

# ***JR. SPY DEFENSE & SURVIVAL***

How to teach students to be proactive, defend against danger, and survive everything from school and life to bullies and predators



by

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THREE PERSPECTIVES, ONE GOAL	

A former CIA agent, a martial arts instructor and a teacher walk into a room might be the start of a joke, but what you're about to read is what really happened. All three of us are parents, and what we're about to tell you comes from the perspective of that priority first. Where we differ is our jobs, and how those jobs affected our concerns about kids today. We are a former CIA agent, a martial arts instructor, and schoolteacher, and through those lenses, we each have additional priorities for children yet the same goal---safety.

For the former CIA agent, the perspective is how to be proactive in life in only a way a CIA agent is trained. For the martial arts instructor, it is how to protect, not just their bodies, but also their minds. For the teacher, it comes down to helping them learn and prepare for life. As we combined our three careers, we found that we could give children, when you teach them in a martial arts class, a unique set of tools on how to succeed in a number of different areas.

That is what became the mission for this manual: How to be proactive, protect and prepare our kids. Through these objectives, we launched a program called Spy Defense and Survival. The Spy part will teach children how to be proactive in avoiding pitfalls, by using "intelligence", much like the CIA does. The Defense will help them protect several different areas in their life, and become their own guardian ninja. The Survival portion will help prepare them as a teacher would, if they do get caught in a bad situation either in school with a bully or outside of school with a predator.

SUMMARY OF SPY DEFENSE AND SURVIVAL

Here are the three parts of the program, and within each part are the three teaching objectives that will be shared with the kids in your program:

**Spy Skills:**

- A. Define the danger
- B. Gather information
- C. Determine if there is a threat of danger and the level of danger

**Defense Skills:**

- A. Identify what options he or she has
- B. Choose a solution based on options
- C. Use assertiveness to take action on solution

**Survival Skills:**

- A. Ready oneself for action
- B. Use tools to fight back
- C. Flee from danger

These points are the core of this program, and can help any child deal with any problem they are having. But first they must identify what stage they are in.

**SPY SKILLS DEFINED: Identifying the danger**

The first spy skill that will be taught, is defining the “danger” in their lives. This is the pre-incident stage. Having knowledge of what could cause a potential dangerous or even messy situation in their life is crucial to being able to deal with it. This can be as easy as defining what a bully is or understanding the difference between people who may know the child but the child does not know them. At this stage, you will teach your students how to become a harder target.

The second spy skill would be to gather information about the potential dangers. When gathering information, we can help kids increase their awareness. Awareness is the first layer of protection. If they are not aware of what could happen, might happen, etc., their reaction time could take too long, in addition to not even knowing what their options are. Simply being aware of everything from surroundings to what a math test “could” cover gives kids an edge in life. In the case of a kidnapping or even a bullying situation, were there clues or signs that could have helped someone stay safe? Proactively being aware of these cues could eliminate future problems.

The final spy skill is determining if there is danger and what level the danger is at. Once a child has knowledge of the dangerous situations, has gathered the necessary information on said situations, he or she will need to determine if they are in eminent danger or danger that

they just need to be proactive on to stop it before it happens. They will need to be taught specifically what to do, and what is needed to get out of danger. Awareness without a plan is useless and a plan without action is a waste of time, energy and effort. Sometimes children need something as simple as permission to take action, and other times, they need practice in doing it. Either way, they need leadership in doing both. Those are the keys to becoming a good spy, and will be used to help the children out in your program in a number of different scenarios.

#### DEFENSE SKILLS DEFINED: Responding to the danger

If the “Spy” part of this program was the “proactive” part, where one tries to avoid situations or even stop situations even before they start, then the defense part is the reactive, or what to do when one comes in contact from everything from a bully, to a stranger/predator or an emergency of some sort. This is what is known as the Incident stage. As common sense as it may seem, many people see this as the stage which “happens to us”, and as a result we give up power. However, just because an action happens to us, doesn’t mean we can’t be reactive. This is why we describe this stage as being defensive. Something happened, whether it be to us, or around us, and now we must respond. Everyone has a certain amount of dangers that they come in contact with. Maybe it is fear of trying something new, or a hard Math test, or an uncomfortable school situation. Whatever the situation is, one needs to be defensive to keep his or herself safe.

Before we take action and choose what to do, we have to identify what options we have fast! Although sometimes we have time to weigh each choice, many times we can get bogged down by the “paralysis of analysis”, and not do anything. That is why teaching kids how to properly be assertive is so important. What we don’t want is just to create academic attitudes, where everything stops at ideas, options and even a plan. The focus is to act.

Being defensive is taking action, like a ninja throwing a block like it is second nature. One has to act quickly too so one can actually “defend” at whatever the danger is. What goes hand and hand with that is to “Do what is needed given the situation”. As much as we don’t want to “under react” we don’t want to over react. Whatever is chosen has to fit the reality of the situation. If we talk about a self-defense situation, we can’t knock a person out cold if they simply bump into us. If a child is bullied, we may not want to get physical if only verbal assaults are launched. Choosing the proper reaction is just as important as acting quickly and decisively.

#### SURVIVAL SKILLS DEFINED: Surviving the danger

The third skill is Survival. This is the post incident stage and sometimes we're just doing whatever we can to survive or get through whatever we have to get through. If your students weren't proactive like a Spy, and if they didn't take action like they needed to like a good defensive Martial Artist, then they have to move to survival mode. The fact is that no one is perfect, so sometimes they will find themselves at best in a messy situation and worse in a dangerous one. This could be anything from not studying for a test and now failing a class, to not doing their best with their health and fitness by gaining extra weight, to being in situations where they are confronted with bullying or predator.

Whatever the story is, one needs to recover from that bad situation. Sometimes it takes a little course correction and other times it takes a serious intervention. Many times, when children experience this, they feel themselves spinning out of control in a downward spiral. They panic, vision narrows and it seems all the options are limited. One may freeze or flee from the problems, which are knocking at the doorstep, and as a result no decisions are made.

When in this survival mode, the kids in your program will learn to take the plan they made in the defense section along with the tools from the survival section and then take action to either get back on track at school or flee from the dangerous situation. The goal here is to take simplified, direct action and assess our results. If we're getting closer to where we want to be great, if not, don't panic, and try something else. But don't ever give up!!

If as instructors, we can get kids to see that identifying danger, responding to that danger and then doing whatever it takes to survive, they will be more capable of handling any situation that comes their way.

**How to teach students to be Proactive like spies,**  
**Defend against danger**  
**and Survive everything from school and life**

## to bullies and predators

Welcome

**Activity 1: Waiver-Have parents sign in and sign waiver form.**

**Activity 2: What would you do-While parents are signing in, have kids fill out the “What would you do” hand out.**

### SPYING THE TARGET : BULLIES

**Activity 3: Defining bullying- Ask students what their definition of bullying is. Have them write out their definition on big butcher paper hung up on wall in different colored markers. Discuss their definitions.**

We guarantee that you’re going to get a bunch of broad and even random answers. Some will make perfect sense, and others might be far reaching personal stories about what happened to them in school, or with a sibling. Asking this first question does something very important: Defines the target.

WHAT IS BULLYING?

- A. Unwanted, aggressive behavior
- B. Usually involves an imbalance of power
- C. Happens repeatedly

The point that needs to be defined is that bullying is unwanted aggressive behavior usually involving an imbalance of power that happens again and again. Therefore, whatever “correct” answer you get, you always want it to come back to that definition. That is the target you have to define, and what even needs to be corrected when answers stray from that explanation.

The reason why this is so important is because we have to teach that everyone has “bad days”, and having someone tease once or twice is different than a consistent bullying issue. Even asking the kids if they have ever made fun or teased a friend, brother or sister might be a good way to put everything in perspective.

DRILLING DOWN ON THE DEFINITION

After explaining the general definition of bullying, it is important for children to understand the different types of bullying. This is what we call drilling down on the definition,



as we fit it into their world. Asking kids their definition of each, and giving examples is a great way to help engage children in this conversation and learning. Just as we had a simple and clear-cut definition of general bullying, here are some more detailed descriptions of the four types of bullying:

Verbal: Orally insulting, making fun of and/or teasing anyone through words or body language.

Social: Exclusion from groups, denial of entry to certain places and/or using a coordinated attack of multiple people.

Physical: Any assault having to do with your body or property, including hurting or damaging either of them.

Cyber: Any digital means of degrading, intimidating and/or attacking one's character, interests or personality, through social media, video games, texting, etc.

#### WHERE DOES BULLYING HAPPEN? LOCATION, LOCATION, LOCATION

Bullying can happen anywhere at any time, but there are locations and places where it can happen more often. If we can help kids have heightened awareness in certain places, we've given them a great tool on how to be proactive and prepare them on how to handle bullying in specific spaces like a crowded bus or empty hallway corridor at school. It is important to come back to this list and role-play anti bullying techniques, and ask "scenario based" questions. Asking kids first where are some places they've seen or can imagine it happening can also be an eye opener, so you can add to this list, but here are the main places:

- A. Mostly at school
- B. Playground
- C. Bus
- D. Neighborhood
- E. Internet

#### SEEING THE SIGNS OF GETTING BULLIED

No one wants to think their child is getting bullied, but the fact is that we have to bring this awareness up to parents, because they know their children the best. If possible, it is best to not do this part in front of the kids. If there is any drill work or exercises the kids could be doing apart from the parents, it will give the children a break, and a chance for you to connect directly with the parents. The following are a couple points you will want to talk about, but once again, allow feedback or other signs which parents may have experience with.

- A. Unexplainable injuries: Kids are kids, and they are bound to have bump, scrapes and even bruises. You should be aware of your child's baseline. Some kids are "walking wounds" as they always seem to be doing dare devil acts which would make any parent gasp. Other kids are just a little clumsy, or are slow in developing their balance. In either case, you should have an idea if something looks out of place, and if there are consistent injuries outside of a child's norm.
- B. Lost or destroyed clothing, books, electronics, etc.: Once again, every child is going to break some of their possessions from time to time, but when there is an out of the ordinary number of items which have seemed to go missing, or come home damaged, it may be a sign.
- C. Frequent headaches, stomachaches: Bullying triggers nerves, and those nerves create anxiety that many times result in headaches and stomachaches. If these come up regularly when having to leave for school or other social activities, you'll want to dig a little deeper.
- D. Declining grades: Depending on subjects and teachers, grades could slide from time to time, but grades which take a radical drop or even decline overtime could signal that much more is going on.

### **DEFENDING AGAINST BULLIES**

#### TALKING TO A BULLY—De-escalating the situation

One tool that as instructors we can give our students is how to talk to a bully. It is common for those who are being bullied to clam up, not say a word and just take it. This makes them an easy target for continued bullying and being bullied by other people. The point here is to not only "give the child permission", but to give them training and practice in how to deal with a bully. Knowledge is only potential power; the real power must come from practicing these steps.

- A. Appear calm and self-assured: Teaching kids how to relax under stress is a skill, which will benefit them in many other circumstances through life. Physically relaxing by releasing the tension in their muscles and focus on their breathing is key.
- B. Low tone of voice: The tone of their voice communicates dominance. High pitches sound weak, and invite more bullying, while lower, sterner tones communicates firmness.
- C. Do not get defensive even at insults: Reacting to the bullying is what the bully wants. Remain calm and confident through body language...like having head up and maintaining eye contact.

- D. Firmly set limits: Not reacting to bullying doesn't mean standing there and just taking it. We need to set limits, and communicate those limits to the bully. If they are touching you, tell them not to touch you. If they are calling you names, tell them that is not ok with you. If they say "what are you going to do about it?", tell them who you will tell.
- E. Keep extra physical space between you and the bully: Physical attacks can only happen when the bully closes the gap and gets into your personal area. Keep that space far, and be aware of keeping at least arm's length in between you and the bully. If they step in, step back. Tell them not to get close. If they do, tell them what will happen... but never sacrifice space.
- F. Keep hands up ready to defend: If they don't keep their space, put your hands up in a defensive stance. Could this insight physical bullying, yes. But, we can't put ourselves in a position where the bully closes the gap, and we're left defenseless.

**Activity 4: Bully role play- Hand out the Bully Role Play sheet (found in the Appendix). Have the parents be the "bully". They are to bark out things that bullies could say, and have the children respond to it. This is not a right or wrong type of activity but should test their limits, and force them to keep proper space. If the students are having difficulty with coming up with responses, either you help them or have the class as a whole come up with good responses.**

## TELLING AN ADULT

One of the easiest ways we can empower kids is to give them a short list of people they can and should tell if these experiences or observe any kind of bullying. Here are the four people and brief explanations of each:

- A. Teacher: Most bullying takes place in school, therefore it is important to tell a teacher as they are the closest and quickest resource we can ask for help. Remember, this means any teacher, from any grade, not necessarily their own.
- B. Second Teacher: Why tell a second teacher? Teachers talk to one another, and could use each other for help in dealing with the situation. Plus, teachers are human and they could simply forget.
- C. Principal/Office staff: Telling the "head" of the school usually brings the proper attention to the issue. Teachers might forget, and also have other students telling them this or that, but Principals usually don't have kids coming up to them, so this brings a different level of attention.
- D. Parents: Making sure that kids understand that they can and should tell their parents seems like common sense, but let's not assume so. Children need to be encouraged to tell their parents when bullying occurs, and be reminded that they

will not be judged. It could also be embarrassing, so kids need to be supported before an incident presents itself in order for children take action on this point.

### **SURVIVING AGAINST BULLIES**

Physically fighting back is a scary thing for anyone involved because no one knows exactly what will happen. Will the bully retreat? Will someone get hurt? Who will get in trouble? With the onset of many schools going to a no tolerance policy, parents may have the attitude to never physically fight back, and that is a conversation, which needs to happen at every family's dinner table.

What we need to do here, as an instructor is give options, even for physical defense. Our goal is not to change family's rules for physically defending themselves, but to simply give them tools if they choose to do so, which is why this topic must be approached compassionately.

With all of that being said, you might be hard pressed to find any significant number of parents who say there is never a situation where their children should fight back physically, and that is usually the position that is safe to come from. Here are three core moves that every child should know and practice:

- A. **Blocks:** There are two main blocks that all children should have which is an outside and inside block with both sides. Most attacks come from the outside, so the outside block is the most common, but knowing how to defend against inside attacks is important too.

Outside block:



1. This is the defense for any strike that comes from the outside.
2. Bring your arm up and meet the strike at an angle to stop the strike.
3. Move body in at same time to follow up with strikes, kicks, knees to escape.



1. The inside defense is to block a straight punch.
2. Extend your same hand as the bad guy/girl's punch and aim for his/her eyes.
3. Your thumb should glide over the punch moving the punch off line.
4. Continue to protect face with other hand.
5. Follow up with strikes, kicks, knees to escape.

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gain enough distance to escape a very dangerous situation where they are outmatched.

- C. Run away: Yes, this is something that needs to be taught and practiced. Often times, one may freeze during an altercation so practicing getting out of the situation is so important.

**Activity 5: Training defense tools-Train each of these moves. Pool noodles can be used to train the outside block. Hand targets can be used to train inside blocks. If neither of these are available then using hands will suffice. Have students block the hit and then practice pushing off the attacker and running to the nearest exit.**

### **SPYING THE TARGET: PREDATORS**

#### WHAT IS A STRANGER/PREDATOR

Teaching what a stranger is to a child, depending on their age, can be tough. We want to protect kids, but we also want them to be polite to others. We want to teach them to engage people in a friendly manner, but at the same time we need them to keep a safe distance. You can easily confuse a child (and an adult) by asking them if a random person they see at the mall or walking down the street is a stranger. Most likely, they will say yes. Then you ask them if another adult in the same room, whom they have met maybe once is a stranger, and most will say no.

How can that be? They don't know them, just like they didn't know the random person in the mall, but because of proximity, one initial introduction or even because another adult,

even mom or dad greeted them, or said “hi”, now they are not a stranger? Confusing. The general rule is that mom or dad needs to “clear” people, in order to get them out of the “stranger” zone.

Teaching our kids to get permission to engage with someone is the first step, but it is also important for the parent to remember who’ve they have engaged with, and clear new people if need be. If not, they should remain on the stranger list. Here are some other talking points we should go over with the kids:

- A. Men vs women: Many times kids will have a general gender bias, and see men more as strangers than women, and women more “friendly” than men. The fact is that anyone who mom or dad has not cleared is still a stranger.
- B. People in uniform: Adults have fallen for this many times, and have put themselves in bad positions, when predators dress like someone from the gas company, a police officer or someone else who looks legit in a uniform. We need to teach our kids that people in uniforms are still strangers.
- C. People who know personal information: Just because someone knows our name, doesn’t get them out of the stranger zone. This is why we should be careful putting our kid’s names on clothes and other personal items. Predators will use this information to gain a child’s trust.

#### DRILLING DOWN ON THE DEFINITION

Because this topic of who exactly is a stranger can be more difficult to explain or have a child see the differences, teaching them to rely on their gut instincts is crucial. Asking a child if anyone makes them feel uncomfortable might be a better discussion topic. Logically one might be saying that a person is all right and safe, but something in his or her gut tells them otherwise.

As the discussion of strangers with your students occurs, it is also beneficial to discuss people who may not necessarily fit into the stranger category but who may fit into the “tricky people” category. Tricky people are people that make one feel uncomfortable or ask something a grown up should not ask of a child. For example, to keep a secret, to look for a lost dog, to help with sporting equipment after the rest of the team has left. They may “wear” the right suit or uniform, and the child may even “know” them but something about them puts them in that uncomfortable category. It comes down teaching a child to trust his or her “gut instincts”, and most importantly taking action on those instincts when things don’t feel right. Use the example of when you go up to a new dog and it growls or seems unfriendly, what are your instincts telling you to do? Trust those initial instincts because they can save you from a bad situation.

**Activity 6: Instincts scenarios-Line the kids up in a single file line, and read off each scenario on the Follow your instincts sheet. If the student thinks the scenario is “safe” they step to the right, but if it is “unsafe” they step to the left. After each scenario, have the kids move up one spot so that the leader of the line changes after each scenario.**

**This exercise helps kids think through a number of situations. As they move up in the line, they will have to decide more and more by themselves, without seeing how those in front of them are answering.**

## RAISING AWARENESS

From a martial arts instructor’s experience, I start many self-defense courses with asking people what is the most important “tool” or “technique” or “principle”. There are always several answers ranging from brutal moves which could maim or kill to abstract concepts from experienced law enforcement and military.

However, the most important “thing” one can develop in his or her self-defense arsenal is awareness, and if we can teach this to our youth students we can give them an incredible edge in life. The formal definition of “awareness” means: “Knowledge of a situation or fact. Concern about a well-informed interest in a particular situation”. Both definitions talk about knowledge or being informed of a “situation”. In self-defense, a “situation” can be an actual scenario that is happening, or the environment or people one is with.

The main way to teach awareness is through scenario drills where students have to identify dangers, decide to engage, decide not to engage, fight or run. Being aware of not only opponents and options, but escape routes, defensive positioning and even the surface of the ground (i.e. wet asphalt, snow, sand, slanted) will give anyone intelligence to make the right tactical decision of what to do when faced with danger.

The first key is to simplify this principle. This can be done with a simple “traffic light” metaphor to break down a threat color code. There are two main elements, which will affect what “color” one is in, and hence what awareness level to be at. The first element is people. For example, if sitting home at with a family member or best friend, you are obviously with people you know, and don’t have to be on guard. However, if you’re in line at the airport café traveling alone, you are surrounded by people you don’t know. By the way, if you are with someone you know, but there are also people you don’t know there as well (such as if you are at a bar with friends), you are still “with” people you don’t know.

The other element is the environment, or the “places” you find yourself. In short, you are either very familiar with where you’re at or you aren’t. Your house or apartment, office or school all probably fall into the comfortable category. There may even be places that you feel comfortable with initially because of the times you may frequent them but do you know where all of the exits are in the shopping mall or sports venue you go to each week? What about the

gym or park you exercise in almost daily? Are there places to hide or escape to if an emergency arose? Can you find objects to use as weapons easily in these places? Don't confuse familiar with comfortable.

There are probably several places we're comfortable at, but don't know as well as we think. Furthermore, if there are other people who have easy access to an environment, it is probably not as familiar as we think. They can hide in places, block exits and manipulate spaces, making the familiar not so familiar anymore.

### TRAFFIC LIGHT AWARENESS MATRIX

A simple "matrix" combines these elements to make it easier to understand. Green is the "relaxed" level where you know the people you are with and are familiar with the environment you're in. A person's home is the best example, when one is there with just family or close friends, one can put his or her guard down, and just "be". If an emergency arises one should know where the exit is, where weapons are or even where to hide.

Yellow is the "elevated" level where one might be with people he or she knows but in an environment, that is unfamiliar (such as at a restaurant), or in a familiar environment with unfamiliar people (at place of business, when new customers walk in).

Red is the "alert" level because one is in unfamiliar surroundings with people they don't know. Think of any public transit location such as an airport, bus stop or subway. If you are alone or with someone you don't know (i.e. you are escorting a manager from another office to yours), your guard should be up.

	People	Environment
Green	Know	Familiar
Yellow	Know or Don't Know	Familiar or Not Familiar
Red	Don't Know	Not Familiar

**Activity 7: Awareness practice-Read off each place as an example and have the students decide as a class what color it is. Some places may be two colors depending on the situation so talk thru those as a class.**

**Mall (red)**

**Park (red)**

**Parent's friend's house (yellow)**

**School (yellow)**

**Soccer practice (green)**

**Front yard (yellow)**



Backyard (green)

Restaurant (red)

Walking home from school (yellow/red)

### DEFENDING AGAINST PREDATORS

“Bad feels” is a term that describes that feeling in the pit of one’s stomachs that something just isn’t right. There are countless stories of people who were kidnapped or assaulted, and after the fact were interviewed and admitted that something just didn’t seem right. Trusting gut instincts or bad feelings about someone or some situation is a challenge but so necessary for personal safety. When those feelings do arise, there are little things that can be done to test that feeling, and make ourselves at least feel safer, if not even be safer. Here are four tools to use if “bad feels” arise:

- A. SDR: Surveillance Detection Routes or SDR’s is a term that CIA operatives use to travel in a pattern to see if someone is following us. The simplest form is to make a “box” route when travelling around a block at a park, making four right hand turns, returning to where one started. If someone continues to make that exact same turns as you do, you can assume that person is following you, and you need to take greater action to get to safety.
- B. Running in opposite direction: This may seem so common sense but running the opposite way, away from someone who one thinks is dangerous is a direct and decisive action which can help avoid a dangerous situation or person. If we’re walking to an underground tunnel, and there is a man inside just sitting on the ground, seemingly minding his own business, our bad feels may have us run in the other direction, once he gets up and starts walking towards us.
- C. Code words: Having a code word between you and your loved ones to identify a real problem is a simple action that can be taken. Having a unique word or phrase between child and parents, for example, can communicate when it is ok to go with someone if there is ever an emergency.
- D. Yelling this is not my mom or dad (not screaming): If a child is ever grabbed or picked up, flailing around and causing a ruckus might just look like a child misbehaving. However, identifying that this is not one of his or her parents will get the attention they need to get help.

**Activity 8: SDR-You can either take the kids outside, use hallways in the building you’re in or go outside and walk around a building to show how to use an SDR. The key here is to show them the box pattern and then how to look for safe areas if needed.**

**Activity 9: Running the other way-** Once again, using the classroom, inside the building you may be in or outside, simply have the kids walk around, and when they sense danger, they simply practice running the other way to safety. If you want, you can create “danger”, by pinning a red piece of paper on an individual who roams around the space you are using. Once kids see that, it is the signal for them to run!

**Activity 10: Code words-**Have parents and children get together and make up their code word. Tell them not to tell anyone in the class, even if asked, as it is their “secret code word” between parent and child.

**Activity 11: This is not my mom and dad-**Simply practice the parent role playing with their child by having the parent (or instructor) pick the child up and/or grab them, and have the child scream “This is not my mom or dad!”. Explain to them that parents to often hear their children or other children just screaming at a playground etc. So, they need to yell something that will get other people’s attention.

## FIGHTING BACK

There may be a time that a child will have to “fight off” and attacker. The number of self-defense moves is endless, but what matters is finding the simple, yet super effective moves that work the majority of the time. There will never be moves that work 100% of the time, in 100% of situations. That is why the focus is on moves that pass three specific criteria:

- Simple: All moves must be simple to learn and perform.
- Effective: All moves must be effective against different people in different environments.
- Efficient: All moves must be able to be performed quickly.

As a result, here are the core three moves of the self-defense strategy if one must defend themselves physically.

- A. Front kick: Usually performed with the stronger leg, or the leg in the rear (if in a bladed stance), the child lifts the knee first, and then snaps out a kick, making contact in the “A Frame” of the opponent (groin area) using the top of their foot.

Front kick:



1. Bring back knee up and snap the leg out before making contact.
2. Make contact with the laces of your shoe to the bad guy/girl's groin.
3. Land forward with kicking foot to strike, kick and knee until you can escape.

- B. Palm strikes: Similar to punching, but using a stronger part of the hand, heel of the palm, to strike the attacker's face, nose, throat or even lower targets like the stomach or groin.

Palm strike:



1. This is similar to our punch, but now we are opening our hands and striking with the bottom of the palm.
2. Use whole body, hips and shoulders to gain the most power for the strike.
3. Land forward to continue with strikes, kicks, knees to escape.

- C. Knees: Thrusting one's bent knee up into low line targets like the abdomen, groin and thigh, this move is extremely powerful.

Knee:



1. Take your arm across your body and grab hold of the bad guy/girl's neck.
2. Grab his or her arm on the same side of the body. Hold both of these tightly.
3. Bend him/her down and knee into belly, groin, face, thigh, etc until you can escape.

**Activity 12: Training defense tools-Pair the parents with the children, and give them each a pad. You will give the kids three total rounds: 1<sup>st</sup> round is stationary, where they complete the moves from a static position. 2<sup>nd</sup> round is moving, where the pad holder (parent) moves around, and "hides and flashes" the pad. When the parent "flashes" or shows the pad, the child does the move. The 3<sup>rd</sup> round is combination, where the parents again hide and flash the pad, but they combine the techniques into a sequence, i.e. Kick – Palm strikes – Knees.**

### **SURVIVING AGAINST PREDATORS**

Survival skills are something that we never want to have to teach our kids, but unfortunately in this day and age they are a necessity. There are two escape skills you can teach a child, and one "tool" they can have access to which will even the playing field if they are ever faced with a bigger and stronger opponent (which in most cases they will). The following explains each of these:

- A. Duct tape: The most common way an abductor will bind anyone they kidnap is by duct tape. Most abductors will duct tape people by wrapping their hands in front of their body. There are two main ways to escape this confinement:
  - Rip Method: If you hold your hands out and elbows in when being taped, you will create an angle needed to tear the tape. Simply raise your hands above your head, and pulling them down very quickly.
  - Cutting Method: Using an edge of a door or table, you can rub the tape back and forth to create friction to burn through the tape, with the tape a parallel to the edge as possible. This method also works great if you are duct taped behind your back.

**Activity 13: Duct tape practice-Have parents duct tape their children, and have the children practice both the rip and cutting methods.**

- B. Rope: Being bound by rope is another common way abductors will contain the children they kidnap. There are two main ways you can escape from this restraint.
  - Shimmy Method: When tied, it is important to keep your elbows apart in order to create a gap, so when there is an opportunity to escape, you can extend your arms

and rub your hands back and forth. This “shimmy” will help the rope to roll right off of your wrists and hands.

-Para cord Method: Using Para cord you can burn through the rope, in addition to other restraints such as zip ties. You can do this by tying loops on either side of a string of Para cord (around 12-16 inches is sufficient), and then looping that cord through the rope. Then you wrap the loops around your feet, and “cycle” the feet back and forth allowing you to burn through the cord.

**Activity 14: Escaping rope practice-Have the parents tie up the kids with rope, and have the kids practice both the shimmy and Para cord methods of escaping.**

- C. Tactical pen: The tactical pen is a self-defense tool which can be carried anywhere by a child, and used to defend themselves if need be. When properly taught how to be used, it is a very dangerous tool, so extreme caution must be used in teaching and training with it.

The main uses of the pen comes from using the pointy tip as a striking tool against soft targets on the body, including the thigh, groin, abdomen, ribs, neck and face. One can hold the pen in either the positive/pointer position, or negative/ice pick grip. Both positions have their pros and cons, but the fact is having a little bit of distance between the attacker and victim is helpful to muster the power needed to strike these targets. Practice all different positions including:

Frontal assaults: Use the empty hand to push off while being able to strike using either grip.

Side assaults: Step back and use either grip to strike.

Rear assaults: Using the ice pick grip and striking behind you, at the low line is most effective.

Ground assaults: Depending on position, one grip might be more helpful compared to the others as many times you’re working against gravity to fight of the attacker.

**Activity 15: Tactical pen practice-Using pizza boxes, let the children practice numerous different striking angles, with both tactical pen grips. Come at them holding a box about a foot away from any vital organs, and give them practice and striking and moving.**

**Activity 16: Are you prepared-Hand out the “Are you prepared” paper for later discussion with parents.**

**Thank everyone for coming and explain about your classes and how the things they learned today relate to your everyday classes. Hand out free two week passes to your gym.**

## **APPENDIX**

**Activity #2: What would you do??**

1. What would you do if you ever got lost?
2. What would you do if you thought you were being followed?

3. What would you do if you are walking home with a friend and they said they knew a short cut to get home?
4. What would you do if a stranger grabs you?
5. What would you do if a friend asked you to come over after school but your mom and dad were at work?
6. What would you do if someone came up to you at school and started calling you names and making fun of you?
7. What would you do if someone pushed, punched or kicked you?
8. What would you do if you found out someone was spreading rumors about you or telling people not to be your friend?

#### **Activity #4: Bully Role Play**

\*Nobody likes you

\*You are so ugly

\*Why do people even like you?

\*Are you going to cry, crybaby?

\*You are fat! You are so skinny!



\*You are the most annoying person

\*Do you ever shower? You smell disgusting

\*Your clothes are so horrible

\*Why are you so weird?

\*Why don't you leave this school, no one would care...

\*It was just a joke...why are you so sensitive?

### **Activity #6: Follow Your Instincts Scenarios**

1. While waiting for the bus, a man who looks kind of familiar tells you that your mom got sick after you left and sent him to bring you back home. Do you go with him?
2. You are home by yourself and the doorbell rings. You can see the mail carrier out your front porch window. She looks as though she needs something signed. Do you open the door?

3. You are playing an interactive game online when someone you've never seen before messages you. They ask a question about the game and then ask for your name. Do you message them back?
4. You are riding your bike home from the park and notice a car slowly driving behind you. Do you go straight home?
5. You are at the skate park when a young woman stops to ask if you can help her find her lost dog in the park. Do you follow her and help?
6. You are walking home from school when your neighbor, Mrs. Jones, calls out from her front door. She wants you to come in and help her get something she dropped behind the couch. Do you go in and help her?
7. While scrolling Instagram, a boy sends you a friend request. You don't know him but it says he follows 5 of the same people you follow. Do you accept the request?
8. You are home alone when the phone rings. A woman is on the line saying she works with your dad and he has asked her to call you for some information they need for something at his work. She asks for your address. Do you tell her?
9. You are at school when a man, who you have not seen before, says he is the new teacher and asks you to walk with him to the closest bathroom. Do you walk with him?
10. You just got home from school and realize you forgot your key. There is a hidden key on the porch, but you can't reach it. Your mom's best friend is walking by and asks if you need help. Do you ask her to reach the key for you?

### **Activity #16: Are you prepared??**

What would you do if a stranger approaches you and says...

1. "I've lost my puppy. Can you help me find her?"

2. "You look just like my grandchild. Do you mind if I take your picture so I can show them?"

3. "I can't hear you very well... can you come a little closer to me?"

4. "Your parents have been in a car accident and I'm here to take you to see them at the hospital."

5. "I have your parents on the phone. Come over here and I will let you talk to them."