

Preface

This paper was written to outline the Newport Judo Self Defence training system.

It is only an outline even though it is quite detailed.

I have put it into a download format as it turns out that that is the way people prefer to access such material.

Whether you are someone interested specifically in what I teach at Newport Judo or another martial artist wanting to compare or even get ideas for you own system I hope you will find what you read useful

I am happy to discuss any aspect of the program so please feel free to contact me at:

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if you wish to discuss anything.

A Note About Defense and Defence before you start:

The Words Defense and Defence [are the same](#). One is not a misspelling of the other. One is the English spelling the other the US spelling. Because I work in both worlds, sometimes I will use one version and other times I use the other version sorry but it can be confusing.

Introduction

I highly recommend [Protective Behaviors Program Podcasts](#)

I started teaching Self defence in my classes a number of years ago, because I was constantly being asked by people to do so. I always thought it a strange request as I had always considered Judo to be an excellent form of self defence in itself. Still that was clearly not being communicated and so I developed a program.

In the process of the development I first did some research to see if somebody else had done the work. The Judo Maxim "Maximum Efficiency for Minimum Effort" has always been a favourite of mine :)

I was never completely satisfied however with anything that was available. A lot of people had done a lot of work but the programs always seemed to rely heavily on being unrealistically physical or relied too much on psychological tactics; many of which I considered to be dubious to say the least.

Yet other programs were too reliant on causing pain; which is problematic because once an attackers adrenalin cuts in (or the drugs they are on) there is big a variance in the degree of pain an attacker can tolerate.

In short most of them didn't work and those that did would probably only be suitable for adults.

After a great deal of this research I decided that the best solution was to developed my own program. I outline it below with notes attached for explanation.

I have broken the entire program into 2 parts:-

1. [The Semi Psychological](#):-
This relies heavily on a program called "The [Protective Behaviours Program](#)"
2. [The Physical Program](#)

There are now several excellent programs similar to the **Protective Behaviours Program**, all of which, as far as I can tell, are only available in the USA. [Kids Power](#), which has a very useful Newsletter is one of these programs.

Some of the material on the [Kids Power Podcasts](#) serve as inspiration for some of the [Self Defence Talks](#) (*Appendix C*) that are an integral part of [Newport Judo's](#) Self Defence program. I also think that this program is very much in the spirit of Judo.

I also make use of some **Games**. Games are useful to teach a skill in a non threatening way.

I still consider Judo to be a perfectly adequate self defence in itself and if you are familiar with Judo you will note that the program becomes more and more Judo like as it progresses. Hence I integrate it into my teaching of normal Judo classes.

The Biggest advantage of the program is that, from the very first week the students have some tools that they can apply in most bullying and other insecure situations, instead of over many weeks of practising.

Richard

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Semi Psychological Self Defence Program

"What are the Most important rules when it comes to looking after yourself?"

1. "I have a right to feel safe at all times"
2. "Nothing is so awful that I can't tell somebody about it"

Note: This is the mantra that is taught to every student and repeated over and over.

These 2 statements are critical to children and many adults understanding of their own defence. Many people, children in particular desperately need to be assured that they have these rights. Children are often not even aware that they are "allowed" to feel safe. The words have been worked out very carefully to make sure that the concepts are easily memorised and even more important easily understood. Frequently children forget the exact words but understand the meaning when they tell you in their own words. When using these two statements it is therefore vital that you **DON'T** change the words.

The most important word in the first sentence is "feel". No matter what anybody says you can never be 100% safe. Even locked away in your room you face risk. The only thing you can have control over is that you feel safe.

The statement "Nothing is so awful that I can't tell somebody about it" not only gives the child permission to tell but opens the door for the topic of Networks later.

These two sentences are taken from the protective behaviours program. It was at one point supported by the Victorian Police (Australia), where I did the program. It was designed as a replacement to the "Danger stranger" program that didn't work properly because children are statistically far more likely to be molested by people they know and even trusted by society and family. In fact most of them are family.

Early Warning Signs:

Trust Your Early Warning Signs

Early Warning Signs are that feeling you get when you know that something is just not quite right. It is that time when you said to yourself or someone else "I just knew something was wrong".

In his book "[The Gift Of Fear](#)" Gavin de Becker show that there is a genuine reason why these things should be trusted. They are not just your imagination.

An Early Warning Sign can be different for each person.

They may be:

Sweaty palms
Dry mouth
Tingles up your spine
Hair on the back of your neck standing up
Hair on the back of your arms standing up
Butterflies in you stomach
Wobbly knees
and many, many more. They are different for each person

It is a physical reaction.

Unfortunately it can't be taught because everybody's physical reaction is different

But there is a way to learn your Early Warning Sign:

How To Learn Your Early Warning Sign

If you look at the early warning signs above you will see that all these bodily (physical) reactions are similar to or the same as when you get very excited. So you can find out your early warning sign by paying attention to what your body is doing when you get very excited. Study it whilst you feel safe. That way you will know that you will know what it is next time you experience it and you don't feel safe. You will then know you have to do something to make yourself safe.

Ask for examples of scary things that have happened to them:

- Doing a Judo move for the first time
- Telling Ghost stories
- Preparing for a test
- Doing something for the first time.
- Going on a scary ride i.e. The roller coaster.

Explain that you have the same Physical things happen to you when you feel safe as when you don't feel safe. The next time they are very excited take a moment to feel what your body is doing because that is your early warning sign. If you experience it and you don't feel safe then you are able to do something to make yourself feel safe. We can either escape or attack.

Not every person who you teach will take the time to discover what their early warning signs are so this should be reiterated often. But even if they never discover their signs just knowing about it gives them permission to act if they ever feel as though "something is not quite right".

How Is Fear A Friend

Understanding FEAR

Fear is not often pleasant. It makes us feel awful.

Ask for examples of how fear feels. What happens to them. (See Early Warning Signs above)
Fear can make us do some silly things.

Ask for examples of things fear can make us do:

- Run without looking
- Stand still when we should run
- Do or say things that embarrass ourselves
(I saw a someone wet themselves once when she thought she was in a bank hold up)
- Make silly mistakes
- Say things that we wouldn't normally say

Fear can be our friend.

Fear can also stop us from doing silly things:

- Things like putting our hand into the fire
- Crossing the road when cars are coming
- Saying things we shouldn't. Things that would get us into trouble, even though we might feel like saying them to some people very much

Understanding FEAR (continued)

Fear works like this:

It May make our heart go faster so that we can do things quicker.
It May make us think quicker.
It May make us a little stronger.
It May make us go a little longer
(but we will be much more tired when the fear goes away)
It **Will** make us feel less pain

If we understand that fear can be our friend when we feel fear we can use it instead of it making things worse for us.

What are some things that you can do if you felt frightened?

Teach and then get them to show you following:

Walking With Confidence.

"Walking With Confidence" means upright walking with determination. Studies show that people [walking with confidence](#) are less likely to be victims as opposed to people looking tired and vulnerable.

- * Chin should be in the neutral position
- * Arms should move deliberately
- * You should walk as though you have an important appointment but not rushing or running
- * You should not be looking at the ground because that means you miss what is going on around you
- * You should not look up because that may cause you to trip over something
- * You should look straight ahead but not with blinkers on

How To Use Your Voice

Proper use of "Voice" means, projecting your voice by releasing all of your air from as deep down within you as you can (use your diaphragm to push all the air out when you speak).

A good voice projection should be loud without hurting your throat or vocal cords. Something that is deep is often more loud than something that is high pitched, although a properly produced scream can be very disabling.

The use of words like "Your not my dad" , " back off", "stop" and "fire", have been shown to be much more attention grabbing than "help" which tends to be ignored.

Breathing

If you can convince yourself to breathe in a crisis you are a long way to remaining calm and using your fear to your advantage. An initial [deep breath](#) and regular breathing from then on helps maintain focus and contributes to clear thinking and proper muscular response.

Safety Zones

This is 2 arms lengths plus a hands width, from another person. This distance is a distance at which it is difficult to grab another unless allowed.

It can be taught by having two student facing each other and holding their arms out to tough fingers, then take a small step back.

Game:- Stop

In pairs, walking with one partner in front of the other. The partner in front turns suddenly, as though they have become aware of the person behind them and tries to get the other to stop by voice and hand motion only

This game teaches the power of voice and body language used correctly in a way that may help control a potentially dangerous situation without resorting to physical action.

Running

Always run to safety.

Safety is defined as a place where there are people or plenty of light or preferably both. It can be a house, shop, shopping centre, police station. It is acknowledged that these places have their down sides but any port in a storm is a good port. Places that are known (including knowing the people as well as the location) are better than places that are unknown.

A person who is frightened should always be trying to think ahead i.e. "what do I do now?"

Running and hiding is an excellent option but a last resort as there is a risk of getting cornered.

Distraction

Distraction is drawing an attacker's attention away from your means of escape.

That is the old trick of intending to go one way whilst convincing the other person that you are going the other way. Something that all sport players do at some time or other. The difference here is that unlike sport where there are rules governing what you can do, in self defence there are no rules.

Hence : it is acceptable to throw or flick something at the attacker to distract them or even better, cause them to duck. What is thrown can be anything at all that is to hand.

Something solid such as:

- A lighter
- A matchbox
- A pen
- Small change
- A pendant
- A pin from your shirt or your shirt itself
- A belt
- An umbrella
- A walking stick
- A hand bag or anything in it
- Or anything else will do

From your surroundings it can be:

- Dirt
- A stone
- Garbage
- A rubbish bin(trash can)
- A stick.

It doesn't have to be solid:

- A handkerchief
- A cardigan (Pull over / Jumper / Sweater what ever you call it)
- A coat
- A hat all have good flicking or throwing value
- Even a feather would do if it is done with surprise

The important thing is to convince the person that they are going to be hit. In fact it doesn't have to be anything at all to have the desired affect. You can pretend to throw something, as long as there is an element of surprise it will work.

The important thing is SURPRISE. Surprise someone and they will react giving you enough time to pass them and run to safety.

Networks:

Everybody should have a network is 5 people.

These 5 people should be able to do 4 very special things:

- Be Available
- Listen
- Believe
- Act if necessary

This last one is the most important particularly for children because they will tend to use their teddy bear or doll or a pet to fulfil the first 3 but the forth can only be done by a person.

Children often try to convince me that their pet can "Act if necessary". In which case I have to point out that a pet cannot act on events that happen in the past. This network may be as much about recovery as prevention.

This is a critical element of the "Protective behaviours Program" as supported by the Victoria (Australia) police.

The idea is that everybody , especially children, should have at least 5 special people that they can talk to. Five because there are 5 fingers on one hand.

It is very important that the children understand that the 5 people in their network have these 4 qualities. The 5 people is a suggestion as we have 5 fingers on one hand. There may of course be many other people in a network but they all must be people who are available, will listen, will believe, and can Act if necessary.

One way to help remember this is to for the children to remember that they have 5 fingers on one hand and of these fingers there are 4 fingers and one thumb. Some children will then have a discussion with you about the contradiction you just made because a thumb is not a finger, but that all helps with the memory aid.

The 4 qualities are all very important and at least the first three may seem obvious, however it is disturbing how few people have them and a child must understand that they should not be discouraged if the network is not easy to put together.

Remember that of the 4 qualities that a member of a network needs to have, the last "Act if necessary" is the one that needs to be emphasised the most. With out the ability to "Act if necessary" there is potentially no physical help and almost certainly no recovery from trauma should that be required.

Networks: (continued)

What happens if none of the network listen or act on what has been told them?

You must tell children in particular instances that they have the right to KEEP TELLING till someone DOES “act”.

Tattling & Telling

Children need to understand that there is a difference between telling or tattling (or Dobbing and Dobbing as it is often referred to here in Australia).

Tattling: is for purely personal gain such as gaining exclusive access to something or benefit, to everybody else’s detriment.

Telling is to keep you and everybody else safe.

Remember that the person you are speaking to (particularly if they are children) must have the right to choose who is in their network and you DO NOT need to know who is in their network. The failure of the danger stranger program is that it is estimated by some that up to 90% of assaults particularly on children are committed by someone that is known to the person being attacked.

Self Defence Questions (Links to Appendix A):

These assist the participant in thinking through their actions. This is imperative because not only will having thought through a situations or something similar assist in managing fear, it helps the Judoka (students) to be creative in difficult circumstances as well as making them realise that each of our responses will be different and possibly unique.

AWARENESS Games (Links to Appendix B):

Something like self defence may be very intimidating to a child so these help to make the learning easier. Besides children love to role play if it is fun.

Self Defence Talks (Links to Appendix C):

To introduce concepts that are hard to discuss otherwise. My talks are based on biblical examples as that is my background and it is what I am comfortable with. However the will give you a guide and I think you will see that they have much wider implications than just teaching moral attitudes.

Sometimes (Links to Appendix D):

When the Terrorist attacks took place on the World Trade Centre (9/11) there were a lot of children having a lot of difficulty dealing with it in my club. As part of my own grief process I wrote this. Almost out of desperation to help the children that were most affected I decided to read it to them. It seemed to help so I left it in the program.

Role of Physical, Mental & Spiritual Health in Self Defence (Links to Appendix E)

This is designed to be printed out for Adults. It summarises, in a more digest form for adults, all the talks on the [Self Defence Talks](#) page.

A note about name calling and verbal bullying:

You may note that I have not discussed this issue anywhere in this document. That is because I have dropped it from the program.

I have [dropped any kind of management of this from the program](#) for 2 reasons:

1. In Australia calling someone a name without there being any malice, is a way of life it is just too difficult to teach people the difference between malicious verbal bullying and non malicious banter.
2. I have found building peoples confidence to be a much more effective way of dealing with this issue.

I have given a full discussion on the topic in this [article on my blog](#). Please read it and see if there is anything that you find helpful.

Next the Physical Program

Physical Component Of The Self Defence Program

Introduction

Below is the Physical component of the Self Defence program as taught at Newport Judo.

There has been no attempt to explain the moves in fine detail as that would not be practical. However many Martial Artists would find much that is familiar in the body below.

For those non Martial Artist I think there is enough detail to help you asses whether this is the sort of program that you would want you or your child to be involved with and indeed to give you hints for your own self defence.

Most of all it needs to be noted that the bulk of the moves outlined below are defensive rather than overtly aggressive. This is because Judo itself is not overtly aggressive, yet can still provide enough aggression to be more than just effective.

Pay particular attention to the [AWARENESS Games](#) (Appendix B) as well as a number of other games outlined bellow. These are used to help promote both randomness and aid in memory of how to use these moves.

The Syllabus

Escape From Grips:- One arm, No sleeve grips, all directions

Rotate your hand in the direction of the thumb, pushing it back as you go, to break the grip. The little finger move (see [Escape from clothing below](#)) can also be used for all grips

Escape From Grips:- Both arms, standing and in all directions

Imagine there is a bolt through the attackers hand, through your arm which is being held and through your attackers other hand. Thus you are only able to pivot your arm. Grab your hand, that is in the gap between the two arms of the attacker, use your free hand to grab your captured hand and lower your elbow at the same time as lifting your hand up - or the reverse if you are being held the other way (remember pivot not twist).

The little finger move (see [Escape from clothing below](#)) can also be used for all grips

Escape From Grips:- Sleeve Grips.

Open your hand and spread your fingers as far apart as you can to tension your arm and then rotate your hand around behind the attackers arm, thereby capturing your attacker's fingers in your sleeve and breaking the grip

Q. Where do we go when we get free ?

Ans: Somewhere SAFE (Light area; Shop; Somewhere where there are people)

Game:- Touch Fingers And Grab

Two people facing each other with arms fully extended touching fingers. The object is to stop your opponent from grabbing your hand. Each person takes it in turns to try to grab their opponents hand. If they succeed they get another turn.

Game:- Grips

Everybody in pairs, one partner gripping the other. The one in the grip escapes and runs away before being tagged. The one gripping must have their free hand behind their back.

Escape from clothing:- collars, sleeves etc.

Distract the attacker then lower your head and rotate under your attackers arms, thus twisting your attackers arm till they can no longer hold.

Little finger move

With the little finger just simply grab the finger and pull.
Alternatively put your thumb on the littler finger fingernail and you index finger on the knuckle of the attackers little finger and squeeze and lift.

Escape from bear hugs

When the attacker hold your arms in the hug:
Distract your attacker, move you hands up to your hips, elbows out until you are standing like superman (Perhaps you can imagine this better if I say, stand like Peter Pan or like Captain Janway form the Star Trek Voyager stands when they are posturing. Some have even called it standing like a sugar bowl with two handles, one on either side).

Turn your head and suddenly drop down between the attackers arms. As you do this turn and step out or squat and step behind.

The little finger move (see [Escape from clothing above](#)) can also be used for this as well. And is particularly effective if the attacker bear hugs you under your arms.

Escape from pulling hair

Grab the attackers hand and apply a wrist lock. If you are grabbed by the hair from behind particularly if you have long hair you may be pulled off balance. If this happens, you are better off going with it and allowing yourself to fall that way your fall is controlled and your can also much faster than the attacker would expect and once on your back continue the roll backwards so that you get to kick at the attacker.

Escape from pins:- arm & body pins to a wall whilst standing or pins to the ground

If you hands a free distract or even use Potent Points (see below). Roll the distracted attacker to free yourself and get away.

If you hands are restrained keep them flat to the surface they are pinned to and make imaginary angle wings (as you would in the snow or sand) on that surface. Make sure you turn your head because if you have done this quickly enough and caught them by surprise they will fall towards you. As they fall they are off balance and you can roll free.

This only works if you catch the attacker by surprise so a distraction is very important.

Potent Points

See:- [Potent Point](#) - Appendix F. There you will find a conversation about all the points and what really works.

Screaming

Screaming is a Potent Point if it is able to be used correctly. A Self defence scream needs to be both high enough pitch and powerful enough to cause distraction and sometimes even pain. I myself have accidentally been a victim of such a scream. Not all can do such a scream to be able to affect enough distraction, disorientation or pain. Those that can't should not try and those that can should apply the Potent Point rules.

Tai Sabaki

The following are too complex to describe in this document. I have included the Japanese name such as Tai Sabaki and have linked, where possible to good descriptive pages or video.

Tai Sabaki & Parry Against Straight Punches:- followed with backward pull down

Tai Sabaki & Parry Against Downward Strike:- followed with backward push

Tai Sabaki & Parry Against Full Powered Strike:- finished with a throw

Tai Sabaki Against Straight Kicks - followed with foot capture & push (Judo: [Mae-geri](#))

Students are advice not to delay with their pushing of the opponent to the ground in this one because some martial arts train to use such a foot capture as leverage to bring the other leg into play and kick in mid air or grab around the defenders head with both legs.

Tai Sabaki Against Side Kicks - followed with backward pull down (Judo: [Yoko-geri](#))

Tai Sabaki Against All Rounding type Kicks

There are 2 ways to avoid these kicks:

1. Step inside the kick and push the attacker backward
2. Stay away from it This is by far the best alternative if it is possible.

Self Defence Randori:- Random attacks

Game:- [Ukimi](#) (Breaking your falls. Including Rolls for Self Defense)

Knowing how to fall is critical to all good self defence. Go to a judo school if you don't know how to fall and you want to learn the best way to fall. I make no attempt here to teach you that skill. It is not realistic to do so. I will happily teach you at [Newport Judo](#).

However most of these can be done using a barrel roll.

Pushing(into roll): All Judoka Stand in a single line the person immediately behind them pushes the front Judoka. The front Judoka then goes into a roll and runs to the other end of the mat and starts a new line where the process is repeated as soon as the second person arrives.

Variations1: you can do this with multiple lines just make sure people are not going to crash into each other.

Variation2: you can do this in pairs. The paired Judoka has to follow the first Judoka down the mat so they can swap rolls at the other end. Again just just make sure people are not going to crash into each other.

Pushing into someone(front break fall): Same as above except instead of rolls Judoka go to a front break fall.

Game:-"Fire"(Self defence Rolls)

When fire is called everybody drops and rolls (Like ship, shark, shore, Captain coming aboard i.e. one side of the mat is ship the other side is shore- or any name you like- Judoka run to the side called till "fire" is called when they roll)

Discussion on [Weapons, illegal and legal in Victoria, Australia](#) – links to Appendix G

Next page: *Conclusion*

Conclusion

I hope you've enjoyed my syllabus outline. There is a lot more I could include in a program such as this but given my premise that Judo is a perfectly adequate self-defence in its self that would be obsolete.

I am happy to discuss any aspect of the program so please feel free to contact me at:

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if you wish to discuss anything.

The Next Few pages start the Appendices

Appendix A

Judo Self defence Questions, Protective Behaviours Program

Note: Always use the word "Someone". Referring directly to a participant may be too frightening.

Questions from the Protective Behaviours Program:

What if someone were home alone and they felt their early warning signs?

What if some one was being yelled at how could they feel safe?

What if someone was being threatened or hurt or bullied, how could they stay safe?

What if someone was being touched in ways that felt uncomfortable?

What if someone was with two people who were fighting? What could that person do to feel safe?

If someone was calling someone they love names (Mum, Dad Brother, Sister, friend etc.) what could they do?

What if someone was grabbed and they felt unsafe what could they do?

It is important to remember that there are no right or wrong answers to these questions.

The best defence against the conversation degenerating is to acknowledge the answers and change the subject.

A Note about the discussion that questions may create :

Children will come up with all sorts of ideas: go and hide; go to the police station; go to the neighbours house; go to the shop; go to a security guard. But they also may come up with some really weird ones. Some of the responses can sound really disgusting and whilst you must stop the discussion from degenerating into silliness just be careful that you are not disregarding something that could be a good idea because it sounds silly. All the responses need to be acknowledged.

Here are some ideas that have been offered, which given the right circumstances may just work:

- * be with friends
- * wet you pants
- * go to friends
- * yell
- * don't go where we don't feel safe
- * cry
- * PRETEND to panic
- * listen
- * Throw Tantrum (remain in control)
- * spew (throw up)
- * Walk in the Middle of the Street
- * fart

Never be dismissive of ideas. It shows they are thinking and that is what we want. According to the course I did with the Victorian Police (Australia) some of the really gross things have been known to work.

Appendix A

Judo Self defence Questions, Protective Behaviours Program

(continued)

Whilst you can discuss with a child the idea of making themselves unattractive, **this should also always be done in the third person**. That way the child has the dignity to make the choice for themselves as to whether it is a good idea or not. As always, whatever they decide is right must be accepted as right for them in these cases. Remember they will be the one that has to make the choice not you and it must be supported.

However you must never allow a conversation to get out of control. If you can't think of anything else, you could say "I'll have to think about that one" or "I'm not sure how that would work". Then quickly move on.

You could say for example:

What if someone were very frightened and decided to throw up or wet themselves. Would that be OK?

What if someone were very frightened and decided to fart or poop in their pants. Would that be OK?

What if someone were very frightened and decided to throw a tantrum or cry or pretend to panic. Would that be OK?

Followed by "Now it's time to to talk about....." and change the subject

If ever a student sounds like they are going to share an abuse situation you need to distract them in public but Make Sure You Talk to them in Private. Get the facts and clarify them before you act on the information.

Appendix B

AWARENESS Games

The purpose of these games is to assist the student in having a better awareness of their surroundings and what is at hand. Children in particular but also adults learn better and more confidently through play.

Many of these games will be variations of the familiar games that you may have played as a child never suspecting that put in the proper context they could be of assistance in your personal awareness.

The scene can be set with the players by telling them that they should use their [Early Warning Signs](#) to assist them in the game.

What's the time Judoka: (Purpose: Anticipation, Strategy)

Same as "[What's the time Mr. Wolf](#)"

Treasure capture:(purpose: Spacial awareness, Anticipation, Strategy, Alertness)

"IT" is blindfolded and has an object placed behind them to guard. Everybody has to try to sneak up on "IT" and capture the object without "IT" pointing at them. If "IT" points at someone trying to sneak up on the treasure they have to return to the start.

Look and remember (purpose: Listening, Observation)

A Memory game. Simply point to a number of objects in the room and have the players recall them to you. Start with one object per turn, then two etc. The game works best in groups of two or three. To make the game more active the players have to run to the location of the items. Make sure you can remember the items yourself.

Romeo and Juliet: (purpose: Listening, Spacial awareness, Anticipation, Strategy, Alertness)

This game is a variation of [Marco Polo](#)

"IT" closes their eyes and is blindfolded and must find others by calling out "Romeo" or any other agreed name. Other players must reply "Juliet" when the the name "Romeo" is called. When "Romeo" catches a Juliet they try to throw each other. Names and Throwing skills can be modified according to the experience of the group

Sock game: (purpose: Spacial awareness, Anticipation, Strategy, Alertness)

Set up: Players are in pairs. Each player wears one sock. All players must stay on the ground (Ne-wasa) during play.

Object: is to remove a sock from The other players foot during

Steel the ball: (purpose: Spacial awareness, Anticipation, Strategy, Alertness)

In Pairs, one player laying face down has a tennis ball or some other similar object. The other player starts from behind at the face down players legs. On "Start" the standing player must run around the face down player to try and get the ball. The ball must be released. No fighting over the ball. If the standing player can grab the face down players hand, the ball is lost. The standing player cannot step over the face down player they must run around. When the ball is lost the players change places.

Doggie doggie who's got the bone: (purpose: Listening, Strategy, Alertness)

This is a great game for smaller children.

All in a circle. "It" hides their eyes whilst someone hides an object -the bone- behind their back, "IT" has three turns to figure out who has the bone.

Appendix B

AWARENESS Games (continued)

Snake:(purpose: Spacial awareness, Anticipation, Strategy, Alertness)

The Players have to jump over a belt being wiggled by two other people without touching or your out.

4 belts crossed in the middle of the mat in a star formation:

(purpose: Spacial awareness, Strategy, Alertness)

The Players, all at one end of the mat must cross the star to get to the other side of the mat. Each player must cross in a different direction to the previous player. When all have crossed the players cross again as before in a different manner to the previous player

Close your eyes and listen: (purpose: Listening, Spacial awareness, Alertness)

A great game to settle the students when they get too raucous. The students have to name everything they can hear.

Close your eyes and smell: (purpose: Spacial awareness, Alertness, olfactory awareness)

A great game to settle the students when they get too raucous. The students have to name everything they can smell.

Follow the hand: (purpose: Listening, Spacial awareness, Anticipation, Strategy, Alertness)

Close your eyes and try to follow the hands of the person facing you without touching. The other person has their eyes open.

Appendix C

Self Defence Talks

This page is a series of talks occasionally presented by our Judo Teacher to complement the Semi Psychological section of the judo Self defence course at the Newport Judo Club.

In the Dojo. Is it worth it? am I very very very frightened?

The above is a constant theme that is promoted through the whole of the students Judo education in my club.

The question of "how do I know when to use my Judo?" is a very vexing one for most students and until I came up with this I found everything I used too complicated to deal with.

This concept is simple: You can only use what you learn at the club (Dojo) in the Dojo, unless you are very very very scared.

Using your knowledge in the Dojo is self explanatory and obvious, but how does a student know when to use the judo outside the club?

The answer is if they think it's worth it and are they very very scared.

Your [Early Warning Alarms](#) will tell you if when you are very very very scared and the question "**Is it worth it**" helps the student think through their response so that it is measured. Because no matter what they do whether they are right or wrong there are going to be consequences.

In fact in my own experience it was usually the defender not the aggressor that was the one that got into the most trouble. "That's not fair!" both you and the Judoka object. True, but a fact of life nevertheless and we have to be prepared for it. Besides if it is not worth it you probably weren't "very very very scared" in the first place.

Why very very very scared? Because it strongly emphasises the importance of the need to use their martial arts training as an appropriate response not as a first choice. I never allow the students to say very more than three times and never less. Three gets the message home, less does not. More than three "Very" gets silly and you do not want them to treat this comment as a joke.

Talk one.

Self defence: is most effective when we have three things, Faith Hope and Love.

With these three things together all obstacles can be overcome.

You need to have courage to look after yourself.

But how do you get courage?

With lots of practice and Faith, Hope and Love.

You may have heard stories about people running into burning houses to save others or doing things to save lives that they wouldn't do normally.

People call that courage, another way to look at it is Love and if you look hard enough where there is love you will always find hope and where there is hope you will find faith.

Appendix C

Self Defence Talks (Continued)

Talk two.

David had to fight a battle with a giant but he was just a boy.

Everybody else was afraid, including the most powerful.

But David was full of confidence because he had Faith in his God, Love for his people and Hope for the future of his country.

Goliath the giant laughed at David when he walked up to face him but Goliath was knocked down with a stone in a slingshot (warning slingshots can kill).

David won through surprise, timing and strategy, but he was only able to do these things because of Faith Hope and Love.

Talk three

Victory isn't always about winning.

Paul was a great preacher who did many wonderful things.

But some people didn't like him because some of what he said made them uncomfortable. Stones had been thrown at him and he had been whipped. One time people were trying to kill him and he had to escape by being let down through a window in a basket.

He wasn't always the luckiest bloke either.

One time he was shipwrecked whilst on his travels. But he kept on going. Nothing seemed to stop him.

Why ?

Because he had Faith, Hope and Love.

Faith in his God, Hope because of his Faith and Love for the people he was preaching to.

He was eventually thrown into prison for what he believed.

Through all of this, he never fought back he never even raised a hand to anybody. But he saw himself as winning a great victory. Because to him, it didn't matter where he went or what happen to him it always meant that he got to tell his message to someone he would never have met otherwise. He even got to speak to kings and governors.

Victory is an attitude not just what you do.

Appendix C

Self Defence Talks (Continued)

Talk four

The best defence isn't always a physical one. It's also about preparation.

Ezra was a man of Faith, Hope and Love.

He was a priest who believed that he should go and rebuild a temple.

He had told his king that his God would protect him on his long journey because he was doing spiritual work, so he took no soldiers with him.

But he did not take this journey or his God lightly. He spent a lot of time preparing.

As part of that preparation he spent a lot of time praying to make sure he was doing the right thing.

Faith Hope and Love is the source of true courage but Self defence is not something you should do lightly.

We should all spend time thinking about how far we would go when it comes to looking after our selves.

It may be that sometimes like Ezra we wont defend ourselves at all.

Talk five

Stephen was a young man with a great future.

The people respected him enough to elect him as a special helper in his church.

But there were other people that did not like what he believed and he was stoned to death by those people because he made them uncomfortable with what he said (warning rocks can kill).

This would seem like a great loss but you can't defeat someone who is not afraid for their own lives.

He was willing to die because he had Faith Hope and Love. Faith in his God so that he was not afraid of death, Hope because of his Faith and Love even for the people who killed him.

How do I know this ?

Because he said so right before he died. He prayed that they would be forgiven. This was a great victory in many ways.

One of the ways was, the effect his death had on one of the people who was watching. This man's name was Saul. He changed his name to Paul and became a great preacher. The same Paul we talked about one other time.

Sometimes the greatest defeat can be the greatest Victory.

Appendix C

Self Defence Talks (Continued)

Talk six

True Faith, Hope and Love is a very practical thing.

Nehemiah was a man of great Faith, Hope and Love.

He and Ezra knew each other.

But Nehemiah was involved in building a wall for the defence of the city.

He spent a lot of time making sure his defences were the best that he could do. Then he trusted God to do the rest.

We should also know what it is we are setting out to do and prepare well and properly.

Sometimes we need to build strong defences.

Talk seven

With Faith, Hope and Love, something that is an apparent failure can be a complete victory.

When Jesus died on the cross everybody thought it was the end.

For those that believe that he rose from the dead it was a complete victory.

A soldier loosing his life in battle looks like a complete waste.

For those of us who live because of the soldiers sacrifice his death is a great victory.

Talk eight

Gideon a man of Faith, Hope and Love was told to form an army.

Then he was told to send most of them home.

When he came to fight he was told not to fight but to stand around in a bunch of different spots.

When they finished they gave a great shout and the enemy received such a fright that they ran away.

Sometimes you don't have to physically fight to win. Sometimes a good strategy is all you need.

Appendix C

Self Defence Talks (Continued)

Talk nine

We've talked about Paul before. He once said, "Put on the whole armour of God". He talked about the Belt of truth, the Breastplate of Righteousness, Shoes of peace, Shield of faith, Helmet of Salvation and the Sword of the Spirit. He also said that we should Pray and be alert also. Ephesians.6:10.

Paul lived a long time ago in the days when Roman soldiers wore armour.

To a Roman soldier a belt was for carrying things. So Paul was saying we should always carry the truth every were we go. If we know what is true we cannot be tricked by those who are evil, unwise or just stupid.

A breastplate protects the heart and righteousness is another way of saying we should do what is right. If we try and always do what is right we can never suffer from a guilty conscience no matter what others may say or do.

Shoes are for walking of course. So every were we go we should go and leave in peace.

We have to have faith because there are things that are out of our control. True faith or confidence in some thing or someone greater than ourselves is a very strong shield.

A Helmet does a lot of things. It can show who you are just like a policeman's hat shows he is a policeman. It's usually the first thing people notice so it stands out. Helmets also protect the head. We need salvation, or protection, from our own selfishness and wrong choices. We are therefore told to let Gods life in us show. Just like the helmet shows. In this way we can be seen to be God's children and begin to turn away or be saved from our own selfishness.

The Sword of the Spirit is God's word. Our first line of defence should always be words and wise words are always words from God.

Most importantly we should Pray and be alert.

Talk ten

Jesus tells the story of The awful horror. It was about a terrible disaster that was going to happen. He said something about those times that is useful to us.

He said keep an eye out for the signs.

He told about all sorts of things that would make them feel unsafe. He said when you feel as unsafe as this don't stand around waiting for something to happen.

He tried to make them understand that some situations are so bad that you can not possibly expect to overcome them so don't try. He warned people to run and hide.

Some situations can never be won, so don't try. Run and hide.

Appendix D

Sometimes

Life is not fare!

And sometimes things will happen to us that just hurt so bad.

Sometimes that hurt is more than just the pain in our body.

Just as our body sometimes needs a doctor,
so our heart sometimes needs more.

I don't understand all of Gods reasons
for allowing pain in this world.

Sometimes I think he just does.

I do know that there have been some times in my life,
when all my Martial Arts skill have done me no good.

I am no King David and I am no Bruce Lee,
but I do know that even they were not invulnerable.

Even Superman had his weakness.

Three things I have always found true.

Three things have never let me down.

Faith Hope and Love.

With Faith, Hope and Love my heart can experience Healing.

For Faith, Hope and Love have made me understand,
that hate only leads to more pain
and forgiveness leads to peace.

I will, learn to do good to those who hate me
and pray for those who curse me.

Even if I don't feel like it.

Even if they don't deserve it.

For this is the way of peace
and to live without peace is to miss out on life in its fullness.

Appendix E

Role of Physical, Mental and Spiritual Health in Self defence

All-round health is important in protecting ourselves.

Good health enhances our senses giving us accurate information about our surroundings. We think more clearly and our memory is improved. Reflexes, endurance, muscle tone and hand-eye coordination are all improved. Thus responses are better, faster and delivered with maximum impact, with less injury to ourselves.

The healthy mind while registering an emergency is still able to function effectively. This aids our discrimination so that we can clearly see the best strategy and know when it is imperative to act and when it is effective to remain still or silent. Constant criticism is the quickest path to destroy a mind. Praise and songs and thinking on good things¹ shines light in the darkest corners.

There is a saying that: "the spirit carries the mind and controls the body." So the healthy spirit is able to bring forth that which is needed to act. A healthy spirit is a product of Faith, Hope and Compassion.

When we have Faith we can summon all our determination to fight or talk our way out of or escape from an attack. If we have Hope we can overcome whatever is thrust before us no matter what the outcome and it takes Compassion to remain in balance during and after a threat or disaster. Because it helps us remain in balance, Compassion is the most important.

A person who should know once said "perfect love (compassion) casts out all fear. Because fear has to do with judgement"². This does not mean that we will not feel fear, only that we will not be controlled by it.

The emotion of fear can help us if we are not controlled by it. Fear can, for brief periods of time, enhance our senses and responses and can even deaden pain. But our quote tells us that to cast out fear we must have compassion. Having compassion requires us to be truthful with ourselves in order that we will know our faults and failings. If we are to make something worthwhile of our lives we will be working on our weaknesses to change them into strengths. Such an understanding of ourselves will give us insight into the character of others and we will not be so easily controlled by more destructive emotions. Nor will we be taken in or manipulated by other people of a weak and bullying character particularly those close to us emotionally.

Thus, instead of revenge, we need compassion. For it is only with compassion that we will have the courage to forgive our enemies, so that we do not carry around the burden of bitterness and resentment all our lives. Thus we are not being stressed and depressed by mental and emotional conflicts. We need compassion to be able to be constructive about our mistakes of judgement, action or failures and go past guilt to live fully and productively. A compassionate outlook will help us not to blame all others for the faults and crimes of some.

In the context of true martial arts teaching, a healthy person is a person who is in the best physical health they can be, peaceful and happy. Properly taught it will give a balance in all three, but let the student and teacher choose each other wisely for you cannot receive from one who does not have nor can you give to one who will not receive.

Note 1: "Praise and songs..." Bible text 1 John chapter 4 verse 18.

Note 2: "perfect love (compassion)..." Bible text Philippians chapter 4 verse 8

Appendix F

Potent Points

What is a Potent Point?

It is not necessarily a pressure point.

Most pressure points are of limited effectiveness in a time of high adrenalin. Because of the reliance on pain of many of the pressure points they are easily ignored when the body is under the influence of adrenalin such as what happens in a fight (just ask any competing Judoka how high their pain threshold is in the throws of contest) drugs, alcohol or people with high pain tolerances.

A Potent Point in contrast is a point on the body that if correct force is applied to it, it is disabling regardless of the person. This may be a pressure point but not all pressure points meet this criteria; as we have discussed above.

Examples of Potent Points can be seen below in the image from referred to as Vital Points consist of things like joints, bones, can be seen below (*Taken from [Kodokan Judo: The Essential Guide to Judo by Its Founder Jigoro Kano](#)*). Whilst not exhaustive it is sufficient for this program.

All Practice of finding potent points is on yourself first to be safe. (talk about all the points then talk about what really works for their age i.e. What points can they reach and what points do they have effective power to).

Q) How can someone work out how and when to use a Potent Point?

Just ask yourself these questions : **Is it Worth It? Can I do it and Can I get away with it?**

Discuss :

Q) Can I use a Potent Point at any time?

ANS: No!! Only in the Dojo or if I am very **Very Very** frightened!!!

Q) How do I know if I'm very very scared?

ANS: [Early Waning Signs](#) and [Is it worth it?](#)

Is it Worth It?

The idea behind this question is for the student to work on the assumption that no matter how just their cause or how necessary they deem the action they will have to confront the authorities (teacher, police) and explain their actions, hence the question forces the student to ask if the action exceeds the harm that is intended.

Besides if they have time to ask the question they are probably not very very scared.

Can I do it?

Q) How do I know if I **Can do it** or not?

ANS: if I can REACH the potent point and Make it Hurt or Effective then I can do it

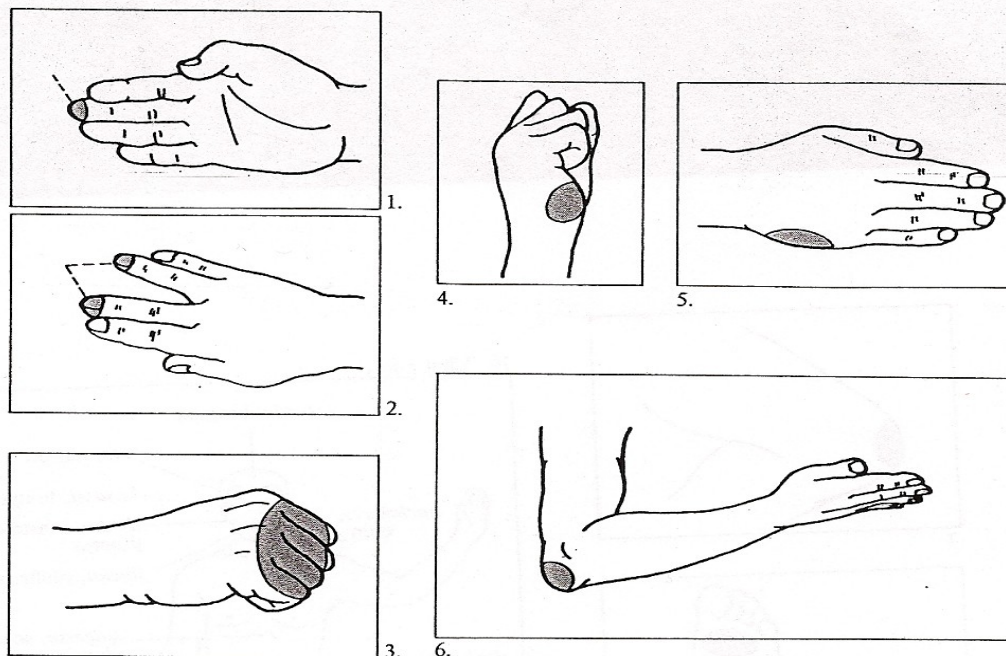
Can I get away with it?

Q) What sort of things would make me think I can **get away with it?**

ANS: if I have a feasible exit to get away then use it?

If I think I **can do it and get away with it** what should I do next?

"Aim carefully and Plan to escape to safety!!!"

Potent Point Examples*Appendix F (continued)***THE BODY'S WEAPONS**

Although blows may be struck with various parts of the body, those shown in the table are the ones most commonly used. The following is a summary.

Fingertips

Strikes are made between the eyes with the middle finger (*tsukidashi*, Fig. 1) or to both eyes with the middle and ring fingers (*ryogan-tsuki*, Fig. 2).

Fist

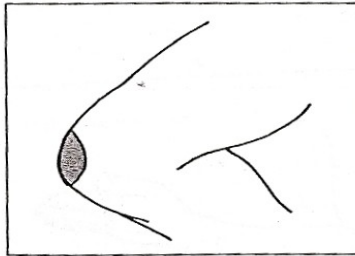
The fist is formed with the thumb outside. Punches are delivered with the back of the fingers, keeping the wrist straight, or the knuckles, with the wrist bent. (Fig. 3) A downward blow is delivered with the padded area beneath the little finger, with the fist clenched and strength concentrated in the fourth and fifth fingers. (Fig. 4)

Knife Hand

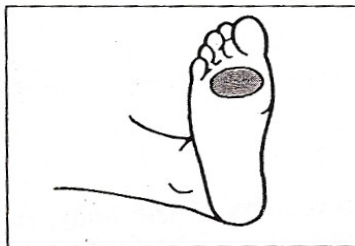
The thumb and fingers are extended and held together. The blow is delivered with the padded area between the little finger and the wrist. (Fig. 5)

Elbow

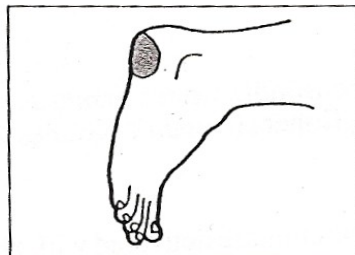
The elbow is used to deliver a blow to the solar plexus of a person standing behind you. Before the strike, the hand is held palm up, thumb and fingers extended, and the forearm is kept horizontal to the ground. (Fig. 6)

Potent Point Examples*Appendix F (continued)*

7.

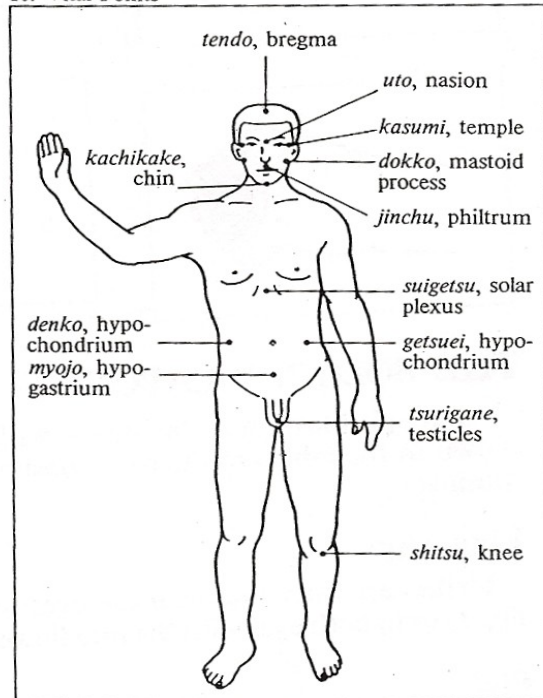


8.



9.

10. Vital Points

**Knee**

Blows are struck directly to the front with the kneecap. (*Fig. 7*)

Ball of the Foot

Most kicks are made with the ball of the foot. The toes are raised and the movement comes from the hips. (*Fig. 8*)

Heel

Kicks are delivered with the bottom of the heel. (*Fig. 9*)

VITAL POINTS

The human body has numerous vital points: joints, points where bone and muscle connect or muscle meets muscle, soft areas unprotected by bone or muscle, and certain areas where vital organs are relatively close to the surface. In judo, like the striking techniques themselves, identification of the most vulnerable of these has been handed down from the Tenshin Shin'yo School. (*Fig. 10*)

Taken from [Kodokan Judo: The Essential Guide to Judo by Its Founder Jigoro Kano](#)

Appendix G

Weapons

This Discussion is only relevant to the State of Victoria Australia. The law around the law is far too complex a subject to cover in this paper but there is much that is relevant regardless of where you live and what the law is in that location.

Weapons, illegal and legal

If you ever need to defend yourself in Victoria Australia "[your response needs to be in proportion to the situation](#)" and if you over react and severely injure someone who has not given you sufficient cause you could find yourself in legal trouble.

Also it is [illegal In the State Of Victoria \(Australia\) to carry anything for the purpose of using it as a weapon.](#)

However provided the above two criteria are met, that is, *your response is in proportion to the situation and the item used is not defined as or not carried for the purpose of being a weapon*, it is within the law to use anything to hand to defend yourself in an attack.

Thus an umbrella can be used to defend, as can a car key but you must not carry it as a weapon.

Small though it is, a car key thrust inside the nose is very painful to the attacker and may cause him to let go.

An umbrella, if it is short and easy to swing or jab with, can be thrust forward or back into the nose, throat, stomach or groin or used to strike the back of a hand which is holding you to loosen the grip.

Even a handful of dirt can be used to spray across the attacker's eyes and so divert him.

A cardigan thrown over his head could serve the same purpose or a belt across the face.

You can grab anything to hand to defend yourself in an attack.

Another important thing about weapons to be defended against or used for defence, that needs to be kept in mind, is that many of them can be temporarily disabled by something soft. For example a coat or beach towel or anything long and floppy can be thrown over a knife or syringe or any short pointy object that is being used as a weapon against you or by you. If the floppy article is draped over the weapon it will often have the effect of temporarily making the the weapon ineffective. This technique is particularly effective against Nunchucks (two handled weapons joined by a chain or piece of rope).

You also have to be aware that the problem with any weapon for Self defence is that if you loose it, it **can be used against you.**