

# **COURSE INSTRUCTOR GUIDE**





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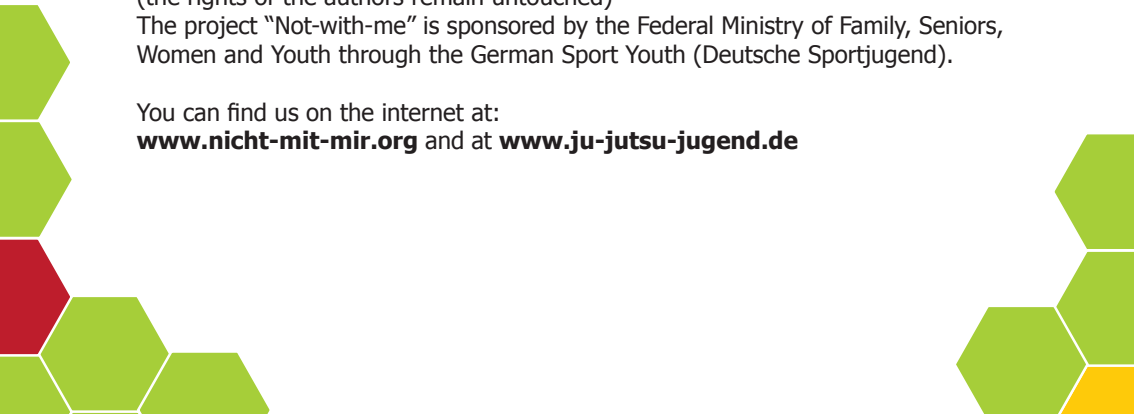
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You can find us on the internet at:

**[www.nicht-mit-mir.org](http://www.nicht-mit-mir.org)** and at **[www.ju-jutsu-jugend.de](http://www.ju-jutsu-jugend.de)**



## Not with me! - Protect yourself from violence!



NOT WITH ME!  
TRAILER

is the, through the German Ju-Jutsu Association (Deutscher Ju-Jutsu Verband) initiated, german wide, federally uniform prevention, self-assertion and self-defense concept. Trained, licensed and at the subject competent course instructors, with appropriate experience, convey our concept age and target group appropriate to the course participants. The course system is targeted towards kids between 5 – 12.

This guide is here to help hold up that standard. Here the contents that should be conveyed and are included in the course system, are shortly summed up and illustrated.

To protect yourself from violence is an important basic need for every human being. Our course wants to help children learn how to avoid danger, recognize dangerous situations and to defend themselves in an emergency. With our course we want to contribute to children and teenagers being able to grow up into self-confident strong personalities. Therefore our course system represents an additional building block on this road. We don't promise a hundred percent safety – that doesn't exist! A hundred percent safety can and should never be promised. Sensibility – to engage with the theme on different levels, is the main focus of our concept.

The concept is based on three basic elements:

### **The prevention - The self-assertion -The self-defense**

To illustrate this and to clarify the different steps we use the so called "Traffic Light Principle".

## The steps of the Traffic-Light-Principle

In courses and on parent teacher evenings we often get asked how one can prepare for a dangerous situation or a threat, if you don't even know yet what it is, or if there is a technique with which one will be able to escape every situation. Sadly, there is no such concept. There is no one technique that solves every problem and situation. There is no one self-defense technique that stops an attack pain free and also gently makes the attacker unable to fight. What we offer is a construction kit, that contains possible actions for different situations.

These are the three steps after the "Traffic Light Principle" or better, after the "reversed Traffic Light Principle":



**THE PREVENTION (GREEN)**

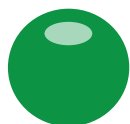
**THE SELF-ASSERTION (YELLOW)**

**THE SELF-DEFENSE (RED)**

## The steps of self-defense after the Traffic Light Principle!



The three colours exemplify the steps and possible actions or necessary defenses. Green includes the area of prevention, yellow the area of self-assertion and red the area of self-defense, which is defined as the last resort. Ideally that is the area one should never be forced to step into.



In the **green** area preventive measures and actions are applied, like controlling emotions, recognizing and avoiding dangers and dangerous situations – **also recognizing sexual violence, the application of evasive strategies through conversations or calming down as well as measures from the deescalation, intervention and dispute settlement. In this area social competencies are trained and strengthened.**



In the **yellow** area the through the self-assertion training acquired self-confidence is used to defuse possible intensive confrontations or evade possible conflicts. Through the strengthened "Me-Competence", **the strengthened self-awareness and self-confidence everybody should be able to make harassment public, talk to a passerby to ask for help or show civil courage to help other people themselves, without getting into danger themselves.**



In the **red** area, only if there is no other way, self-defense techniques are applied to defend against an attack. Here, depending on the attack, different self-defense techniques are used that show that everybody is able to know defense possibilities for every attack and is also able to use easy and effective techniques! The use of self-defense techniques is a last resort! **Self-defense is the tool you should use last, but still everybody should know that they are allowed to defend themselves. Here the ability to differentiate is also trained. We differentiate between "school yard techniques" and techniques for an "emergency".**



## The course schedule

A basis course consists of 12 lessons of 45 minutes. Normally a double hour is held every week. Compact courses, workshops or trial lessons are, in consultation with the client, possible.

They do not, however, replace the full course. Our goal is an engagement with the theme over a time span of several weeks. The engagement should not only happen during the course, but should go beyond that. We don't want to just reach the kids but also want to involve the parents, teachers and friends in the process. We use conversations with the school administration, parent representatives or the parents (parent evenings) to archive that. Through homework, that kids can do alone or with help from their parents or siblings, we want to archive an engagement outside of the course. Course materials (work and accompanying booklet for the participants) are provided by us for the course participants.

Generally the course participants are involved in the course design and during the design of the lessons and can include their own experiences. Personal experiences are included, talked about and simulated, a solution is found together and alternative actions are discussed. Role plays that are connected to the traffic light principle help with this.

### The learning objectives of the lessons are:

- Lesson 1: ***Drawing attention to situations***
- Lesson 2: ***Helping and getting help***
- Lesson 3: ***Don't go with strangers!***
- Lesson 4: ***Saying No – good and bad secrets***
- Lesson 5: ***I am strong – Life rafts***
- Lesson 6: ***I am strong and show it to my parents!***



Orient yourself towards the sample schedules and always remember the goals of the course!

QR Code: Sample schedules

In the following chapters we show a few exercises and contents for the respective areas. This list isn't exhaustive. We just want to remind you of the tool kit of your instructions. During your instruction course you learned a lot of examples, techniques and exercises.



## The contents of "Not with me – Protect yourself from violence!"

### THE PREVENTION

Prevention are all actions that prevent or reduce the development of violence. This can be done by institutions like school and police or single educated people.

We also understand under prevention:

- > **Information and educational work**
- > **Deescalation training**
- > **Giving and practicing behaviour examples** (Teaching social competences  
– helping and let yourself be helped)
- > **Recognizing and preventing dangerous situations**

In many situations you can trust your feelings. Everyone of us knows that uneasy feeling in your stomach. This inner voice that warns you of dangers. This meaning of our feelings is important so we can feel safe and good. These feelings also radiate to the outside. How does a kid or a teenager know if a situation could get dangerous? If they should run away or call for help? Or has to defend themselves with every tool available? The answer is: Our feeling can guide us and influence our actions. If we have an uneasy or weird feeling, if your tummy grumbles then that is a warning signal. This inner voice should never be ignored – even if we can't find an immediate answer for this "fear" or this uneasy feeling. Most of the time these feelings do have a deeper reason.

We recognize a lot of processes and possible dangers faster subconsciously than with our conscious mind. Our limbic center is made by nature to react to dangers. On this level of feelings and instinct information is processed much faster. We inherited that from our ancestors. In dangerous situations was, and is, a fast reacting a deciding factor. This way or body adjusts itself to either flee or fight. But both of these behaviors have been pushed into the background in modern society, so that we have to learn them anew to react to certain situations appropriately. But generally we first of all have this feeling. Why – we can think about that later.

**The course participants learn to recognize danger and dangerous situations and to, if possible, evade them. What could be dangerous situations for a kid?**

**It is:**

- > **directly attacked** (through holding, kicking, hitting – meaning physical violence)
- > **threatened**
- > **insulted**
- > **something is taken away**
- > **treated as an outsider**
- > **sexually abused**

These are just a few examples in what kind of dangerous situations one can get. In the chapter on self-defense techniques we show examples of how concrete situations, which involve physical violence, like when someone is held or hit, can be solved. Here the course participants should always be reminded:

**“One thing you should know: You don’t have to react to every attack with self-defense techniques. You can also prevent them in advance. To defend yourself physically is always the last resort!” Prevention means protecting yourself from danger in advance! An essential part of it is deescalation training!**

Deescalation training is split in three parts:

- > **Training to intervene** (intervention in violent alterations)
- > **Training for deescalation** (distracting or calming in advance of or after a dispute)
- > **Training as a conciliator** (Resolving of a conflict through a conciliation conversation)
- is not further talked about in this course!

## THE INTERVENTION TRAINING

During the intervention training the kids learn how to intervene in active conflicts. They learn to intervene in fights and to separate the fighting parties. Intervention sounds simpler than it actually is. After all there are countless examples of even adults just looking away from violence and pretending to be like the three monkeys (see nothing, hear nothing, say nothing). Aside from the games to get

to know each other, the first phase of the training consists of exercises of going in the middle. That way the conciliator overcomes their inhibitions, stands in the middle and presents something in front of the others. This exercise is done by everybody to overcome fears and to experience the feeling of strength that this overcoming gives. During every contribution the presenter is positively strengthened by applause from the others. This positive encouragement is an element of every step of the training.

Besides the practical exercises, theoretical analyzing of conflicts takes place as well. (What are conflicts? Why will there always be some? Escalation spiral etc.) A few typical, by the kids presented, conflicts that lead to fights, are used to train intervention. The method for that is generally role play.



Only now the individual steps of intervention are trained:

### **1. Yelling (Stop!), loud whistling, distracting**

During yelling a lot of problems present themselves already. Therefore the technique of yelling has to be trained with breathing exercises (pressing the air out etc.)

### **2. Going in between and interrupting the tunnel of the conflicting parties.**

During the 2. phase the conciliators learn, at least in pairs of two, better with a whole group, how to go in between two fighting parties. In advance there is a special attention to fears. It is made clear that there is no expectation of self-sacrificing heroic deeds, but that the risk has to always be estimated, if for example weapons (knives or similar) are involved. In some situations it is necessary to get help, without getting actively involved. The going in between always takes place with at least two people, with one conciliator focusing on one fighter, trying to break the tunnel to the other and to archive eye contact by yelling.

### **3. Separating and pushing away of the fighting parties**

This step is connected with the one right before it. The conciliator tries to push the fighting person away, by putting pressure on their shoulders and get some distance between the two, so that no eye contact can be made and they can't hear each other. They continue to talk to the person in a calming manner.

The technique of pushing away is especially complicated. If you pull or push from behind, the anger of the fighting person can translate to the conciliator and a new conflict escalates. Because of that the pushing away is practiced especially intensively until every participant can use it. The kids also make the experience that the more people intervene at the same time the easier and faster the fight can be resolved.

### **We train "victim stealing" with the kids**

"Victim stealing" is a technique from the area of civil courage. It is trained with a role play. The goal of "victim stealing" is to remove the victim from the immediate dangerous situation. The helper takes the victim out of the situation (taking a hold of the victim and guiding them out of the situation) and at the same time says loudly to the attacker: "Stop that!". The helper searches, together with the victim, for a life raft as fast as possible. The helping can take place alone or in pairs of two (further pedestrians can be asked for help).

The victim stealing therefore is also an action of deescalation (ending of the conflict). During it the difference between victim and perpetrator has to be made clear.

## THE DEESCALATION TRAINING

During the deescalation training the students learn to interact with fighting parties verbally and with gestures and facial expressions, in a way that calms them and leads to them not immediately continuing the argument or even never actually starting a fight. Here the focus is on intervening before the argument reaches its apex.

At this point the **"Conflict Spiral" or the "Magnetic Field of Violence"**

has to once more be established to recognize when deescalating intervention is possible and necessary.

Together with the course participants criteria are developed when it is convenient to interact. The students estimate their chances of success higher for a friend since they are more familiar. In partner work and role plays talking sequences for deescalation are established.

Another part of deescalation is the targeted training of distraction, which is also established by the students in their own language. (Your shoelace is untied! What time is it? Etc.) Shortly before the fight or immediately afterwards a conciliation conversation is not very effective, since the arguing parties are too emotional. A change of theme may see more success.

Yet another part of deescalation is the interaction with inciting spectators. Most of the time they are the main reason a fight erupts.

The conciliators also influence the spectators verbally by asking them to help end the fight and not to incite them. Here we see a connection to the promise to the school community and the rules of living together of the WSO.



**During conflict training the following focal points are mainly talked about:**

- > **Sensibility to perceiving violence**
- > **Recognizing violence and being able to name it**
- > **Promotion of the ability to communicate and a strengthening of the We-Feeling in groups**
- > **Development of a personal opinion**
- > **Knowledge about the connection of escalation processes and the individual possibilities of interaction to deescalate violent situations**

## RECOGNIZING SEXUAL VIOLENCE!

To protect from sexual violence and sexual abuse is firstly the task of the adults. A kid can notice and recognize abuse, but can't end it. It needs help for that. We give them help in connection with prevention. We inform them about the topic and try to make them more sensible for the topic and to raise the taboo a bit. Here only the most important basics are named. To inform yourself more about it we suggest our brochure about the topic.

### **Sexual violence has many faces – They can be:**

- > **Suggestive, often negative, comments about the body, looks, breasts, stomach, butt of girls or the body or penis of boys**
- > **Staring during changing or showering**
- > **Sexist jokes and taunts**
- > **Dirty and derogatory jokes about girls, women or boys**
- > **Touching between the legs or at the breasts like on accidents during helping**
- > **Sexual abuse**
- > **Sexual coercion all the way to rape**

### **Recognizing sexual violence**

We differentiate between sexual harassment and sexual abuse.  
You don't have to accept sexual harassment either!

### **Sexual harassment can be:**

- > **They make stupid comments about your body, your breasts or your penis**
- > **They stare at you weirdly**
- > **They touch you between your legs or at your breast and pretend that it was an accident or a joke**
- > **They touch you in a weird and uncomfortable way**
- > **During help positions they touch you like by accident between the legs or at the breasts**

### **Sexual abuse can be:**

Some adults or older teenagers want to,

- > **touch your penis, breasts or butt.**
- > **convince you to touch them.**
- > **show you porno movies.**
- > **film you or take pictures of you naked (also with a smartphone!).**
- > **convince or force you to have sex with them.**

### **We remember:**

It is hard for the victims to talk about their abuse and if they do it it is very brave and courageous of them. We listen and try to organize help for us and the victim. It is important that we encourage everybody to not be silent, but talk about sexual abuse. Please remember: You can't know from just looking at somebody whether they abuse children! A bad person or bad man like we draw in our courses can't be immediately recognized.

Please address the topic carefully within your family or your relatives or your close friend group carefully.

Nevertheless: **Do not trust strangers!**







# THE SELF-ASSERTION

Self-confidence is self-protection. If you react self-confident to other people, you get a certain respect. That's why this quality is important. The good thing is: You can learn self-confidence. You can learn to assert yourself in front of others. Self-confident behaviour is a compromise between social adaption and the importance of your personal needs. It does not mean egoistical, only on yourself focused behaviour. Self-confident behaviour shows itself in the ability to say "NO", to express wishes and demands, to easily make contacts, to express positive and negative feelings openly. Self-confident behaviour shows itself through facial expressions and gestures, through eye contact and through posture.



To better differentiate between self-confident and uncertain behaviour, how other people could understand it, we establish and illustrate the following scheme through group work.

	BEHAVIOUR	
	safe	unsafe
Voice	loud, clear	quiet, timid
Language/Formulation	clear	indirect, unclear
Content	precise	imprecise
Message	„ME“	„SOMEONE“ – undefined
Gestures/Facial expressions	relaxed, lively	nearly not there
Eye contact	direct	tense to looking away
Posture	straight and upright	curled in



During the course we regularly practice self-confident behaviour, self-confidence has to be trained. Everybody can practice self-confident behaviour.

**The following exercise will help:**

### **Small gray mouse – big strong lion**

The participants make themselves small and pretend to be a small, nondescript, gray mouse. They walk with their head lowered, hunched shoulder and bend posture. The players should pay attention to their breathing – and how it feels: flat and narrow. Afterwards everybody makes themselves big, the gaze is open and directed forward. They walk securely and powerful, radiating the gracefulness of a lion, as if the street belongs to them alone. I am the king here! The participants should once more pay attention to their breathing – and how it feels: deep and free.

### **Self-confident alley walk**

The participants stand across from their partner next to each other and form an alley. One of the group walks through the alley – up and down – and while doing it should act self-confident and secure. The surrounding people now start to whisper about the alley walker, laugh about them or talk to them in a relaxed manner. Attention: Please don't overdo it and under no circumstances touch the alley walker. They realize themselves if they were already very self confident or still unsure. Every participant should walk through the alley at least once to notice if they can actually apply the learned criteria.

An exercise to learn as a game how to walk, stand and look:

### **Standing upright, walking upright – with coasters**

To experience and learn upright walking, two coasters are put on the heads of the participants. To music they walk around while smiling and upright, without losing a coaster. The tempo varies and the course instructor gives different tasks: finding a partner, shaking hands, looking into each others eyes. Suddenly he yells "Stop".

Afterwards the participants assume a defensive position.

As soon as the music starts playing again the participants continue walking.

### **Voice and Language**

It is important to train the voice of the participants. Using the voice as a "weapon", meaning yelling loudly, being able to pull attention to a situation. This is an important goal within the course!



## Make sure the course participants know:

- > If you verbally – meaning with your voice - communicate, then your body language can not be in contrast to what you say. A said “NO” has to fit your facial expression, a friendly smile and lowered gaze do not do that. You have to support your verbal demand to be left alone with your body language. Possible dangerous situation can be defused in advance if you signal early on that you don’t just let everything happen to you.
- > So pay attention to your body language, so nothing you say is being taken back by it. If you demand of another person: “Stop it, take your hand of my shoulder!” then you can not smile friendly while saying it. You have to look at them friendly, but at the same time serious or angry.
- > Everybody should pay attention to language. To what they say and what is being said. A clear and stable voice supports your demands – in contrast to a small and weak voice.

### Course participants can practice this:

The easiest way to learn is through games. For example yelling during games is easy. Here a few game ideas:

#### Distance running

All participants stand at a starting point and start running on a commando – but only as far as they can get while yelling loudly with only one breath. The second round is a small tournament: Everyone starts running alone. The participants start as soon as the one before them ends their “yell run”. Winner is who gets the furthest with one breath while yelling loudly.

#### Go-away game to train the voice

All participants walk around to loud music. When the music stops everyone finds a partner and yells at them as loudly as possible: “Go away”. This is supported by gestures.

#### “Stop means stop” - or “Stop that!”

Two partners stand across from each other with a distance of about four to five meters between them. Partner “A” walks towards partner “B”. “B” now tries to stop “A” by using their voice and yelling stop. Important: Always pay attention to the use of voice in connection with the appropriate gestures and facial expression.

Self-confidence and self-security is not only trained through “yelling”. A myriad of other exercises also help strengthen the self-confidence and self-awareness.

**Self-confidence and self-awareness aren’t given by nature.** They develop from childhood on step by step. Strong and self-confident is normally who was loved by their

parents unconditionally from the beginning. Who could make the experience of being worth something. Who experienced that other people trust them to do things. And who got recognition and affirmation for their actions. Disappointment, uncertainty and injuries to the soul in contrast keep the self-confidence low from the get go and destroy it during the course of the life. Every human wants to be strong and self-confident, every human wants to be acknowledged and affirmed by others. The feelings of self-worth and self-confidence are the basis for the development into a strong personality. The awareness to know your own strengths and how to use them gives us the power to master everyday and not everyday occurrences. A lack of self-confidence is, for a lot of people, connected to fear and uncertainty. These feelings prevent a strong and positive development.

There are playful possibilities to prevent this development. We introduce a few games that strengthen the self-confidence. Strengths and weaknesses are revealed – and the participants learn to act strong and self-confident during the game. With the help of rules and rituals a respectful atmosphere is practiced.

**As stated repeatedly before role plays are a good methodic tool to convey and transport learn goals. Therefore we want to remind you once again of the possibilities of role play games for the self-assertion and self-defense.**

**Roll play games have an important function: The participants repeat every already learned element of self-assertion and self-defense realistically and intensively. Participants can gain experience and actively deal with conflicts. The different role plays should then be reflected on with the help of the observation sheets and further possible solutions should be discussed. The focus is to investigate the proportionality of the self defense intensively.**

First you can do the role plays in smaller groups. So every participant is once victim and once perpetrator, this helps with their empathy. Afterwards the role plays should be discussed in bigger groups. Ideal is the story "The big and small No". It is a good exercise to do with all participants.

## The big and the small No

*The story: The small no sits on a park bench and eats chocolate. It is truly very small and very quiet. A big, fat woman comes and asks: "Can I sit with you?" Because the small no is so quiet the fat woman just sits down on the bench. Then a boy comes and takes away the small nos chocolate. Only when a man comes and wants to kiss the small No it defends itself loudly. The people notice this completely surprised and ask: "Why didn't you say so?" The small No is now a big No.\**

*Suggestions for working with the story: You can read the story, but it is also suitable for a role play. All you need are a few props: A hat, a shopping bag, maybe a bar of chocolate and something to sit on. After the roles are decided an adult reads the story slowly out loud. The kids play and talk to it. Afterwards the situation is talked about with the kids. Possible questions are: Why didn't the people hear anything at first? Was it really like that? Every boy and every girl knows after all that they'd rather eat their chocolate themselves, even if you don't say anything. The kids have to realize that some people also overhear a loud No. The kid is therefore never at fault – never mind if they said No loudly or quietly or wasn't brave enough to not say No at all.*

\* Text from the book: Das große und das kleine NEIN, Gisela Braun, Dorothee Wolters, Verlag an der Ruh

## WRESTLING & FIGHTING WITH RULES

Just as important is that participants learn and accept rules. We convey this with the topic "Wrestling & Fighting with rules!" In our sport Ju-Jutsu this is an elementary part. We call it "ground fighting" or

"Ne-Waza" or "BJJ". Here a few examples for Wrestling & Fighting with rules:

Movement has a lot of meanings for us humans and we experience movement very different.

Kids and teenagers experience from the beginning of their life the importance of movement through games. Kids learn through games. Wrestling, roughhousing and playful fighting are important from different perspectives. On one hand social competences and self-confidence is promoted, on the other hand the, sometimes quite extreme, physical efforts expand the movement experiences and increase the physical capacity. As topics expanding on budo sports, we will work with the themes of "aggression, violence and injury".

The exercises and games from the area of playful wrestling and roughhousing give you countless movement forms and patterns, that expand the movement experiences of kids and teenagers considerably. But movement also means increasing physical fitness, so the health aspect shouldn't be underestimated. Playful wrestling and roughhousing can increase the health awareness and convey a more healthy way of life and a more aware handling of the own body.

To compete and assert yourself during playful wrestling and roughhousing within clear rules, increases the self-esteem of kids and teenagers. The learning of rules and rituals, the controlled comparison of strength, as well as learning to accept a win and a loss

have a considerable positive effect on violence preventing. During nearly no other game are a "victory or defeat" so close together. There is nearly no other way to decide in an immediate athletic confrontation between people so immediate over who wins and who loses. **To be happy over a victor and to accept a defeat are challenges in fights.** Important is to make both experiences, to learn how to deal with a victory as well as a defeat. In budo sports a defeat is always also a win – it gives you more experience! To learn from mistakes, to broaden your competences – these are immeasurable treasures, that can be taken from fights.

Important is the lead into the game and exercise forms of the area "playful wrestling and roughhousing". Not everyone can just make immediate body contact with other people. This line of distance has to be overcome. To reach this goal we first introduce body contact games, then games and exercises to "playful wrestle and roughhouse".

During "playful wrestling and roughhousing" the physical confrontation with the partner is the focus. Here too there are possibilities when it comes to body distance, from light body contact up till playful wrestling and roughhousing and fighting while on the ground. At the beginning of the "playful wrestling and roughhousing" fights for position or a beginning position should be predetermined. The requirements can then be reduced over time so that in the end it is possible to fight or wrestle freely with a partner. Here the goal is to get the partner on their back or shoulder and to then pin them down. Here the rules and rituals play a big role.

## Body Contact games

### Atom game

The participants walk in the room. The game master calls a number. Now groups with that number of people have to form. The game master then gives small cooperation tasks that the group have to solve together. All group members have to touch.

*Example: "Groups of 4; there are only two feet, two knees and two hands allowed to touch the ground!"*

### Partner climbing

The players walk around. On a command of the game master they form pairs of two. One of the players embraces their partner from the front (sensible would be the lighter partner). The legs of the player who is embracing the other doesn't touch the ground. Now they try to climb around their partner (horizontal or vertical), without touching the ground.

## Fighting with standing

### Breaking balance

Two players stand across from each other. They're palms are touching. Through pushing or pulling away they try to break their partners balance.

*Variation: while squatting or on one leg.*

### Fight to touch the shoulder

The opponents stand across from each other. Within a predetermined time they both try to touch the others shoulder as often as possible. If one is successful in doing so they get a point. Winner is the player who gets the most points within the time limit.

### Fight for the clothespins

Pairs of two are formed. Every player gets the pins on their gi (on the front and clear to see!). On command both partners try to take the pins from each other. The defense with the open hands is allowed. If a pin is won, the fight is interrupted shortly and the pin is pinned to the winners gi. Afterwards the fight continues. Winner is the player with the most pins on their gi after the game ended.

### Fight with a balloon or newspaper

Pairs of two are formed. Every player has a balloon (or newspaper). On command the players begin to fight. The goal is to touch the opponents head with the ballon (or newspaper). Every touch gives a point. Winner is the player with the most points within the time limit.

### Fight with open hands

Pairs of two are formed. Every player stands with open hands. On command the players start to fight. The goal is to touch the opponents head. Every touch gives a point. Winner is the player with the most points within the time limit.

### Pushing out of the circle

Pairs of two are formed. The opponents stand across from each other in a circle of belts. They don't grab each other, but put their hands on their backs. The shoulders of the opponents (right shoulder touches right shoulder) touch. Both opponents try to push each other out of the circle.

## Fighting while on the ground

### Chicken fight

Pairs of two are formed. The arms of the players are crossed in front of the chest. On command every player tries to push their partner out of their designated mat while bouncing on one leg. Looser is the "chicken" who first leaves the designated area or whose second leg touches the ground.

### **Push-ups fight**

Both partners are in the push-up position on the ground. On command they try to touch the others hand. Who gets to three or five points first?

### **Blocking**

Pairs of two are formed. One player lays on their stomach. The other player kneels next to them and put their hands on their opponents hips. On command the lying partner tries to turn on their back. The kneeling partner tries to stop this by blocking the hips and moving their weight. Grabbing is not allowed!

*Variation: Shoulder, shoulder and hips, laying on top*

### **Fight for the ball**

Pairs of two are formed. One player has a ball (or balloon) and lies on their back while holding on to it. From a sideways position the other player tries to get the ball.

*Variation: the player with the ball lays on top of the ball and tries to hold it underneath themselves.*

### **Fight for the belt**

Pairs of two are formed. Both players kneel across from each other. On command both try to take off the others belt. They are not allowed to stand up (fight on the ground).

*After the lead in the participants may fight freely on the ground.*

## **Group fight games**

### **Carrot farming**

All players lay in a circle on the ground and hold each others hands or arms. The circle represents a carrot field.

Another participant is the farmer and doesn't lay in the circle. The "farmer" tries to pull a "carrot" from the circle. The players get grabbed by their legs or feet and pulled away from the others. The other players try to hold onto them.

Attention: As soon as a player wants to be let go, the other let them go to prevent injuries. Unnecessary roughness is to be prevented! If a carrot pulled from the field, they also become a farmer and help.

### **Pulling from the mat**

The whole group is on one floor mat (lonely island), which is surrounded by crocodiles (two players). The crocodiles try to pull the island residents into the water to turn them into crocodiles. Goal of the game is it to pull all players off the mat. Winner is the last player remaining on the island.



## THE SELF-DEFENSE

In self-defense techniques we differentiate between two kinds: techniques which can hurt the opponent and techniques that protect yourself. We also differentiate between "school yard techniques" (gentle solution) and "techniques for the emergency". To the "protective techniques" belong the parrying techniques, the so called passive block with a parrying technique of the hand, grip opening techniques and grip breaking. These techniques help to protect yourself from an attack or to get out of a grip or embrace. The other techniques – the techniques for emergencies belong to the atemi techniques, like hit, kick or pressure techniques that can hurt the opponent and should therefore try to end their attack.

First it is important to establish a few ground rules for the self-defense and to convey these: self-defense techniques are always a last resort to end dangerous situations. It has to be clear that hitting and the use of physical violence can make the situation worse. The increase can be triggered by both, the defender or the attacker. There is always the danger that one of the involved will get seriously hurt. Therefore: Always remember the strategy:

### **Avoid violence! Run away and be safe! Get help!**

Important is that the term "emergency defense" is conveyed to the participants in a way appropriate for kids. The important legal basics should be known to every course instructor. As a kid appropriate way to convey emergency defense is for example the following sentence:

#### **When am I allowed to defend myself:**

**"There is a law that says: Everybody is allowed to defend themselves if they're attacked. This means for you that when you don't want something, you don't have to let it happen. Say No! Defending yourself physically if you're attacked physically is allowed!"**

**Please talk about it and always tell an adult or your parents and/or your teacher!**

Please remember that a possible self-defense is not confined to the here described techniques. In self-defense everything is allowed, because in an emergency there are no rules.



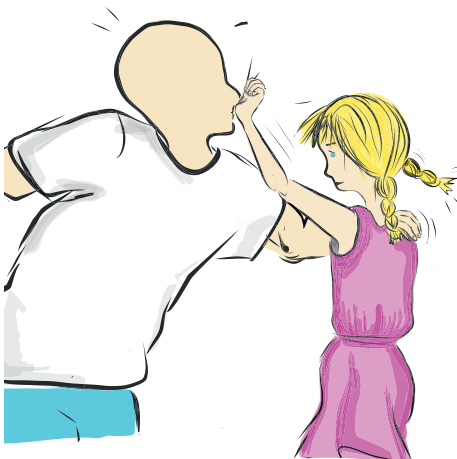


## Easy atemi techniques (Hit and kick techniques)

The principle of atemi techniques is based on hitting an opponent with a hit or kick technique in an effective way. We differentiate between hits and kicks. Atemi techniques should be supported by a battle cry (kiai). Self-defense techniques too, we train within situations and role plays. During the training of atemi techniques impact-cushions are used. The goal is to do a break test on the last day of the course, where the students execute the technique "tiger claw" (Ball of the hand technique) or "hammer fist".

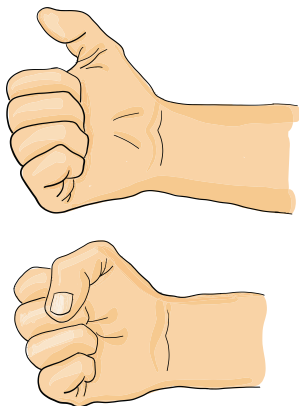
### Hitting with the hand

These can be executed on the same or opposite side. If after the atemi attack the direct contact to the opponent is wanted the hand has to be pulled back. The technique is executed in a circle.



### The ball of the hand strike

The ball of the hand hit is a circular motion. The opponent is hit with the ball of the hand. The hand is only right before impact suddenly angled back, The fingers are slightly bend on impact, similar to a tiger claw. The ball of the hand strike can be executed as a circular punch, an upper cut or as a sort of slap to the face in all directions. The ball of the hand strike is easier to learn than a fist punch. The own risk of injury is lower and the technique is very effective.



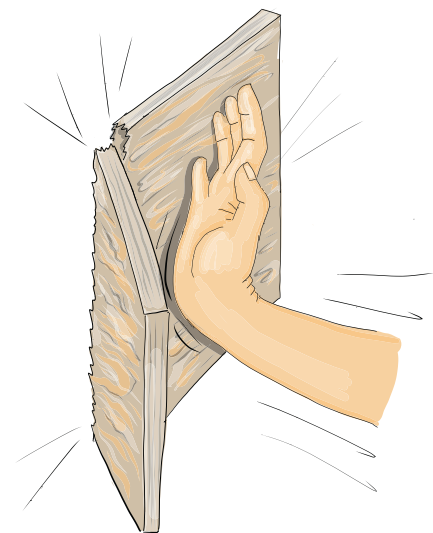
### Fist technique

To execute a fist technique correctly, one first has to pay attention to the right fist form. The fist is closed tightly pushing the fingers beginning with the little finger into the palm. The fingers are pressed closely together – like you want to press a lemon. The thumb lies sideways on the pointer and middle finger. If the hand is closed tightly, the wrist is stable. So the hand should form a stable block that supports the impact of the punch.



### **The hammer punch**

During a fist punch the fist reaches its goal in a circular motion. Punches are possible against all vital points. During a hammer punch the fist reaches its goal in a circular snapping motion. Impact area is the hand edge. The hammer fist is the most easy to learn fist technique.



### **Break test board**

Generally a break test should be part of every self-assertion and self-defense course. There are different possibilities: plastic plug board can be reused, wooden boards should be about 12-18 millimeters thick and made from spruce wood. Ideally the board measures 25x35 centimeters – and should not be sawed. You can also give these wooden boards a personal note. All participants sign on the board, then it can be a memorabilia at home. We'll show you how it works here:



### **Finger stab/tiger claw**

During the "finger stab" technique the fingers are tensed strongly and jammed into soft attack points like eyes, throat or other sensitive body parts.



## Knee techniques

knee techniques are effective and hard defense techniques in close combat, they can be executed straight or circular as well as straight. Straight knee techniques are called knee strikes, circular knee techniques are called knee punch.

### Knee punch

The knee punch is an atemi technique with the raised and bent knee, that is executed in a circular motion. Generally the technique can be executed as a punch or as a mix of strike and punch. The knee punch can be executed in all directions, here to the stomach or upper thigh.



## Foot techniques

Foot techniques are dynamic, powerful techniques. To execute them correctly a strong, secure and balanced stand as well as a lot of power and speed is needed. During all foot techniques the knee is raised as much as possible while the supporting leg is standing firmly on the ground. Foot techniques are possible from a defensive as well as an active stance. Depending on the execution the impact area can be the heel, the foot edge, the ball of the foot or the instep.

### The kick

The kick forwards is a dynamic circular foot technique. After the knee is raised and the leg is straightened the foot is guided to the target. A kick should have a noticeable snapping movement from the knee joint. Impact area can be the instep or the ball of the foot – if the ball of the foot hits, the toes are angled to the top. Here the kick is executed as a “shock technique” to the shin.

## Protective techniques and “soft techniques”

The **most important** protection and defensive techniques are the **passive under-arm blocks and the parries with the hand**. Together with the appropriate movement form they are highly effective. With block techniques you can protect your body or head. Be careful to execute all block techniques as close to the body as possible as well as without big sweeping motions and high body tension.

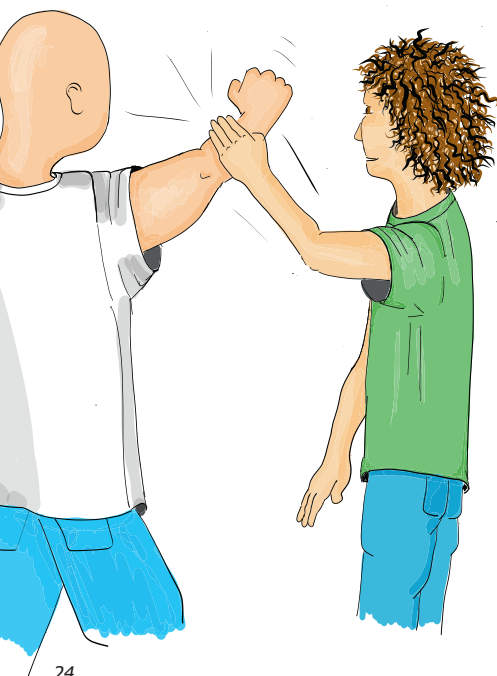


### Passive parrying technique with the arms

Passive parrying techniques with the arms are used if the distance to the opponent is short. The defending arm is close to the body or head.

### Passive parrying technique with the arm at the head – outside

The bent arm and locked underarm is held close to the side of the head and protect it from the impact of the hit. At the same time the head is ducked a bit. The parry is executed with the appropriate movement form, a body rotation to the outside.



### Parrying technique with the hand

The parrying technique with the hand is executed with the flat and tensed hand. The parry can happen through a stopping, a forwarding or a sweeping motion. Parrying techniques with the hand have to be connected with an appropriate movement form, because only then an optimal defense from grip, hit or kick techniques is possible.

### Hand sweep

The hand sweep is executed with the open, flat and tensed hand, which is guided to the attacking arm of the opponent. The attack is so forwarded and generally not changed in direction. Therefore the defender follows with their palm the the attacking direction of the attacking arm. This contact can be used by the defender to get control over the attacker. The hand sweep can be executed with one or both hands on both sides and in all directions. It has to be supported by an appropriate movement form (evasive movement).

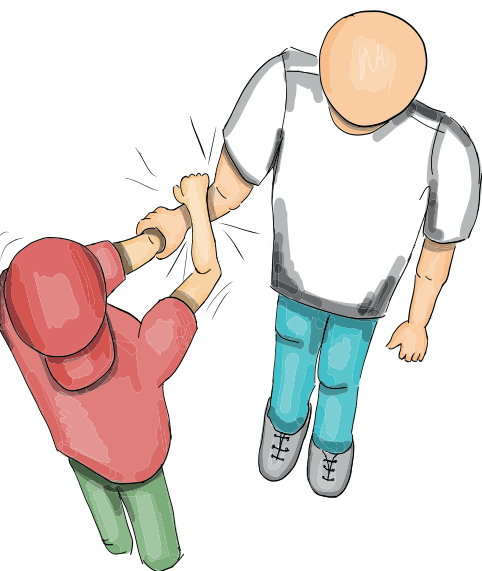


### **Grip opener**

If an attacker grabs a wrist with both hands, the defender can open that grip by pulling the held hand upwards and towards them with their other hand out of the opponents grip. Important is that the hand is pulled out a bit diagonally. Otherwise you may hit yourself with your own hand. Through this action the hand is wound or leveraged out. The technique also works with similar techniques like a diagonal wrist grip.

### **Grip breaker**

The breaking of a grip is a violent liberation technique with the help of a parrying or atemi techniques to wards the executing attacking arm. This action works on one as well as both sides against all – at least initiated- grip attacks. A grip to the revers is broken by hitting the hand against the opponents underarm in a half circular motion from the outside to the inside. To put enough power into the technique you should support it with momentum from your body. Please be aware that the “breaking” is directed towards the inside of the attackers arm, so the weak point between the thumb and the pointer finger can be exploited.



**Please don't forget about the techniques you've already mastered!**

**And please remember:**

**Self-defense techniques should only be used in emergencies as a last resort! This is to be conveyed to the course participants! Please also explain the term revenge and differentiate it to emergency defensive actions!**

## Example of a course schedule for “Not-With-Me!”, here shown day 1 and 2:

DAY 1		
Topic/ Intention	Exercise, game and organization forms	Main points
Introduction of the instructor and the course system	Introduction in a circle, asking for expectations of the kids	
Small introduction round, games to get to know each other	Greeting rituals, Name throwing, sorting tasks on a bank	
Behaviour rules of the samurai	Line up at the beginning and the end, no running around or yelling, always gather at the same place on command and sit down, who wants to say something has to put their hand up, stop-rules for techniques and role play	Rules: -no running around and yelling -gather on command and listen -signal rules, stop rules
Experience with violence	Group talk (Asking the kids for their experiences)	
Violence, types of violence	Group talk (Asking the kids for their experiences)	
Perception of violence	Violence barometer (% or smiley) The kids are asked about the above named violence types and how they feel about them. The four smileys are laid on the ground and the kids run to them	Everybody perceives violence differently! Insults are also violence!
Voice training	-Yell game Ha Hu, kids run around, if somebody comes towards them they put their arms up and yell Hu or Ha as loud as they can -Yell like a lion	Loud yelling os extremely important when your in danger.
Voice training	Yell circle	Leave me alone! Let me go! Help!
Voice training, getting help and helping	Paramedic game	Only if we help each other we can win. Explaining life rafts!
Balance fights	Line game: duel on a line (trying to break the opponents balance), duel pulling the partner over the line, lead in to grip opener	
Grip opener	Santa's sack	Rule: standing still and concentrating on the exercise
Grip opener	With yelling: "Let me go!" ad running away	In what situations can you defend yourself like that?
Duel games	Newspaper fight, balloon, trying to hit the head and protecting it with the hands	
Passive parry	Practice technique with a ballon	Protect your head!
Passive parry	Passive block against slaps and then yelling loudly and running away!	Yell and run away!
Reflecting on the lesson	5-7 years: page 1 – 9 / page 20 8-11 years: 1- 15 / page 24	
Line up		



## DAY 2

Topic/ Intention	Exercise, game and organization forms	Main points
Review homework		
What is martial arts? #What kind of martial arts do you already know and why do they exist?	Explaining what Ju-jutsu is -fair fights Separation: tournaments and self-defense	
Witch catching	Witch catching, only who yells loudly for help gets saved	
Emergency defense, conveying emergency rights When am I allowed to defend myself? How can I defend myself?	Gathering and talking about practical examples or role play with an observer role. Kid appropriate: If you don't want something you have to say so and defend yourself. Say No! If you're physically attacked: There is a law that says that everybody is allowed to physically defend themselves if they're attacked. Also important: Talk to your parents!	f I'm attacked I am allowed to defend myself -Revenge is no emergency defense! Emergency defense does not apply to provocation! -Hitting and kicking is only allowed if there is no there possibility/help Proportionality!
Body language	Kids describe their body language	
Self-defense position	Deescalating self-defense position: Kids should stand on a line	Stand straight and upright! Take your hands out of your pockets and hold them in between you and your opponent!
Self-defense position and angry look	Deescalating self-defense position: Starring without laughing	Look your opponent in the eye! Don't smile or laugh!
Distance	Group talk, explaining distance exercise form distance, stopping the attacker with voice and body language	Example house, garden, garden fence Establishing or keeping distance (Stop!) The smallest safe distance is when the attacker has to take a step to touch you!
Distance exercises with grabbing and opening	Exercise form: distance line with gripping the arm and subsequent yelling and grip opening	Let me go!
Kick to the shin	If the attacker is to string for the grip opener use a shock technique	Let me go!
SD-fall	Protect head on the ground	If somebody pushes or trips you, you have to defend yourself during the fall
Exercise form SD-fall	Cath game, who executes SD-fall can't be caught	In what situations can you defend yourself like this?
Passive parry	As a relay or other exercise form	Protect your head! Yell and run away!
Reflecting on the lesson	5-7 years: page 10 – 14/page 19 8-11 years: page 16-18/ page 23	
Maximal planing	Sock robbery	
Line up		

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