fight)
  - Benden arms – protection (flight)
- Conditions
  - Protection of the body (vital parts)
  - Possibility of fluent movement from defense to atttack (defense is an attack)
  - Protective against different attacks (strikes, holds, from different angles)
  - Using in different positions and in variable environment

Conclusion

- Self-defense is not just physical fight, in fact this is the last thing we want

- There is a paradox in physical self-defence – we learn it for not using it

- Self-defence is open process of communication (verbal and nonverbal)

- Defensive movements come out from fundamental movement skils (FMS)