

## **Self Defense**

(Navigating Away From Unwanted Conflict)

**Purpose:** To increase student awareness & understanding/definition of the term Self Defense as it applies within the context of the school environment.

**Materials:** Computer, viewing screen, speakers and internet connection to the activities video link. The video is to be used as one would use a power point slide presentation. In video format however, use the play/pause indicator on the video to regulate frame/slide movement. The frames/slides are set for approximately 6 seconds before they automatically advance. The video within the converted power point begins automatically. [http://www.youtube.com/watch?v=soCX3qqS9\\_Y&feature=youtu.be](http://www.youtube.com/watch?v=soCX3qqS9_Y&feature=youtu.be)

**Student Materials:** Pencil & Paper.

**Time:** 30-40 Minutes.

**Key Words/Concepts:** Witness, Self Defense, Avoid, Protect, Defend, Participation, Responsibility, Respect/Disrespect, Ego, Image & Payback.

**Introduce/reintroduce:** Make sure all the kids know who you are. See if anyone remembers the last time you were in the classroom and what the activity was all about. Talk up today's activity in that it's going to be lots of fun! Distribute a note pad size piece of paper to each student or have students bring out a half sheet of paper and something to write with. Tell students to watch the video very closely without talking out loud. (You may want to tell the kids that they'll be watching the T.V. edited version of the movie.)

### **Part 1**

Just follow the video prompts & be sure to pause on all 19 slides (with the exception of slides #1 and #19) to review the information with the students before moving on. Remember the movie within the video is set to begin after the "Let's Get Ready to Rumble" frame/slide and begins automatically.

### **Part 2**

Tell Students "Write down what just happened between the two boys (Dale & Brennan.) Call on student's to read a loud their (witness statements.) Following each student's account of "what happened" ask the other students to raise their hands if that student's account of what happened had any truth in it. Let kids know that when adults ask multiple kids for their account of what happened they're trying to piece together (like a puzzle) what actually happened. Usually, an element of truth can be found in each account. Eventually ask student's the question "Who started the fight?" Their will be disagreement. See if student's can agree on the fact that regardless of whom or how the fight started, that both boys (Brennan & Dale) participated.

Ask students to write their definition of Self Defense. As student's write their definition of Self Defense, be aware that some student's will tell you they have their parent's permission to hit anyone who hits them. Many students come to school with the belief that they "have the right to hit anyone who hits/touches them first." People also believe it's their right to "teach that other person a lesson." Lots of people in trouble/juvenile hall/prison believe that too. Our counseling goal is to expand upon the student's definition of self defense. We're suggesting that within a school environment the definition of self defense may be very different than the one their families/parent's endorse and thus very different than the one they (the students) came to school with.

### **Part 3**

Discuss with students that counselors help boys & girls learn not to be reactive when they feel disrespected, intimidated or threatened by other students. Learning to remain in control of their thoughts, feelings and actions while avoiding unnecessary conflict is what the activity is all about. Emphasize that Self Defense has nothing to do with having their ego or image attacked, their reputation bruised or their honor disrespected. Also inform students that it's not their "job" to "determine and or teach" the person he/she is in conflict with a "lesson." Remind students that juvenile detention centers, jails and other correctional facilities are full of men & women who report being incarcerated as a result of conflict with someone else. Often these same people engaging in conflict do so as a result of feeling "disrespected" by another person. Tell students that it's also true that some family members (kids/spouses) feel disrespected and undervalued when that adult places his/her pride/feelings above the value of the family.