

LEARNING OUTCOME BASED VOCATIONAL BOOK

Job Role

SELF DEFENCE TRAINER

(QUALIFICATION PACK CODE:SPF/Q1119/SPEFL-SC)

NSQF Level: 4 | Sector: Sports



PSS Central Institute of Vocational Education, Bhopal

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FOREWORD

The National Education Policy (NEP) 2020 envisions a future-ready education system that is rooted in India's cultural values and responsive to the needs of the 21st century. It emphasizes the integration of vocational education into mainstream schooling, enabling learners to acquire practical skills alongside academic knowledge. In alignment with this vision, the National Curriculum Framework for School Education (NCF-SE) 2023 advocates for holistic development by addressing the five dimensions of human existence, *pañchakoshas*, including physical, mental, emotional, intellectual, and spiritual well-being.

Vocational education plays a pivotal role in preparing students for the world of work. The *Self-Defence Trainer* textbook for Grade 12 builds upon the foundational skills introduced in the previous year and deepens learners' understanding of self-defence training and personal security services. This textbook has been developed by a team of subject experts and practitioners under the guidance of the National Council of Educational Research and Training (NCERT), through its constituent unit, the Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE), Bhopal.

The textbook covers critical topics such as security documentation, basic firefighting, workplace safety, emergency response, and personal and professional development. It aims to equip students with the competence to handle real-life security scenarios with confidence, discipline, and ethical responsibility. Learners are also introduced to entrepreneurship opportunities in the security sector, encouraging self-reliance and innovation.

Aligned with the National Skill Qualification Framework (NSQF) and National Occupational Standards (NOS), this textbook offers structured, hands-on learning experiences. It emphasizes professional values like teamwork, alertness, leadership, and empathy—qualities vital for a successful career in the private security industry.

The content encourages experiential learning through practical exercises, case studies, and scenario-based activities. It also provides teachers with structured guidance to facilitate engaging and meaningful instruction.

I express my sincere appreciation to everyone who contributed to the development of this textbook. I am confident that it will serve as a valuable resource for students, teachers, and institutions dedicated to vocational education. Feedback and suggestions from users are welcome and will help enhance future editions.

Dinesh Prasad Saklani

Director

National Council of Educational Research and Training

ABOUT THE TEXTBOOK

The Self-Defence textbook for Grade 12 is designed to strengthen students' advanced practical skills, legal awareness, and professional preparedness required to perform confidently as self-defence trainers and safety practitioners. Building upon the foundational concepts introduced in Grade 11, this textbook offers specialized training to equip learners with higher-level techniques, psychological resilience, and real-world response strategies.

Structured into four comprehensive units, the textbook integrates theoretical understanding with intensive practical application, enabling students to develop leadership, adaptability, and crisis-handling abilities essential for modern self-defence professionals.

Unit 1 on Advanced Self-Defence Techniques introduces learners to higher-level physical defence strategies, survival mindset development, tactical escape planning, and confidence-building exercises suitable for complex threat situations.

Unit 2 on Ground Self-Defence, Falling Techniques, and Managing Panic and Stress focuses on ground-based defence skills, safe falling methods, recovery tactics, and stress-control techniques, helping students remain effective under pressure and in high-risk scenarios.

Unit 3 on Weapon Awareness and Cyber Self-Defence equips learners with knowledge of common weapon threats, safe distancing and de-escalation techniques, along with essential cyber safety practices to counter online harassment, cyberbullying, and digital risks.

Unit 4 on Advanced Legal Awareness and Career Scope prepares students with in-depth understanding of legal rights related to self-defence, professional responsibilities of a trainer, ethical practices, and diverse career pathways in training, community safety, and awareness programs.

By combining advanced technical training with legal knowledge and professional development, this textbook ensures learners are competent, confident, and workplace-ready. It also reinforces values such as discipline, alertness, responsibility, ethical conduct, and empowerment, which are fundamental to the field of self-defence and personal safety.

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Unit 1: Introduction to advance Self Defence Techniques

Session 1 Advanced Self-Defence

Advanced self-defence goes beyond basic techniques and focuses on developing a combination of physical skills, mental awareness, and strategic thinking. It prepares individuals to handle a wide variety of threatening situations, sometimes involving multiple attackers, weapons, or high-stress environments.

Understanding Advanced Self-Defence

Advanced self-defence is a comprehensive approach that combines physical skill, mental alertness, and strategic thinking to protect oneself in high-risk situations. Unlike basic techniques, it involves training in complex scenarios such as dealing with multiple attackers, defending against weapons, and responding under pressure.

A key aspect of advanced self-defence is situational awareness. Recognizing danger early and making smart decisions to avoid conflict is often more effective than physical confrontation. Alongside this, practitioners develop techniques in striking, grappling, joint locks, and ground fighting, often integrating elements from martial arts like Krav Maga, Brazilian Jiu-Jitsu, and Filipino Martial Arts.

Mental preparation is equally crucial. Training involves stress management, de-escalation tactics, and understanding the legal boundaries of self-defence. Realistic scenario-based drills help build confidence and reflexes. Overall, advanced self-defence empowers individuals to stay safe, make quick decisions, and respond effectively in unpredictable and potentially dangerous situations.

Definition of Advanced Self-Defence:

Advanced self-defence is the practice of using highly developed techniques, strategies, and mental preparedness to protect oneself in complex or high-risk situations. It goes beyond basic moves by incorporating skills such as defence against armed attackers, handling multiple threats, and responding effectively under stress. This level of training includes physical conditioning, situational awareness, psychological readiness, and knowledge of legal rights. Advanced self-defence often draws from multiple martial arts and combat systems to provide a well-rounded ability to prevent, de-escalate, or neutralize threats in real-world environments.

Definition of Advanced Self-Defence (In Detail)

Advanced self-defence is a specialized and comprehensive level of personal protection training that focuses on preparing individuals to handle high-risk, unpredictable, and often dangerous situations. Unlike basic self-defence, which teaches fundamental techniques like simple strikes and escapes, advanced self-defence involves mastering complex skills, tactical thinking, and psychological readiness.

At its core, advanced self-defence blends physical combat techniques with mental and emotional control. Practitioners are trained to deal with scenarios such as multiple attackers, armed threats (e.g., knives, guns, blunt weapons), and physical confrontations in confined or unfamiliar environments. It often involves a mix of martial arts disciplines—such as Krav Maga, Brazilian Jiu-Jitsu, and Filipino Martial Arts—which offer a variety of tools for striking, grappling, weapon defence, and ground fighting.

In addition to physical training, advanced self-defence emphasizes situational awareness—the ability to assess surroundings, recognize potential threats, and avoid danger before it escalates. It also includes psychological conditioning, such as managing fear, making fast decisions under pressure, and using verbal de-escalation techniques when possible.

Legal knowledge is another vital aspect. Practitioners learn when and how force can be lawfully used, ensuring their actions remain within the boundaries of self-defence laws in their region.

Overall, advanced self-defence is not just about fighting—it's about survival, smart decision-making, and using a combination of awareness, skill, and strategy to stay safe in the most dangerous situations.

Need for Advanced Self-Defence

The need for advanced self-defence has become increasingly important in today's world due to the rising cases of violence, crime, and unpredictable threats. While basic self-defence may help in minor confrontations, advanced training prepares individuals for more serious, complex, and life-threatening situations.

One major reason for advanced self-defence is the ability to handle armed attackers or multiple assailants, which basic techniques are often insufficient for. It equips individuals with practical skills to defend against weapons like knives or guns, escape from dangerous holds, and fight effectively in confined or crowded spaces.

Additionally, it fosters mental strength and situational awareness, helping people to stay calm under pressure, assess danger quickly, and make smart decisions. This level of readiness is especially crucial for people in high-risk professions or those living in areas with higher crime rates.

Moreover, advanced self-defence training promotes confidence, independence, and personal safety, reducing vulnerability and improving one's ability to protect oneself and others in emergencies.

Types of Advanced Self-Defence

Advanced self-defence includes a variety of systems and styles, each focusing on different aspects of protection and combat. These methods combine physical techniques, mental discipline, and strategic thinking. Below are some common types of advanced self-defence:

1. Krav Maga

Developed by the Israeli military, Krav Maga is known for its practical and aggressive techniques. It focuses on real-world scenarios, including defence against weapons, multiple attackers, and quick disarming methods.

2. Brazilian Jiu-Jitsu (BJJ)

BJJ emphasizes ground fighting and submission techniques. It is especially useful when the fight goes to the ground, teaching control, joint locks, and chokes to neutralize the opponent.

3. Filipino Martial Arts (Kali, Arnis, Eskrima)

These systems specialize in weapon-based combat, particularly with sticks, knives, and improvised weapons. They also include empty-hand techniques, making them highly versatile.

4. Jeet Kune Do

Founded by Bruce Lee, Jeet Kune Do combines various martial arts techniques and focuses on speed, fluidity, and adaptability. It encourages using what works best in any situation.

5. Systema

A Russian martial art that focuses on breathing, relaxation, and efficient movement. It trains individuals to react instinctively and remain calm under pressure, with a strong emphasis on psychological defence.

6. Mixed Martial Arts (MMA)

MMA combines striking and grappling from multiple martial arts such as Muay Thai, Boxing, Wrestling, and BJJ. It offers well-rounded combat skills effective in self-defence situations.

Each of these systems contributes uniquely to advanced self-defence, allowing practitioners to build a flexible and realistic defence strategy suited to different environments and threats.

Understanding the Need for Advanced Techniques in Self-Defence

Advanced techniques in self-defence are essential because real-life threats are often unpredictable, fast-paced, and more dangerous than what basic training can prepare you for. Simple punches or escapes may not be enough when facing armed attackers, multiple assailants, or situations in confined or unfamiliar spaces. This is where advanced techniques come into play.

These techniques are designed to deal with high-risk scenarios such as weapon threats (knives, guns, bats), ground attacks, chokes, or surprise ambushes. They involve skills like disarming, joint locks, counter-grappling, and efficient striking, which can neutralize a threat quickly and effectively.

Moreover, advanced techniques help you stay in control under stress. Through repetition and scenario-based training, they develop muscle memory and quick reflexes, allowing you to respond instinctively and decisively when under attack.

In short, advanced techniques are not about fighting better—they're about surviving smarter, especially in dangerous, real-world situations where basic skills may fall short.

Points to Remember

- Advanced self-defence = physical + mental + strategic readiness.
- Avoiding conflict is safer than engaging in one.

What Have You Learned

- The concept and definition of advanced self-defence.
- Why advanced training is necessary in modern high-risk environments.
- Types of systems that contribute to advanced self-defence skills.
- Importance of combining physical skill with mental preparation and legal knowledge.

Practical Activity 1 – Situational Awareness Drill

Aim:

To train students to identify potential threats quickly and choose safe responses without panic.

Materials Required:

- Open training space
- Cones or markers for designated “safe zones”
- Role-play cards with threat descriptions

- Whistle or bell for starting/stopping scenarios

Step-by-Step Process:

1. **Setup:** Instructor marks 3–4 “safe zones” in the area.
2. **Role Assignment:** Some students are “civilians” moving casually, while 1–2 play the role of “threat actors” (approaching too closely, blocking path, etc.).
3. **Scenario Start:** Civilians move around normally until the instructor signals a “threat” by blowing the whistle or holding up a role-play card.
4. **Action:** Students must:
 - Identify the threat quickly
 - Choose one of the three responses: create distance, verbal warning, or move to a safe zone
5. **Debrief:** After each round, students discuss their choices and what cues they noticed.

Safety Notes:

- Threat actors must not make physical contact.
- Maintain slow walking speed to prevent collisions.

Outcome:

Students will develop sharper observation, faster decision-making, and confidence in avoiding unsafe situations.

Practical Activity 2 – Threat Recognition & Response

Aim:

To connect classroom knowledge with practical identification of threats.

Materials Required:

- Keep tone constructive—avoid making fun of mistakes.
- Remind students that real-life recognition happens in seconds, so focus is key.

Outcome:

Improved ability to spot warning signs in daily life before danger escalates.

Check Your Progress –

Fill in the blanks

1. Advanced self-defence focuses on developing _____, _____, and _____ to handle high-risk situations.
2. Recognising danger early is called _____ awareness.
3. Advanced self-defence often integrates techniques from systems like Krav Maga and _____ Jiu-Jitsu.
4. One major reason for advanced self-defence is the ability to handle _____ attackers or armed threats.
5. _____ is more effective than physical confrontation in many self-defence scenarios.

Answers: 1. physical skills, mental awareness, strategic thinking; 2. situational; 3. Brazilian; 4. multiple; 5. Avoidance

Multiple Choice Questions (MCQs)

1. Which of the following is *not* a focus of advanced self-defence?
 - a) Mental alertness
 - b) Strategic thinking
 - c) Reckless aggression
 - d) Physical skills

Answer: c) Reckless aggression

2. Situational awareness helps a defender:
 - a) Avoid training
 - b) Recognise danger early and make smart decisions
 - c) Attack first without reason
 - d) Carry weapons

Answer: b) Recognise danger early and make smart decisions

3. Which martial art is known for ground fighting and submissions?

- a) Krav Maga
- b) Brazilian Jiu-Jitsu
- c) Kali
- d) Jeet Kune Do

Answer: b) Brazilian Jiu-Jitsu

Subjective Questions

1. Define advanced self-defence. How is it different from basic self-defence?
2. Explain the role of situational awareness in preventing physical confrontation.
3. List and describe any three martial arts systems used in advanced self-defence.
4. Why is mental preparation equally important as physical training in advanced self-defence?

Session 2 Advanced Physical Techniques in Self-Defence

Advanced self-defence training includes a wide range of physical techniques that go beyond basic strikes and blocks. These techniques are designed to control, disable, or neutralize an attacker quickly and effectively, especially in high-risk situations. Some of the key advanced physical techniques include:

1. Joint Locks

Joint locks involve manipulating the joints (such as wrists, elbows, or shoulders) to control or subdue an attacker. Common in martial arts like Aikido and Brazilian Jiu-Jitsu, these locks can cause intense pain or immobilization, forcing the attacker to surrender or creating an opportunity to escape.

2. Pressure Point Targeting

This technique focuses on striking or applying pressure to specific points on the body where nerves are exposed. Targeting these areas can cause pain, disorientation, or temporary paralysis, giving the defender a critical advantage in a confrontation.

3. Throws and Takedowns

Throws and takedowns, used in arts like Judo and Wrestling, involve using leverage and balance to bring an attacker to the ground. This is particularly useful for ending a fight quickly or gaining control over a larger or stronger opponent.

4. Grappling and Ground Control

Advanced self-defence includes controlling an opponent on the ground through pins, holds, and submissions. This is essential when the fight goes to the ground, allowing the defender to stay on top, escape, or apply finishing techniques.

5. Weapon Disarms

These techniques train individuals to disarm attackers using knives, guns, or blunt weapons. They focus on redirecting the weapon, controlling the attacker's arm, and neutralizing the threat without escalating the violence unnecessarily.

6. Multiple Attackers Tactics

In advanced training, practitioners learn how to position themselves, strike efficiently, and move dynamically to deal with more than one attacker, reducing the risk of being surrounded or overwhelmed.

These advanced physical techniques, when combined with situational awareness and mental control, significantly enhance a person's ability to defend themselves in real-world confrontations.

Tactical Application and Escape Planning in Advanced Self-Defence

In advanced self-defence, the goal is not only to fight effectively but to survive and escape safely. This is where tactical application and escape planning become essential. They involve using strategy, awareness, and decision-making to gain control of a situation and avoid unnecessary risk.

1. Tactical Application

Tactical application means using self-defence techniques with purpose, timing, and awareness. It includes:

- **Positioning and Movement:** Staying mobile and avoiding being cornered. Always try to keep a clear exit in sight.
- **Target Selection:** Striking vulnerable areas like the eyes, throat, groin, or knees to quickly disable the attacker.
- **Use of Environment:** Using surroundings to your advantage—walls, furniture, or objects as shields or improvised weapons.
- **Controlling Distance:** Knowing when to close in for a takedown or keep distance to avoid grappling or weapon reach.

2. Escape Planning

Escape is always the priority in any dangerous situation. Effective planning involves:

- **Assessing Exits:** Quickly identifying ways out (doors, stairs, open spaces) as soon as danger is sensed.
- **Distraction Tactics:** Creating a moment of confusion (e.g., throwing an object or shouting) to break free and run.
- **Route Familiarity:** In unfamiliar areas (like parking lots or public places), being aware of entrances, exits, and potential hiding spots.
- **Communication and Backup:** If possible, calling for help, alerting bystanders, or using personal safety apps/devices.

By combining physical skills with tactical thinking and escape strategies, advanced self-defence empowers individuals to handle threats efficiently and prioritize safety over unnecessary confrontation.

Building a Survival Mindset in Advanced Self-Defence

A **survival mindset** is one of the most important elements of advanced self-defence. It means developing the mental strength, emotional control, and willpower needed to stay calm, think clearly, and act decisively in life-threatening situations. Physical skills are important, but without the right mindset, they may not be applied effectively under pressure.

1. Mental Preparedness

A survival mindset begins with accepting that violence can happen to anyone, anywhere. Mentally preparing for the possibility of danger helps reduce panic. Visualization techniques and scenario-based training help the mind rehearse responses before a real crisis occurs.

2. Stress and Fear Control

In high-stress situations, the body reacts with adrenaline and fear. Learning to **breathe deeply**, stay focused, and not freeze is critical. Regular training under simulated stress helps condition the body and mind to perform well even in chaos.

3. Emotional Resilience

A strong survival mindset means refusing to give up, even when injured or overwhelmed. It involves a **never-quit attitude**, keeping your emotions in check, and staying committed to escaping or overcoming the threat.

4. Quick Decision-Making

In self-defence, hesitation can be dangerous. The survival mindset trains individuals to assess threats quickly, decide whether to fight, flee, or use verbal tactics, and then act without delay.

5. Confidence Through Training

Confidence doesn't come from luck—it comes from consistent training. Knowing you've practiced for worst-case scenarios boosts self-belief and sharpens your ability to respond effectively when every second counts.

By building a survival mindset, individuals gain the mental edge needed to stay safe—not just through strength, but through awareness, control, and determination to survive.

Stress and Fear Management in Advanced Self-Defence

Managing stress and fear is crucial in advanced self-defence because real confrontations often trigger intense emotional and physical reactions. When faced with danger, the body's natural "fight, flight, or freeze" response floods the system with adrenaline, which can cloud judgment and impair coordination if not controlled.

1. Understanding the Fear Response

Fear is a natural survival mechanism that alerts you to danger. However, excessive fear can cause panic, tunnel vision, or muscle stiffness, reducing your ability to react effectively. Recognizing this response is the first step to managing it.

2. Controlled Breathing

One of the most effective ways to manage stress and fear is through deep, controlled breathing. Techniques such as slow inhalation and exhalation help calm the nervous system, lower heart rate, and improve focus during a crisis.

3. Mental Rehearsal and Visualization

Practicing scenarios mentally prepares your brain to handle stress better. Visualizing yourself staying calm and successfully handling attacks builds confidence and reduces fear in real situations.

4. Regular Stress Exposure Training

Training under simulated high-stress conditions (like sparring, timed drills, or unexpected attacks) helps condition your mind and body to remain composed. This “stress inoculation” makes real threats less overwhelming.

5. Positive Self-Talk and Focus

Maintaining positive, calm internal dialogue and focusing on actionable steps (such as “stay calm,” “breathe,” “strike now”) helps override panic. This mindset keeps your actions deliberate and efficient.

Effectively managing stress and fear improves decision-making, reaction time, and physical performance, making it a vital skill for anyone serious about advanced self-defence.

Points to Remember

- Advanced techniques include joint locks, throws, disarms, and multiple-attacker tactics.
- Escape is always the priority—fight only if necessary.
- Confidence comes from realistic practice and mental readiness.
- Stress control improves reaction time and safety.

What Have You Learned

- How advanced techniques are applied in realistic situations.
- The link between tactical application and safe survival.
- The role of a survival mindset in overcoming fear.
- The importance of combining physical skills with mental discipline.

Practical Activity 1 – Basic Joint Lock Application

Aim:

To introduce safe, controlled joint lock techniques for restraining or breaking free from an aggressor.

Materials Required:

- Padded floor/mats
- Willing partner
- Instructor demonstration

Step-by-Step Process:

1. Instructor demonstrates a simple standing wrist lock.
2. Students pair up—one plays attacker, grabbing the defender's wrist lightly.
3. Defender applies the joint lock slowly, focusing on technique (leverage, hand positioning).
4. Partners switch roles after 3–5 repetitions.
5. Instructor supervises and corrects form.

Safety Notes:

- Apply minimal force—stop immediately if partner feels pain.
- Always practise under supervision.

Outcome:

Understanding of leverage principles and safe application of control techniques.

Practical Activity 2 – Escape Planning Drill

Aim:

To develop strategic movement and exit planning under simulated threat conditions.

Materials Required:

- Cones/chairs to create obstacles
- Designated “threat zones” and “safe exits”
- Stopwatch

To develop strategic movement and exit planning under simulated threat conditions.

Materials Required:

- Cones/chairs to create obstacles
- Designated “threat zones” and “safe exits”
- Stopwatch

Step-by-Step Process:

1. Instructor sets up an obstacle layout with blocked paths and narrow corridors.
2. One student acts as defender, one as threat actor (no contact).
3. Defender must maintain awareness, avoid the threat, and reach a safe exit.
4. Instructor times how long it takes to escape.
5. Students swap roles and repeat.

Safety Notes:

- Ensure paths are clear of tripping hazards.
- Threat actors must not run or make physical contact.

Outcome:

Ability to plan and execute an escape route while maintaining defensive posture.

Practical Activity 3 – Verbal Assertiveness & Movement

Aim:

To combine voice commands with safe defensive movement for deterrence.

Materials Required:

- Open space
- Optional: soft pads to simulate attacker approach

Step-by-Step Process:

1. Students practise standing in a defensive stance, palms open and forward.
2. Partner approaches slowly; defender issues loud, firm verbal commands (“Back off!” “Stop!”).
3. Defender maintains eye contact, steps backward in controlled movements toward safety.

4. Partners switch roles after 3–4 repetitions.

Safety Notes:

- Keep volume loud but avoid screaming into partner's face at close range.
- Maintain safe physical distance.

Outcome:

Improved confidence in using voice and body language to deter a threat.

Check Your Progress –

Fill in the blanks

1. _____ locks and _____ point targeting are examples of advanced physical techniques.
2. The primary goal of tactical application is to _____ and escape safely.
3. A survival mindset helps in quick _____ making under stress.
4. Controlled breathing is part of _____ and fear management.
5. _____ drills help build reflexes for high-pressure situations.

Answers: 1. Joint, pressure; 2. survive; 3. decision; 4. stress; 5. Scenario-based

Multiple Choice Questions (MCQs)

1. Which of the following is a ground control skill?
 - a) Joint lock
 - b) Hip escape
 - c) Visualization
 - d) Forward roll

Answer: b) Hip escape

2. Tactical escape planning includes:
 - a) Always confronting the attacker
 - b) Assessing exits and using the environment
 - c) Ignoring surroundings
 - d) Moving toward the threat

Answer: b) Assessing exits and using the environment

3. Which mindset is essential for advanced self-defence success?

- a) Survival mindset
- b) Aggressive mindset
- c) Defensive-only mindset
- d) Competitive mindset

Answer: a) Survival mindset

Subjective Questions

1. Describe three advanced physical techniques and their purpose?
2. Explain the importance of tactical application in self-defence?
3. How does building a survival mindset improve self-defence readiness?
4. Discuss two methods of managing stress and fear in dangerous situations?

Unit 2

Ground Self Defence, Falling Techniques & Managing Panic and Stress

Session 1: Ground self Defence and Falling Techniques

In self-defence education, understanding how to protect oneself in vulnerable situations is essential. One of the most critical yet often overlooked aspects of personal safety is the ability to defend oneself while on the ground or during a fall. Ground Defence and Falling Techniques focus on two key areas: how to fall safely to avoid injury and how to defend, recover, or escape when already on the ground.

Falling is a common occurrence in physical activities, self-defence scenarios, or accidents. Learning safe falling techniques enables individuals to minimize the risk of injuries such as concussions, fractures, or sprains by distributing the impact properly and protecting vital body parts like the head, spine, and wrists. On the other hand, ground-based defensive techniques equip learners with practical skills such as push kicks, blocking, hip escapes, and technical stand-ups, which are essential when confronting threats from a grounded position.

Through guided practice, partner drills, and reflex-building exercises, students will develop confidence, improve body coordination, and gain essential skills to remain calm, protected, and prepared in high-pressure or emergency situations.

Learning Objectives of Session 1

This session aims to achieve the following objectives:

- 1.To develop foundational ground survival skills by teaching safe falling, ground defence, and effective recovery techniques.
- 2.To enable learners to perform controlled falling techniques and apply basic ground-based defensive movements correctly.
- 3.To help learners maintain awareness and protective positioning while in a grounded situation.
- 4.To train learners to regain a standing position safely and confidently after a fall or ground encounter.
- 5.To build confidence, reduce fear of falling, and improve body coordination during high-pressure or emergency situations.

1. Safe Falling Techniques

Introduction to Safe Falling Techniques

In self-defence training, the ability to fall safely is a fundamental skill that can significantly reduce the risk of injury during unexpected situations such as slips, trips, or physical confrontations. Safe falling techniques involve the use of proper body mechanics to control the descent, protect vulnerable areas like the head and spine, and distribute the force of impact across a broader surface of the body. These techniques emphasize body awareness, muscle relaxation, and coordinated movement to avoid instinctive but harmful reactions, such as using outstretched hands to break a fall. By practicing controlled backward and sideways falls, individuals develop the confidence and physical preparedness to manage ground-level threats and accidental falls effectively and safely.

Learning safe falling techniques not only protects the body but also strengthens mental confidence. Fear of falling often causes panic, stiffness, or incorrect reactions during emergencies. When individuals understand how to fall safely, they become more relaxed and composed, allowing better decision-making during physical confrontations or accidents. This mental preparedness reduces hesitation and supports effective ground defence in real-life situations.

Meaning

Safe Falling Technique refers to a set of controlled movements and body mechanics used to minimize injury when falling. It teaches an individual how to land safely by protecting vital body parts such as the head, spine, wrists, and hips, and distributing the impact over a wider surface area of the body.

“Safe Falling Techniques are specific ways of falling to the ground that help reduce the risk of injury by using correct body posture, movement, and impact control.”

Purpose

The primary purpose of practicing break fall techniques in self-defence and martial training is to protect the body from injuries that may occur during accidental slips, trips, or physical confrontations. By learning controlled ways of falling, individuals reduce the risk of serious injuries such as head trauma, wrist sprains, shoulder dislocations, or fractures. Another important purpose is to develop confidence in situations where falling is unavoidable. Instead of panicking, trained individuals know how to control their body and minimize damage. Break falls also contribute to improving body awareness,

coordination, balance, and reflex control, which are essential not only in combat situations but also in everyday life to prevent accidents.

Example

- **Daily life scenario:** A student walking in a corridor slips on a wet floor. Instead of instinctively stretching the hands to stop the fall which often causes wrist injuries the student uses the backward break fall technique, tucking the chin to protect the head and slapping the arms against the floor to absorb the impact safely. This prevents direct injury to the skull and spine.
- **Training scenario:** During a self-defence class, a participant is pushed sideways. Instead of collapsing awkwardly, the student executes a sideways break fall, rolling slightly on the side of the body and spreading the impact over a larger surface area. This controlled movement not only prevents injury but also allows the student to recover quickly into a defensive or standing position.

Types of Safe Falling Techniques

Safe falling techniques are physical strategies designed to reduce the risk of injury during unexpected or forced falls. These methods emphasize correct posture, controlled movement, and energy dispersion to protect vital areas like the head, spine, wrists, and hips. Mastery of these techniques improves physical confidence and reduces fear of falling in real-life or sport situations. The main types include:

1. Backward Falling Technique (Rear Break Fall)

Description:

Used when a person is falling or pushed directly backward.

Purpose:

To protect the head, spine, and hips by distributing the force of impact across the arms and back.

Execution Steps:

- Tuck the chin into the chest to protect the back of the head.
- Cross arms over the chest initially, then open them to slap the ground diagonally with palms and forearms.
- Bend knees and lift the feet slightly off the ground to avoid heel impact.
- Exhale and relax the body to absorb shock safely.

Example:

Backward Falling Technique (Rear Break Fall)



A student walking backward trips over a bag and starts to fall. By tucking their chin and slapping the floor with both hands, they prevent injury to their head and spine.

Safety Note:

Avoid falling with a stiff body or allowing the head to hit the ground. Always practice on padded surfaces under supervision.

2. Sideways Falling Technique (Lateral Break Fall)

Description:

Applied when the body tilts or is thrown to the side.

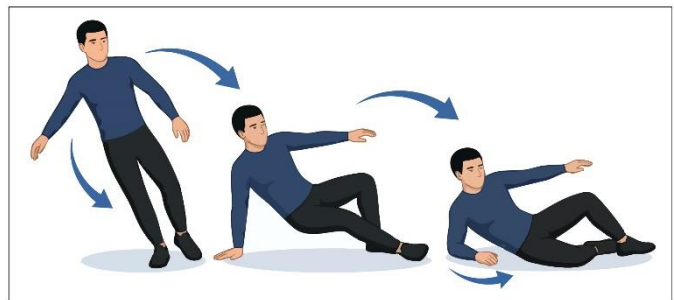
Purpose:

To protect the hip, shoulder, and head by absorbing impact through the arm and side of the body.

Execution Steps:

- Tuck the chin and look away from the ground to protect the head.
- Let the falling-side arm extend outward to slap the ground diagonally.
- Roll through the side of the body to avoid direct hip impact.
- Keep opposite arm across the chest and knees bent.

Sideways Falling Technique (Lateral Break Fall)



Example:

A basketball player is knocked sideways while driving to the basket. They use a side break fall to avoid landing directly on their hip.

Safety Note:

Never fall directly onto the hip joint or elbow. Keep the body curved and relaxed to distribute impact properly.

3. Forward Falling Technique (Front Break Fall)

Description:

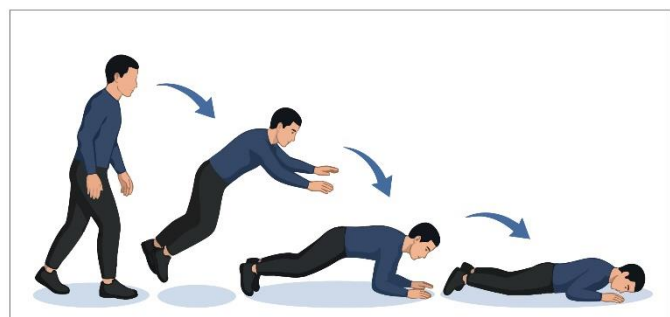
Used when a person trips or is pushed forward unexpectedly.

Purpose:

To protect the wrists, face, and chest by landing with bent arms and forearms.

Execution Steps:

Forward Falling



- Extend both arms forward with elbows slightly bent.
- Land on the forearms and palms simultaneously, not on the wrists.
- Turn the head to the side to avoid facial impact.
- Keep legs extended behind to balance the body.

Example:

A person jogging trips on uneven ground. Instead of falling face-first, they bend their arms and land safely on their forearms.

Safety Note:

Do not extend the arms stiffly or land on straight wrists, as this can cause fractures. Practice on soft surfaces before applying in real situations.

4. Rolling Fall (Shoulder Roll / Diagonal Roll)

Description:

A dynamic fall technique that uses momentum to roll across the back and avoid impact.

Purpose:

To safely manage high-speed or forceful falls by converting impact into rolling motion, protecting the spine and joints.

Execution Steps:

- Tuck the chin and bring one shoulder inward.
- Roll diagonally across the upper back from one shoulder to the opposite hip.
- Avoid rolling directly over the head or spine.
- End the roll in a crouched or defensive position.

Example:

During martial arts practice, a participant is thrown forward. They roll smoothly over their shoulder and rise back to a defensive stance.

Safety Note:

Avoid attempting this technique without first mastering basic falls. Ensure sufficient mat space and supervision, and do not roll over the neck or spine.

Common Mistakes to Avoid During Falls

During falling situations, individuals often react instinctively rather than correctly, which increases the risk of injury. Common mistakes include stiffening the body, extending straight arms to stop the fall, failing to tuck the

Rolling Fall (Shoulder Roll / Diagonal Roll)



chin, or allowing direct impact on the hips or spine. These reactions usually occur due to fear or lack of training and can lead to serious injuries. Proper instruction and repeated practice help replace these natural reflexes with controlled movements, allowing the body to distribute impact safely and protect vital areas. Understanding and correcting these mistakes is essential for safe and effective ground defence training.

2. Ground-Based Self-Defence Techniques

Ground-based self-defence techniques are essential components of self-defence that focus on protecting oneself and regaining control when attacked or restrained while on the ground. These techniques help individuals defend, escape, or counter an attacker using strategic body positioning, leverage, and situational awareness. Since many real-life altercations end up on the ground, especially in cases of grappling or physical overpowering, having practical skills in ground defence increases one's ability to survive and recover from threatening situations.

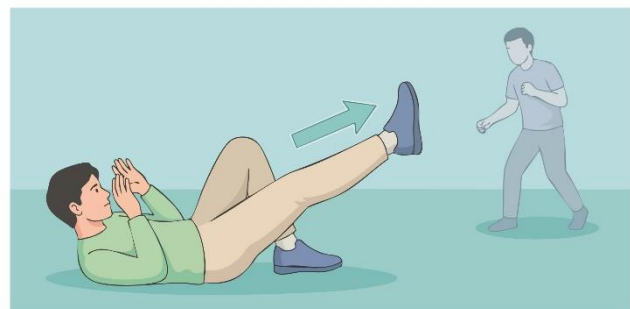
"Ground-Based Defensive Techniques are practical self-defence methods used to protect oneself, create distance, and safely recover when confronted or attacked while lying or sitting on the ground."

Ground-Based Techniques

1. Push Kick from the Ground (Defensive Kick)

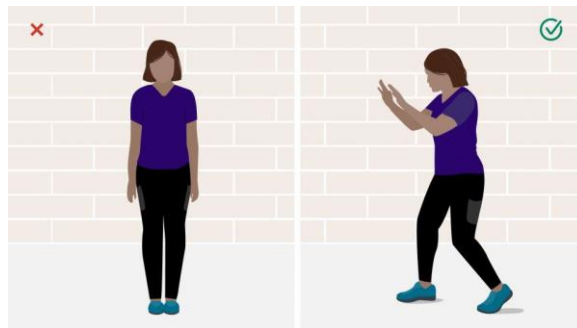
- **Description:** A powerful kick used while lying on the back to create distance between the defender and the attacker.
- **Execution:**
 - Keep one leg bent, the other ready to push.
 - Aim the heel or sole at the attacker's abdomen or knees.
 - Kick with force and use the free leg for support and balance.
- **Example:** A person on the ground uses a push kick to stop an attacker approaching aggressively.
- **Safety Note:** Keep hands up to protect the face while kicking and prepare to get up immediately after creating space.

Push Kick From the Ground (Defensive Kick)



2. Ground Mobility and Shrimping (Hip Escape)

- **Description:** A technique used to move the body away from an opponent by shifting the hips and body weight.
- **Execution:**
 - Lie on the side, bend knees, and push the hips backward using the feet.
 - Repeat to move away from an opponent or reposition.
- **Example:** A student pinned down uses shrimping to slide out from under the attacker's grip.
- **Safety Note:** Keep elbows tight and avoid exposing the chest or neck during the escape.



Kicking From Ground



3. Getting Up Safely (Technical Stand-Up)

- **Description:** A method to stand up from the ground in a guarded, defensive manner without turning the back to the opponent.

Scenario Role-Play



photo

- **Execution:**
 - Place one hand on the floor and the opposite foot firmly on the ground.
 - Use the other arm to guard and push upward while lifting the hips.
 - Step back into a standing defensive stance.
- **Example:** After using a push kick, the individual gets up with a technical stand-up to prepare for further action.
- **Safety Note:** Always face the opponent while getting up and never turn the back to them.

4. Ground Guarding and Blocking

- **Description:** Defensive postures and arm positioning to block strikes and protect vital areas.
- **Execution:**
 - Keep hands close to the face and elbows tight.
 - Use forearms and shins to deflect attacks or shield the body.

Ground Guarding and Blocking



- **Example:** While on the ground, a defender protects the head and chest from incoming kicks.
- **Safety Note:** Avoid flailing arms or wide openings; maintain tight guard at all times.

Benefits of Ground-Based self- Defence Techniques

Ground-based techniques takedowns, escapes, guard work, pins, and transitional control are a vital component of a rounded self-defence curriculum. When taught and applied correctly they increase a practitioner's ability to survive close-quarters encounters, escape from holds, control an assailant long enough to get up or flee, and manage situations where standing techniques are no longer possible.

1. Improved escape options and survivability

Ground skills teach reliable ways to escape pins, mounts, headlocks, and wrist/arm restraints. Knowing how to create space, hip escape, and re-establish a base greatly raises the likelihood of getting back to your feet and reaching safety.

2. Effective control & short-term containment

Simple ground positions (side-control, mount escapes, knee shields) allow short-term control of an attacker so you can create a window to disengage. In some contexts, brief containment not prolonged fighting is exactly what's needed to retreat or summon help.

3. Better defence from disadvantaged positions

Many real attacks end up on the ground (trips, pushes, tackles). Ground training prepares you to defend when you're on your back or underneath an attacker, rather than relying only on standing responses that fail when the fight goes to the ground.

4. Improved transitions and decision-making

Ground work emphasises transitions (stand → ground → stand again) and the decision rules about when to stay on the ground (e.g., if inside a protected barrier) versus when to disengage immediately. This improves tactical judgement under stress.

5. Greater technical resilience against grabs and chokes

Drills that include grip releases, chokes, and positional escapes teach mechanically efficient solutions you can perform under high stress skills that are otherwise difficult to replicate in standing-only training.

6. Enhanced physical attributes relevant to self-defence

Practicing ground techniques develops core strength, hip mobility, bridging power, grip strength, and anaerobic conditioning all of which support survivability in short, high-intensity encounters.

7. Realistic scenario training & stress inoculation

Partner-based ground drills provide opportunities for safe, progressive pressure and realistic close-contact scenarios (falls, pins, hair or clothing grabs), which build both technical skill and psychological resilience.

8. Low-skill, high-probability options for non-athletes

Many basic ground escapes and break-aways are gross-motor and can be taught as simple algorithms (frame, hip-turn, shrimp/hip escape, post and stand). These are accessible for older or less athletic students and often work under stress.

- Improves self-confidence in real-life situations where standing combat is not possible.
- Develops balance, core strength, and body awareness.
- Prepares individuals to remain calm and use strategic responses rather than panic.

Mental and Physical Coordination in Ground Defence

Ground defence requires proper coordination between the mind and the body. Physical movements help in creating distance or protecting the body, but mental awareness helps in choosing the right action at the right time. A calm and focused mind allows a person to move with balance and control instead of panic. When the mind is alert, techniques are applied more smoothly and effectively. This coordination between mental focus and body movement improves reaction speed, body control, and the ability to handle unpredictable situations safely.

Safety Guidelines

- Practice only on padded or soft flooring with supervision.
- Avoid direct contact or full-force kicks during training.
- Always perform warm-up and stretching before practice to prevent injury.
- Respect personal space and use verbal communication during pair drills.

3. Recovery and Tactical Standing

Recovery and Tactical Standing refers to the process of safely and strategically transitioning from a ground position back to a standing posture without exposing oneself to further danger. This technique is vital in self-defence situations where an individual must regain footing while maintaining awareness and protection from potential threats.

“Recovery and Tactical Standing is a method of getting up from the ground in a defensive and controlled manner that helps you protect yourself and prepare for further action if needed.”

Purpose and Importance

The practice of recovery and tactical standing is essential in self-defence training because many real-life encounters involve being knocked, pushed, or falling to the ground. Its purpose is to provide a safe, efficient method of returning to a standing position without exposing the back or creating openings for further attacks. The skill ensures that an individual can maintain defensive readiness, balance, and situational awareness throughout the recovery process. It allows practitioners to regain mobility and posture during or after a physical confrontation while keeping their eyes on the aggressor. Equally important, this technique helps prevent secondary injuries, such as strains or sudden falls, by teaching controlled movement patterns. On the psychological level, recovery and tactical standing instill mental composure, reducing panic and helping practitioners think clearly even in high-pressure situations. Together, these elements make tactical standing a cornerstone of ground-based self-defence, blending physical safety with strategic awareness.

Key Steps in Recovery and Tactical Standing

1. Compose Yourself (Recovery Phase)

- Stay calm and avoid panicking, even when on the ground.
- Protect vital areas by keeping your arms near the face and chest.
- Assume a stable seated or side-lying position to establish control.
- Quickly scan and assess the environment to identify ongoing threats.

2. Protective Positioning

- Raise one arm in front of your face to act as a shield or guard.
- Keep eyes fixed on the aggressor or potential threat.
- Place your supporting hand firmly on the ground behind your body for stability.

3. Foot and Base Setup

- Bend one knee and place the foot flat on the ground close to your body.
- Extend the opposite leg forward this serves both as a balance tool and a defensive barrier to keep distance from the attacker.

4. Hip Lift

- Press into the ground with your supporting arm and bent leg.
- Raise your hips slightly off the ground to create room for movement and readiness to transition.

5. Controlled Stand-Up

- Slide or swing the extended leg behind you into a kneeling or staggered stance.
- Push upward smoothly, ensuring weight distribution is controlled and guard position is maintained.

6. Defensive Posture

- Conclude in a balanced, alert stance with both hands raised in a guard.
- Be prepared to defend further, disengage, or counterattack if necessary.

Example in Practice

During a self-defence drill, a student is knocked down by a light push. Instead of panicking, they immediately tuck their chin, raise their arm for protection, and assume a seated position while keeping their eyes on the aggressor. They extend one leg forward as a barrier, plant their rear foot, and push off the ground to lift their hips. Sliding the forward leg backward, they rise into a staggered stance with both hands raised in guard. By using this sequence, the student not only prevents injury but also returns to a controlled standing posture, ready to defend, move away, or counter if needed.

Safety Notes

- **Never turn your back** on the aggressor while recovering. Always keep your face and guard oriented toward the threat.
- **Practice on padded surfaces** such as mats during the learning phase to minimize injury risk.
- **Prioritize control over speed** slow, deliberate movements ensure proper form before adding intensity.
- **Maintain eye contact with the threat** throughout the entire recovery process to avoid surprise attacks.

Benefits of Learning Recovery and Tactical Standing

Learning recovery and tactical standing is a fundamental aspect of ground-based self-defence training because it directly addresses the critical transition from a vulnerable ground position back to a controlled and safe standing stance. One of the key benefits is the enhancement of situational awareness and self-control, as students are trained to scan their surroundings while recovering, ensuring they are alert to multiple threats rather than focusing only on the initial attacker. This process also develops balance, mobility, and defensive reflexes, as the technique requires precise weight transfer, stability in motion, and the ability to defend oneself while moving through transitional phases. By practicing these skills, individuals gain self-confidence and psychological resilience, which reduces fear and panic in high-pressure

situations, allowing for more rational responses under stress. Importantly, tactical standing also minimizes the risk of secondary injuries; by teaching controlled ways of rising after falls, slips, or pushes, it prevents strain on vulnerable joints and avoids exposing the back or head to further attack. Moreover, it promotes discipline, coordination, and efficient biomechanics, as practitioners must integrate controlled breathing, posture alignment, and fluid movement into a single seamless action. Taken together, these benefits ensure that recovery and tactical standing are not only defensive tools but also a means of cultivating composure, physical readiness, and adaptability in real-world self-defence contexts.

Why Recovery Is as Important as Defence

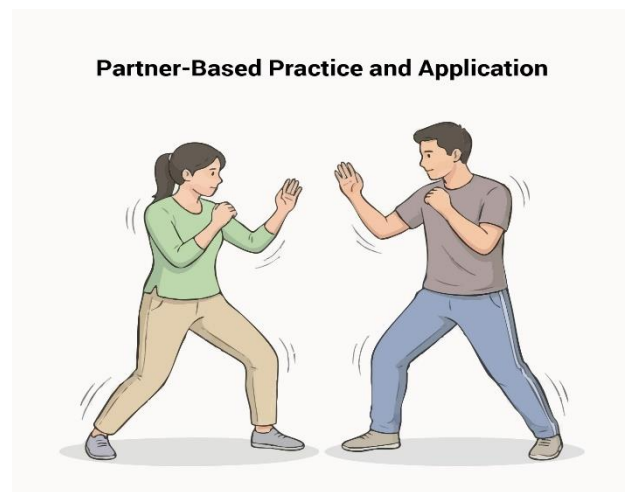
In self-defence, the main aim is to protect oneself and move away from danger as soon as possible. Staying on the ground after defending can increase the risk of further harm. Recovery and tactical standing help a person get back on their feet safely while staying alert to the situation. These skills allow a person to regain balance, remain aware of surroundings, and be ready to move away or respond if needed. By focusing on recovery along with defence, ground training supports personal safety and helps individuals reduce risk during threatening situations.

4. Partner-Based Practice and Application

In self-defence education, theoretical knowledge and solo drills are important, but true effectiveness is developed through partner-based practice. This method involves working with a partner to simulate realistic scenarios, respond to physical contact, and refine skills like falling safely, recovering tactically, and executing ground-based defensive movements. This segment builds real-world application, reaction timing, and decision-making skills in a controlled and supervised environment.

Partner-Based Practice refers to paired training exercises where students take turns executing and receiving techniques in a safe and structured manner.

Application involves applying the techniques learned such as safe falls, push kicks, tactical standing, and movement under increasing levels of pressure and realism.



“Partner-Based Practice and Application means working with a classmate to practice self-defence techniques together, helping each other improve skills, timing, and confidence in realistic situations.”

Objectives:

- To develop muscle memory, balance, and timely reactions through repeated practice of ground-defence drills. Regular repetition helps the body respond automatically under stress. This builds efficiency and reduces hesitation in real situations.
- To enhance trust, coordination, and communication between partners during practice sessions. Effective teamwork ensures safety and accuracy in learning. It also fosters confidence in applying techniques with control.
- To simulate realistic defensive situations that reflect potential real-life threats. This practical exposure helps learners adapt under pressure. It bridges the gap between theory and application in self-defence.
- To apply all core ground-defence techniques in structured combinations. Practicing with pressure and feedback refines execution. It enables learners to improve adaptability and decision-making under varying scenarios.

Types of Partner Drills

1. Mirror Drills

- **Description:** One student acts as the leader, performing movements such as adopting defensive postures, shifting weight, or simulating a fall. The partner mirrors the actions simultaneously.
- **Purpose:** Builds body awareness, coordination, and readiness to react quickly to an opponent's movements.
- **Key Focus:** Correct posture, maintaining guard position, and smooth transitions from standing to ground and back.
- **Variation:** Increase complexity by adding feints, direction changes, or transitioning from standing to kneeling.
- **Safety Note:** Start slowly to ensure posture and technique are correct before increasing speed.



2. Push and Fall Reactions

- **Description:** One partner applies gentle, controlled pushes from different angles (front, side, back). The defender practices safe falling techniques such as break falls (slapping the ground), side rolls, and backward falls.
- **Purpose:** Develops instinctive protective reactions and reduces injury risk if knocked down in real scenarios.
- **Key Focus:** Chin tucked, arms used to absorb impact safely, hips and core engaged for controlled landing.
- **Variation:** Gradually increase force or introduce uneven surfaces (mats with blocks under them) to simulate unpredictability.
- **Safety Note:** Always use mats; progress gradually in intensity.

Push and Fall Reactions



3. Escape from Ground

- **Description:** One partner applies light holds (e.g., sitting astride in mount, side control, or wrist grabs). The defender practices escape techniques such as bridging, shrimping (hip escape), or tactical stand-up to return to standing position.
- **Purpose:** Builds confidence in escaping from vulnerable positions and reinforces key ground survival skills.
- **Key Focus:** Efficient use of hips, framing with arms, and maintaining awareness of escape routes.
- **Variation:** Add time limits (e.g., escape within 10 seconds) or increase partner resistance for realism.
- **Safety Note:** Partners should apply pressure progressively never with full force in early learning stages.

photo

4. Kicking from Ground

- **Description:** Defender lies on the ground while the partner advances cautiously. The grounded student practices front push kicks (stomping motion with the heel) to the partner's padded target (e.g., striking shield, pad, or stomach protector).
- **Purpose:** Teaches students to create distance and stop an attacker from closing in while on the ground.
- **Key Focus:** Proper use of heel for striking, maintaining guard with arms, and creating an opportunity to stand up and escape.
- **Variation:** Practice both single and double kicks; add a follow-up tactical stand-up after kicking.

photo

- **Safety Note:** Always use pads for striking practice; control power to avoid partner injury.

5. Scenario Role-Play

- **Description:** Partners simulate realistic surprise attacks, such as sudden pushes, grabs, or pinning situations. The defender responds using any learned ground defence techniques to disengage and escape.
- **Purpose:** Develops situational awareness, adaptability, and stress management in unpredictable conditions.
- **Key Focus:** Quick recognition of threat, appropriate selection of technique, verbal assertiveness, and tactical escape.
- **Variation:** Add multiple attackers, environmental barriers (walls, chairs), or dimmed lighting for realism.
- **Safety Note:** Role-play should be supervised closely; maintain clear start/stop signals to avoid escalation.

Safety Notes:

- All practice should be supervised by the teacher.
- Use soft mats or padded flooring to reduce injury risk.
- Emphasize control, not force.
- Encourage feedback and mutual respect between partners.

Benefits of Partner Drills in Self-Defence

1. Improves real-time judgment and technique adaptation

Practicing with a live partner introduces unpredictability, as every individual moves differently in terms of timing, strength, and angles. This forces students to think quickly and make real-time decisions, adapting techniques to fit dynamic situations. Such adaptability is crucial in real-life self-defence, where no two attacks are identical.

2. Builds trust, awareness, and confidence

Partner drills help develop mutual trust between participants, as they learn to apply and receive techniques safely. This process enhances situational awareness, since both partners must stay alert to each other's movements. Over time, students gain confidence not only in their ability to perform techniques but also in their capability to manage the psychological pressure of confrontation.

3. Provides hands-on understanding of how techniques feel and function

Unlike solo practice, partner-based training gives learners direct physical feedback. They experience how a grab, push, or strike feels, and how effective their defensive response is under pressure. This practical exposure deepens technical understanding, bridging the gap between theoretical learning and applied performance.

4. Encourages teamwork and mutual learning

Partner drills are not just about practising skills; they also foster cooperative learning. By alternating roles between attacker and defender, students gain insights into both perspectives, which sharpens their overall comprehension of combat dynamics. This shared learning environment encourages communication, discipline, and a supportive training atmosphere.

Role of Partner Training in Skill Mastery

Partner-based training helps individuals develop self-defence skills more effectively. Practicing with a partner allows better understanding of timing, distance, and natural body movement. Controlled practice helps correct mistakes and improves technique accuracy. Working with a partner also builds confidence and trust, making it easier to apply skills in real-life situations. Partner training helps individuals learn how to react to real movements instead of imagined situations. It improves awareness, balance, and coordination during defensive actions. Regular partner practice also reduces fear and hesitation, helping techniques feel more natural and controlled. This type of training helps convert practice into practical and usable self-defence ability.

2.5 Defending Multi- Attacker Situations

Defending oneself against multiple attackers is among the most complex and high-risk areas of self-defence training. Multi-attacker incidents differ qualitatively from one-on-one encounters: threats can come from multiple directions, coordination among assailants may be deliberate, and the defender faces amplified uncertainty and stress. Because of the numerical disadvantage, the tactical objective shifts from “winning” to survival and escape preserving life, preventing injury, and reaching a safe location as quickly as possible. Training therefore emphasises decision-making, simple and repeatable gross-motor actions, the use of environmental advantages, and psychological readiness to act under pressure.

Characteristics of Multi-Attacker Situations

Numerical disadvantage-When more than one assailant is present, the defender cannot rely on traditional control or prolonged grappling techniques without undue risk. Multiple attackers create overlapping attack vectors and reduce the defender’s time and space to respond. Training should therefore prioritise reducing active threats (funnelling, barriers) rather than dominating individual attackers.

Simultaneous or sequential threats- Attackers may coordinate an assault (simultaneous) or approach one after another (sequential). Simultaneous attacks demand immediate prioritisation and movement to deny combined force; sequential attacks often create brief windows where decisive, short

actions (strike + move) can separate the encounter into manageable single threats.

Environmental influence- The physical environment strongly alters risk and opportunity. Narrow alleys, doorways and vehicle gaps can be exploited to funnel attackers so they cannot all engage at once. Open spaces may allow faster egress but fewer barriers; cluttered spaces create obstacles to movement. Effective multi-attacker training teaches students to read and use the environment positioning behind barriers, moving toward crowds or lighting, and identifying multiple egress routes.

Psychological pressure- Multi-attacker incidents increase cognitive load: fear, tunnel vision, startle, and the tendency to freeze are common. Under stress, fine-motor skills degrade and complex techniques fail. Training must therefore include stress inoculation drills with time pressure, noise, and progressive contact to habituate simpler decision rules and gross-motor responses.

Tactical Principles

Escape as priority (*The fundamental rule: leave*)

All tactical choices should be evaluated by whether they increase probability of reaching safety. Techniques and tactics are measured by effectiveness to create an egress opportunity, not by their combative elegance.

Threat prioritisation (*Rapidly identify the primary attacker*)

The one whose actions most restrict your ability to escape (closest, armed, blocking exit). Once identified, apply the minimum effective action (push, strike, clinch escape) to neutralise that constraint enough to move. Secondary attackers are then managed by movement, barriers, or temporary containment.

Movement & positioning

Constantly changing angles reduces the likelihood of being surrounded. Turning 45–90° off the line of attack, stepping toward an attacker's outside (not into the middle), and using lateral movement keeps attackers in front of you and prevents cross-fire. Movement should be decisive: small, deliberate steps to create gaps followed by bounding withdrawal.

Use of environment

Environment is force multiplier. Barriers (cars, bins, furniture) limit the number of attackers who can engage simultaneously; funnels (doorways, corridors) force attackers into single-file approaches; crowds and lighting

provide witnesses and deterrence. Good training teaches quick identification of these features and how to reposition to exploit them.

Simple techniques

Under the load of a multi-attacker event, complex submissions or precise joint manipulations rarely succeed. Emphasise large-target, gross-motor techniques palm heel strikes, hammer fists, knee strikes, push-aways and foot stomps that maximize probability of creating space without requiring precision.

Situational awareness

Maintain a 360° mental map: keep eyes moving between attackers, exits, and obstacles. Habitual scanning (brief head checks, use of reflective surfaces) is taught alongside the physical techniques so awareness remains active even while executing defensive actions.

Defending Multi-Attacker Situations

Defending against multiple attackers is one of the most demanding and high-risk scenarios in self-defence. Unlike single-opponent encounters, these situations involve unpredictability, numerical disadvantage, and psychological stress. The primary goal is not to overpower all assailants but to disengage safely and escape. To achieve this, a defender must combine awareness, positioning, engagement tactics, environmental use, and psychological tools in a structured way.

Awareness and prevention are the first layers of defence. Students should be trained to avoid high-risk areas, travel in groups, and stay alert with hands free of distractions like phones. Equally important is the ability to recognise pre-attack indicators, such as encirclement, blocking of paths, or staged distractions. Simple classroom exercises like route planning, decision-making drills, and perimeter mapping help reinforce anticipation before a threat escalates.

When avoidance is not possible, positioning and movement are critical. One of the most effective strategies is angling off, which means stepping diagonally to line up attackers and reduce the number that can engage at once. Another is bounding withdrawal, where the defender retreats in short bursts (3–6 m), checks surroundings, and uses obstacles to reset positioning. Both techniques help prevent being boxed in and preserve stamina for escape.

If engagement becomes unavoidable, gross motor strikes should be prioritised. Techniques like palm-heels, knees, and shin kicks are reliable under stress and can disrupt an attacker's forward momentum. A two-handed push is especially effective for breaking contact and creating immediate space. Brief clinch-and-contain tactics can also be used to immobilise one aggressor momentarily, but the emphasis must remain on strike and move, never prolonged control.

The environment can serve as an ally. Barriers such as cars, lampposts, walls, and doorways can funnel attackers into single-file positions. Improvised tools a bag, umbrella, or even keys can extend defensive range or create distractions when thrown. Training should include scenario-based drills in corridors, alleys, or crowded spaces to help students adapt tactics to real-world environments.

Equally important are verbal and psychological tools. Loud, assertive commands like “Back off!” can break attacker coordination and attract witnesses. Distraction techniques such as dropping a bag or sudden movements may create the brief window needed to disengage and escape.

These strategies apply across different real-life contexts. On a street corner, a quick angle-off with a palm strike plus loud command can clear space for escape. In a narrow alley, attackers can be funneled into a single line, disrupted with a knee or push, and bypassed. On a train platform, tossing a bag can distract one aggressor long enough to pivot away toward a safer zone. During a night out, an umbrella or bag can serve as a range tool, while a single strike and lateral movement lead back toward companions. In a parking lot, bounding withdrawal toward a car provides a defensive barrier while sounding the horn draws attention. With a companion, prearranged signals and coordinated action (one blocking briefly, the other moving to safety) increase chances of escape and regrouping.

Ultimately, defending against multiple attackers is less about defeating every opponent and more about controlled decision-making, tactical movement, and timely disengagement. By combining awareness, positioning, simple engagement techniques, environmental adaptation, and verbal-psychological tools, students can build confidence, resilience, and the skills necessary to survive and escape from even the most high-pressure scenarios.

Practical Activity: Ground Defence & Recovery Techniques

Aim:

To develop students’ ability to safely fall, recover, and respond effectively in a simulated self-defence situation using verbal and physical strategies under supervision.

Materials Required:

- Safety mats or padded floor
- Stopwatch or timer
- Peer observation checklist
- Whistle for signaling
- Safety gear (if available)

Activity Components

1. Instructor Demonstration and Supervised Mat Practice

- **Objective:** Understand correct technique for falling backward and sideways, and tactical recovery.
 - **Process:**
 - Instructor demonstrates safe falling techniques and tactical standing.
 - Students practice individually on mats with verbal cues from the instructor.
 - Key focus on posture, landing technique, and head protection.
 - **Outcome:** Students perform safe falls with improved control and confidence.
-

2. Role play on Attacker Approach

- **Objective:** Practice real-time responses to being pushed or approached while grounded.
 - **Process:**
 - One student acts as the attacker (light, controlled contact), the other responds using push kick or defensive roll.
 - Roles switch after 3 repetitions.
 - Emphasis on reaction speed, judgment, and posture.
 - **Outcome:** Enhances situational awareness and practical ground defence.
-

3. Practice Defensive Recovery Combined with Verbal Assertiveness

- **Objective:** Build confidence and self-control while recovering from the ground under pressure.
 - **Process:**
 - Students perform tactical stand-up while using strong verbal commands (e.g., “Back off!”, “Stop!”).
 - Practiced in pairs with attacker moving close but not engaging physically.
 - **Outcome:** Improves psychological readiness and assertive communication during recovery.
-

4. Drill on multi- attacker awareness

Objective

- To train students in recognizing and responding to multiple attackers by improving awareness, positioning, and escape skills.
- To practise maintaining composure, verbal control, and safe disengagement under simulated pressure.

Process

1. Setup
 - Training space: 8–10 meters wide, with marked exits using cones.
 - 3–4 partners act as attackers, 1 student as defender.
 - Attacker roles: front aggressor, side/flank approach, and possible rear distraction.
2. Execution

- On instructor's signal, attackers move toward the defender with light, non-contact pressure (simulating encirclement).
- The defender must:
 - Scan 360° and identify the closest/highest threat.
 - Call out the nearest exit loudly.
 - Use diagonal/lateral movement to break alignment and prevent being surrounded.
 - Apply a simple gross-motor action (push, palm strike in the air, or blocking gesture) to create space.
 - Use a verbal command ("Back off!") with projection.
 - Execute a bounding withdrawal — short sprints with quick checks over the shoulder — to the marked exit.

Outcome: Students improve their ability to recognize and respond to multiple threats while maintaining composure. They gain confidence in using positioning, movement, and verbal tactics to disengage and escape safely.

Point to Remember

1. Stay Calm and Focused:
Maintaining a calm mindset during falls or ground encounters helps you think clearly and respond effectively without panic.
2. Protect Vital Areas First:
Always protect the head, neck, and spine during a fall or while on the ground to prevent serious injuries.
3. Distribute Impact Smartly:
Use your arms, legs, and side body to absorb and spread the force of a fall rather than letting it concentrate on one part.
4. Keep Eyes on the Threat:
While recovering or getting up, always keep your eyes on the attacker to avoid turning your back and losing awareness.
5. Use Proper Techniques, Not Instincts:
Avoid instinctive reactions like using stiff arms to break falls—instead, follow trained movements to prevent injury.
6. Practice With Care and Control:
During partner drills, always use soft mats, follow the instructor's guidance, and practice with mutual respect and safety in mind.
7. The ultimate aim in multi-attacker defence is not to fight everyone, but to create space, stay aware, and escape safely.

WHAT HAVE YOU LEARNED

- **Safe Falling Techniques** help reduce injury risk by teaching how to fall backward or sideways using proper body posture and impact distribution.
- **Ground Defence Skills** like push kicks and safe recovery prepare students to defend themselves effectively while on the ground.

- **Tactical Standing** techniques allow safe and balanced recovery without turning your back to a potential threat.
- **Stress Management Tools** such as breathing, visualization, and emotional debriefing help control panic and build mental resilience.
- **Fight/Flight/Freeze Awareness** improves reaction time and self-awareness during real or simulated high-pressure situations.

Check your progress

Fill in the blanks Questions

1. The _____ response includes three automatic reactions: fight, flight, and freeze.
2. Safe falling techniques help reduce the risk of _____ during unexpected falls.
3. Tactical standing allows a person to stand up while maintaining _____ from the attacker.
4. Controlled _____ is used to manage panic and stay calm during high-stress situations.
5. In self-defence, a push kick from the ground is used to create _____ from the attacker.
6. Visualization is a mental technique used to rehearse safe and _____ actions.
7. During pair drills, students must practice safely and with proper _____.

Answer:

1. Stress, 2. Injury, 3. Awareness, 4. Breathing, 5. Distance, 6. Effective, 7. technique

Multiple Choice Questions (MCQs)

1. Which part of the body should be protected first when falling?

- a) Legs
- b) Arms
- c) Stomach
- d) Head and spine

2. What does the 'freeze' response involve during a threat?

- a) Running away from danger
- b) Physically attacking the threat
- c) Temporary inability to move or react
- d) Shouting for help

3. Tactical standing is important because it helps you:

- a) Stand up without exposing yourself to danger
- b) Turn your back to the attacker

- c) Sit down quickly
- d) Fall down more safely

4. Which of the following is a mental preparation technique in self-defence?

- a) Push kick
- b) Arm block
- c) Visualization
- d) Shoulder roll

5. Partner-based practice improves:

- a) Timing, control, and real-life readiness
- b) Injury chances
- c) Aggression
- d) Avoidance of training

6. Which of the following is the primary goal when defending against multiple attackers?

- a) Defeat all attackers using advanced techniques
- b) Disengage and escape safely
- c) Stay in one spot and block all strikes
- d) Attempt to immobilize every attacker

Answers: 1. d) Head and spine, 2. c) Temporary inability to move or react, 3. a) Stand up without exposing yourself to danger, 4. c) Visualization, 5. a) Timing, control, and real-life readiness, 6. b) Disengage and escape safely

Subjective Questions

1. Define Safe Falling Technique. Explain any two types with examples.
2. What is the significance of ground-based defensive techniques in self-defence situations?
3. Discuss the role of controlled breathing and visualization in managing panic and stress.
4. Explain the Fight/Flight/Freeze response. How does it impact decision-making during a threat?
5. What is tactical standing? Describe the steps involved in recovering and standing up safely.
6. Why is debriefing after self-defence practice important? Mention how it helps in emotional processing and learning.

7. How would you use positioning and awareness to avoid being surrounded if faced with multiple attackers in a confined space?

Session 2: Managing Panic and Stress

In real-life self-defence situations, physical strength alone is not enough; mental and emotional control plays a crucial role. Managing panic and stress refers to the ability to stay calm, think clearly, and make effective decisions during high-pressure or threatening situations. When confronted with sudden danger, the body naturally reacts with a fight, flight, or freeze response, which can



either help or hinder survival based on how it is managed. Learning to control this stress response through breathing techniques, visualization, and situational drills allows individuals to remain alert, focused, and in control of their actions.

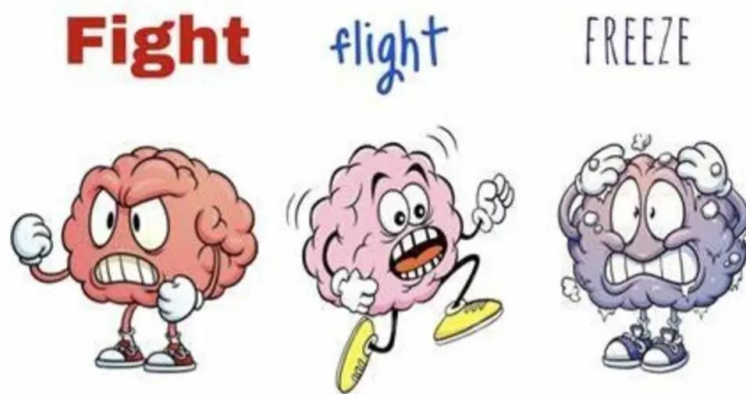
By practicing stress management strategies, students not only become more resilient and confident in self-defence scenarios but also improve their overall mental well-being, emotional awareness, and ability to respond effectively in daily life emergencies.

Learning Objectives of Session 2

This session aims to achieve the following objectives:

- 1.To help individuals understand stress responses and recognize their reactions during high-pressure situations.
- 2.To develop the ability to control breathing and regulate emotions during panic or fear.
- 3.To apply effective stress management techniques in self-defence and emergency situations.
- 4.To improve response skills during time-bound and high-pressure self-defence scenarios.
- 5.To build emotional awareness, resilience, and mental preparedness for real-life emergencies.

1. Understanding the Fight/Flight/Freeze Response



The Fight, Flight, or Freeze response is a natural, automatic reaction of the body when it perceives a threat or danger. This response is controlled by the autonomic nervous system, particularly the sympathetic nervous system, and is designed to help individuals survive dangerous or high-stress situations.

When faced with a sudden threat—like being approached by an aggressor or hearing a loud, unexpected sound—the brain processes the situation through the amygdala, which quickly sends signals to the rest of the body to prepare for immediate action. The body then chooses one of three survival modes:

1. Fight Response

- The body prepares to confront and defend against the threat.
- Adrenaline is released, increasing heart rate and muscle strength.
- Breathing becomes faster, and vision narrows (tunnel vision).
- This may include shouting, pushing, blocking, or striking in self-defence.

Example: A person being grabbed by the arm may instinctively pull back and push the attacker away while yelling.

2. Flight Response

- The body prepares to escape or run away from danger.
- Energy is redirected to the legs and large muscle groups.
- Pulse rate increases, and decision-making focuses on escape routes.

Example: A student walking home senses someone following them and quickly changes direction or runs toward a crowded area for safety.

3. Freeze Response

- The body shuts down momentarily, becoming still or immobile.
- Breathing slows, and the person may feel disconnected or numb.
- Often occurs when the brain is overwhelmed or when escape seems impossible.

Example: During a sudden physical threat, someone might stand motionless and be unable to shout, move, or respond—even if they know what to do.

Why Awareness of Stress Response Is Important

Awareness of the fight, flight, and freeze response helps individuals understand that their reactions during danger are natural and not a sign of weakness. When people recognize their stress response patterns, they are better able to manage them through training and practice. Awareness allows individuals to shift from automatic reactions to controlled responses, improving safety, confidence, and decision-making during self-defence situations. This understanding reduces fear and self-doubt during emergencies and helps individuals remain calm under pressure. Over time, stress awareness supports emotional control, quicker recovery after stressful events, and more effective responses in real-life threatening situations.

Importance in Self-Defence

In a self-defence situation, understanding the fight/flight/freeze response is crucial because:

- It helps individuals recognize their own natural reaction patterns under stress.
- Training and awareness allow students to move from an automatic response to a conscious, effective reaction.
- By practicing drills that simulate stressful scenarios, individuals can learn to manage adrenaline, control breathing, and choose the best strategy—whether it's escaping, defending, or de-escalating.

Classroom Application

Students can benefit from:

- Role-playing exercises to recognize their reactions.
- Controlled breathing and grounding techniques to regulate their nervous system.
- Verbal assertiveness training to prevent freezing and take control of the situation.

Role of Stress Awareness in Effective Performance

1. Stress awareness helps individuals remain calm and think clearly during self-defence training and real-life emergencies.
2. Understanding how stress affects the body and mind reduces panic and confusion in threatening situations.
3. Stress awareness improves focus and attention, allowing techniques to be applied correctly and at the right time.
4. It supports better physical coordination, balance, and controlled movement during defensive actions.
5. Awareness of stress responses helps improve verbal communication and assertiveness under pressure.
6. Overall, managing stress responses helps individuals respond safely, confidently, and effectively in high-pressure situations.

2. Stress Management Techniques

Stress is a natural response to challenging or threatening situations. In self-defence and physical education, managing stress is essential not only for performance but also for making safe, smart decisions in high-pressure scenarios. Stress can impair thinking, reduce reaction time, and increase fear, making it harder to protect oneself. Therefore, learning stress management techniques helps students stay calm, focused, and in control during emergencies or confrontations.



These techniques are designed to regulate emotions, control physiological responses, and restore mental clarity during or after a stressful experience.

Need for Stress Management in Self-Defence

Stress management is an essential part of self-defence because uncontrolled stress can disturb thinking, reduce focus, and slow reaction time. When fear and panic increase, a person may freeze, make poor decisions, or overreact to a situation. Learning how to manage stress helps individuals stay calm, alert, and mentally balanced during threatening situations. Effective stress control supports clear judgment, better body coordination, and appropriate responses to danger. By practicing stress management techniques, individuals become more confident and prepared to handle emergencies safely and effectively.

Key Stress Management Techniques

1. Controlled Breathing (Box Breathing or 4-4-4-4 Technique)

What it is: A rhythmic breathing method to calm the nervous system.

How to do it:

- Inhale slowly for 4 seconds
- Hold the breath for 4 seconds
- Exhale gently for 4 seconds
- Hold the breath again for 4 seconds
- Repeat for 1–2 minutes

Benefits:

- Reduces panic, stabilizes heart rate
- Improves focus and emotional control
- Helps prepare mentally before or after a physical situation

2. Visualization (Mental Rehearsal)

What it is: Creating mental images of calmness or success in self-defence scenarios.

How to do it:

- Close your eyes and imagine yourself responding confidently to a threat
- Picture yourself using the right technique, speaking firmly, and staying balanced
- Visualize a safe outcome

Benefits:

- Builds confidence and mental preparedness

- Reduces anxiety before real or simulated confrontations
- Enhances muscle memory and reflexive action

3. Positive Self-Talk

What it is: Using constructive inner dialogue to replace fear or doubt with courage.

Examples:

- “I am trained and ready.”
- “I can stay calm and act wisely.”
- “I control my breath, not my fear.”

Benefits:

- Counters negative thoughts that trigger panic
- Strengthens mental resilience under pressure
- Increases belief in one’s own ability to protect and recover

4. Grounding Techniques (5-4-3-2-1 Method)

What it is: A mindfulness technique that focuses attention on the present moment.

How to do it:

- Name 5 things you can see
- Name 4 things you can touch
- Name 3 things you can hear
- Name 2 things you can smell
- Name 1 thing you can taste

Benefits:

- Reduces dissociation or freeze response
- Helps return to awareness during high stress
- Useful after a confrontation to restore calmness

5. Physical Movement or Shaking

What it is: Light exercises or shaking the arms and legs to release nervous tension.

When to use: After a stressful simulation or real-life incident

Examples:

- Gentle walking

- Shoulder rolls
- Shaking limbs or stretching arms

Benefits:

- Relieves stored tension in muscles
- Clears adrenaline from the system
- Restores relaxation and clarity

Practice and Consistency in Stress Control

- Stress management techniques become effective only when they are practiced regularly.
- Regular practice trains the mind and body to stay calm during stressful or unexpected situations.
- With consistent training, fear and panic reduce, and emotional control improves.
- Practicing these techniques daily helps build confidence and mental strength.
- Over time, the body learns to respond calmly instead of reacting suddenly under pressure.
- Consistency helps individuals use these techniques naturally during real-life self-defence situations.
- This regular practice makes stress responses easier to manage and improves overall personal safety.

Importance in Self-Defence Training

Mental preparedness is a core component of self-defence training because how a person thinks and reacts under pressure can be as important as physical skill. One of the main benefits is that it helps students stay calm during stressful situations. Fear, surprise, or panic can cause hesitation or impulsive reactions, which may worsen the danger. By training the mind to remain composed, students learn to control emotional responses and maintain focus on the task of protecting themselves or escaping safely.

Mental preparedness also prepares the mind for clear and rational decision-making. In real-life encounters, individuals often face split-second choices, such as whether to engage, evade, or call for help. Training enhances the ability to quickly assess threats, identify escape routes, and choose the most effective course of action without being overwhelmed by stress.

Another important aspect is that mental training reduces the chance of freezing or overreacting. When confronted with danger, some people may become immobilized by fear, while others might act aggressively without strategy. Self-defence training teaches controlled responses, ensuring

students respond purposefully rather than emotionally, thereby increasing their chance of safe disengagement.

Finally, the benefits of mental preparedness extend beyond immediate physical confrontations. Regular practice encourages emotional regulation in daily life and emergencies, helping students handle stressful events, unexpected accidents, or interpersonal conflicts with composure and resilience. Over time, this cultivates a mindset of confidence, situational awareness, and psychological readiness, which complements physical self-defence skills and enhances overall personal safety.

3. Role-Play Under Time Pressure

Role-play under time pressure is a critical practical training method in self-defence that simulates real-life emergency situations in which rapid decision-making, physical response, and mental composure are required. Unlike standard drills, this method introduces controlled stress to mimic the urgency, unpredictability, and psychological pressure of actual confrontations. The primary goal is not to promote aggression but to enable students to respond instinctively and effectively, integrating physical, verbal, and tactical skills in a time-sensitive environment.

This form of training bridges the gap between theoretical knowledge such as break falls, tactical standing, and multi-attacker awareness and the practical application of these skills under realistic, dynamic conditions. By repeatedly facing time-bound simulated threats, students learn to manage stress, maintain situational awareness, and execute safe, high-probability self-defence actions.

Objectives

The key objectives of this training method are:

- To develop quick reflexes and clear thinking under pressure, enhancing the ability to act decisively in unexpected situations.
- To test and reinforce practical self-defence techniques in real-time, ensuring students can apply learned movements instinctively.
- To build emotional regulation, assertiveness, and confidence, reducing hesitation or panic during confrontations.
- To simulate unpredictable, time-sensitive threat scenarios, fostering rapid assessment and prioritization of defensive actions.
- To cultivate integration of physical, verbal, and tactical skills, including escape, positioning, and safe engagement.

Purpose of Time-Bound Training

- Time-bound training helps individuals experience controlled stress similar to real-life emergency situations.
- Practicing with time limits improves reaction speed and quick decision-making.
- It trains individuals to stay calm and focused under pressure.
- Time pressure helps reduce hesitation and overthinking during self-defence situations.
- This type of training improves emotional control and stress management.
- It prepares individuals to respond safely and effectively when immediate action is required.
- Time-bound training builds confidence and readiness for situations where time and personal safety are critical.

Method / Activity Steps

1. Setting the Scenario

- The instructor introduces a realistic threat scenario that students may encounter in daily life or high-risk environments. Examples include:
 - Walking alone and being grabbed by the wrist or shoulder.
 - Verbal harassment escalating toward physical aggression.
 - Being pushed near a corner, wall, or obstacle.
- Scenario-setting helps students mentally prepare for possible outcomes, making responses more instinctive.

2. Assigning Roles

- One student plays the defender, while another plays the attacker.
- The attacker uses controlled and realistic movements, ensuring safety while providing enough pressure for the defender to practice effective techniques.

3. Time-Limited Execution

- Students are given 3–5 seconds to respond to the initial threat, creating a controlled sense of urgency.
- Time constraints simulate real-life pressure, helping learners develop rapid decision-making skills.
- A timer or verbal cue from the instructor reinforces the time-sensitive nature of the drill.

4. Execution of Defensive Techniques

- The defender applies a combination of:
 - **Physical techniques:** wrist releases, push kicks, blocks, or escape maneuvers.
 - **Verbal techniques:** assertive commands such as “Back off!” or “Stop!” to startle the attacker and attract attention.
 - **Tactical movements:** stepping to create angles, moving toward exits, using environmental barriers, and maintaining guard posture.
- The attacker responds realistically but without causing injury, providing the defender with a safe, yet practical challenge.

5. Feedback and Reflection

- Immediately after each round, the instructor and peers provide feedback on:
 - Accuracy and effectiveness of the techniques.
 - Timing and clarity of the response.
 - Proper use of voice, space, and angles.
 - Safety and control throughout the drill.
- Reflection encourages self-awareness and helps students identify strengths and areas for improvement.

6. Role Rotation and Scenario Variation

- Students rotate roles to experience both defending and attacking perspectives.
- Multiple scenarios are introduced, including:
 - Aggressive requests for money or belongings.
 - Attempts to corner the student in narrow spaces.
 - Encounters following a fall, requiring tactical recovery and standing under pressure.
- Rotation ensures holistic learning and encourages empathy by understanding both attacker and defender viewpoints.

Learning Outcomes

Upon consistent practice, students are expected to:

- Stay calm and composed in high-pressure, time-sensitive environments.

- Demonstrate confidence in applying self-defence strategies, including physical, verbal, and tactical techniques.
- Integrate decision-making, spatial awareness, and rapid response, improving overall situational adaptability.
- Work effectively in team and peer-supported environments, developing observational skills and mutual learning.
- Develop a practical survival mindset, understanding when to disengage, use barriers, or attract help.

Skill Integration Through Role-Play

Role-play under time pressure allows individuals to combine physical techniques, verbal responses, and mental control into a single coordinated action. Practicing in realistic situations helps learners understand how to move, speak, and think at the same time instead of treating each skill separately. This integration improves confidence and reduces hesitation during sudden or unexpected threats. Role-play also develops adaptability, as individuals learn to adjust their actions based on changing conditions and opponent behaviour. Repeated practice strengthens awareness, timing, and control, making responses more natural and effective. By training complete responses rather than isolated techniques, individuals become better prepared to handle real-life situations with calmness, clarity, and responsible decision-making.

Safety Considerations

- Drills must always be conducted under qualified instructor supervision.
- Physical contact should remain minimal, controlled, and pre-discussed to avoid injuries.
- Appropriate protective gear and padded mats should be used as necessary.
- Emotional well-being must be monitored, ensuring participants are not overwhelmed by the stress of simulations.
- Emphasis should always remain on escape, safety, and controlled response, not defeating or harming the attacker.

Role-play under time pressure is a critical experiential method that prepares students for real-world confrontations. By combining time-bound decision-making, physical self-defence skills, and mental resilience, this drill ensures learners can act effectively and safely in unpredictable situations. Over time, repeated practice enhances confidence, situational awareness, emotional

regulation, and practical self-defence competence, making it a cornerstone of comprehensive self-defence training.

4. Debriefing and Emotional Processing

Debriefing and emotional processing are essential stages of self-defence training, occurring after any physically or psychologically intense activity. While physical drills teach practical techniques, emotional processing ensures students understand, integrate, and adapt to the psychological impact of confrontational situations. High-stress exercises such as role-play under time pressure, multi-attacker drills, or tactical escape naturally induce physiological and emotional responses, including adrenaline surges, increased heart rate, fear, or momentary freezing. Without structured reflection, these reactions may remain confusing or reinforce anxiety.

The debriefing process provides a guided environment for introspection, allowing students to analyze what occurred, how their body and mind reacted, and how they can improve responses in the future. This step strengthens resilience, situational awareness, and mental preparedness, complementing the physical skills learned during self-defence training.

Objectives

The objectives of debriefing and emotional processing are multi-dimensional:

- **Reflection on Physical and Emotional Responses:** Students analyze both bodily reactions (balance, tension, defensive posture) and emotional reactions (fear, stress, hesitation) to better understand themselves.
- **Promote Healthy Emotional Expression:** By providing a safe outlet, students can express feelings such as nervousness, frustration, or relief, preventing the internalization of stress.
- **Enhance Learning and Confidence:** Constructive discussion reinforces correct techniques, highlights effective decision-making, and helps students internalize lessons.
- **Identify and Correct Negative Thought Patterns:** Reflection allows recognition of overreactions, freezing, or avoidance behaviors, encouraging adaptive strategies for future encounters.
- **Foster Emotional Resilience and Self-Awareness:** Through structured processing, students develop the ability to regulate emotions, recover from stress, and approach threats with calm, calculated responses.

Importance of Reflection in Learning

- Reflection helps individuals understand their physical and emotional reactions during training activities.

- It allows learners to identify what worked well and what needs improvement.
- Reflecting on experiences supports deeper learning and better memory of skills.
- Emotional processing helps reduce fear, confusion, or anxiety after high-stress training.
- Reflection improves self-awareness and emotional control in future situations.
- It builds confidence by helping individuals recognize progress and learning growth.
- This process ensures that self-defence training supports mental and emotional well-being, not only physical skill development.

Debriefing Process

1. Cool-Down and Grounding

- Begin with light breathing exercises, gentle stretching, or slow movements to transition from heightened arousal to a calm state.
- Grounding techniques help students physiologically regulate stress responses, such as elevated heart rate, shallow breathing, and muscle tension.
- Example: After a high-intensity role-play, students spend 2–3 minutes performing diaphragmatic breathing while sitting or standing, allowing adrenaline levels to subside.

2. Guided Discussion Prompts

- Instructors facilitate reflective dialogue with questions like:
 - What physical and emotional sensations did you experience?
 - Which techniques or strategies worked effectively?
 - What was challenging or unexpected?
 - How did you manage fear, stress, or surprise during the scenario?
- This step encourages introspection, helping students recognize their strengths, weaknesses, and areas for improvement.

3. Instructor Feedback

- Constructive feedback is provided on:

- Technical execution (e.g., proper stance, escape, break-fall application)
- Timing and decision-making under pressure
- Use of voice, assertiveness, and spatial awareness
- Emotional composure and control
- Positive reinforcement highlights correct responses and effort, while guidance focuses on improving decision-making and reaction efficiency.

4. Peer Sharing (Optional)

- Students may share their experiences, insights, and feelings with a partner or the group in a safe, respectful, and voluntary setting.
- This builds empathy, team cohesion, and mutual learning, as peers provide support, encouragement, and alternative perspectives on handling threats.

5. Reframing the Experience

- Normalize natural stress responses (e.g., shaking, blanking out, rapid breathing) as physiological reactions to high-adrenaline situations.
- Encourage a growth mindset: stress or nervousness is a signal of engagement and learning, not weakness.
- Example: Students may reframe a moment of freezing during a role-play as an opportunity to improve anticipation and reflexive response in future drills.

Emotional Processing Activities

- Journaling or Reflection Writing: Students write about their feelings, observations, and lessons learned, helping them process the experience cognitively and emotionally.
- Art or Sketch Reflection: Students visually represent their experience, highlighting emotional or physical sensations in a creative format.
- Calming Visualization: Mentally replaying the scenario, visualizing improved reactions and outcomes to reinforce confidence and adaptive strategies.
- Positive Affirmation Recap: Encouraging statements such as “I stayed calm under pressure,” “I defended myself effectively,” or “I learned something new today” to strengthen self-belief and resilience.

Benefits of Debriefing and Emotional Processing

1. Development of Emotional Intelligence

Debriefing helps students recognize, understand, and regulate their emotional responses in high-stress situations. By analyzing their reactions, such as fear, hesitation, or adrenaline surges, students learn to identify triggers and adopt coping strategies. This awareness improves decision-making under pressure and enhances interpersonal understanding during group exercises. Example: A student panics briefly during a simulated street corner attack. Through reflection and discussion, they recognize that their fear was triggered by perceived encirclement and learn to focus on the primary threat and environmental exits, enabling more controlled and effective responses in future drills.

2. Improved Resilience

Repeated debriefing fosters mental and emotional resilience, enabling students to recover quickly from stressful encounters. By reflecting on both successes and challenges, students internalize lessons and build confidence to face unpredictable or high-pressure situations without panic. Example: After a multi-attacker drill, a student notes that stepping diagonally and using a push created space for escape. Discussing this success reinforces their ability to trust instincts and remain composed in future drills or real-life confrontations.

3. Reduced Long-Term Anxiety

Structured emotional processing helps reduce anticipatory anxiety and long-term fear related to confrontations. By practicing reflection and understanding stress responses in a controlled environment, students desensitize themselves to fear triggers, leading to calmer and more rational responses in real-life situations. Example: A student initially feels anxious about performing break-falls in front of peers. Through repeated drills and guided reflection, they gain confidence and experience reduced fear when faced with unexpected falls, both in training and daily life.

4. Enhanced Critical Thinking and Self-Improvement

Debriefing encourages analysis of mistakes and successes, fostering critical thinking. Students identify ineffective strategies or overreactions and explore alternative approaches. This iterative learning process improves their problem-solving, situational judgment, and overall defensive capability. Example: During a role-play under time pressure, a student hesitates to use a verbal command while simultaneously executing a physical technique. Reflection and instructor feedback help them integrate verbal and physical strategies, enhancing real-time response skills.

5. Strengthened Group Trust and Communication

Sharing reflections in a safe environment builds empathy, mutual support, and teamwork. Students develop a sense of psychological safety, knowing

their peers understand and respect their emotional responses. This strengthens cooperation during partner drills, multi-attacker simulations, and collaborative problem-solving exercises. Example: In a narrow alley drill, students discuss their experiences with positioning and blocking tactics. Through discussion, they learn from each other's perspectives, gain trust in partners' capabilities, and improve coordination in team-based defensive scenarios.

In conclusion, debriefing and emotional processing are essential components of comprehensive self-defence training, bridging the gap between physical techniques and mental preparedness. By reflecting on emotional and physical responses, expressing feelings safely, and receiving constructive feedback, students develop emotional intelligence, resilience, and confidence. When conducted with sensitivity and clear safety protocols, these practices not only enhance learning and technique application but also foster self-awareness, critical thinking, and group trust. Ultimately, they equip students to respond calmly, decisively, and effectively in real-life threatening situations, ensuring that self-defence training strengthens both mind and body.

Summary

This session focuses on understanding stress responses, managing panic, and applying self-defence skills under pressure. It helps individuals recognize how stress affects the body and mind during threatening situations and learn ways to remain calm and focused. Through stress management techniques, role-play under time pressure, and guided emotional processing, individuals develop better emotional control and confidence. The session also strengthens decision-making, awareness, and adaptability during emergencies. Overall, this session prepares individuals to respond safely, effectively, and responsibly in real-life situations where quick action and mental control are essential.

Practical Activity 1: Practice "Reaction Drill – Fight, Flight, or Freeze"

Objective:

To help students recognize their natural stress responses (fight, flight, or freeze) in controlled situations.

Instructions:

- The instructor calls out sudden self-defence scenarios (e.g., "You hear a loud noise behind you!" or "Someone grabs your wrist!")
- Students respond instinctively using a physical, verbal, or evasive action.
- Responses are briefly discussed in terms of which reaction (fight/flight/freeze) they demonstrated.

Outcome:

Awareness of individual stress patterns and response tendencies.

Practical Activity 2: Practice "Box Breathing & Visualization Drill"**Objective:**

To teach a calming technique that can reduce panic and regulate heart rate under stress.

Instructions:

- Students sit in a relaxed position and follow a 4x4 box breathing cycle:
Inhale (4 sec) → Hold (4 sec) → Exhale (4 sec) → Hold (4 sec)
- Follow this with a guided visualization: imagine facing a threat, staying calm, and responding assertively.
- Conduct 3–4 cycles for practice.

Outcome:

Improved emotional control and mental rehearsal of defensive actions.

Practical Activity 3: "Timed Role-Play Challenge"**Objective:**

To simulate real-world pressure by making students respond quickly to self-defence scenarios.

Instructions:

- Students are placed in pairs (defender and attacker).
- Instructor reads a scenario aloud (e.g., "You are being followed," "You're pushed from behind").
- The defender has 3–5 seconds to respond with physical, verbal, and positional techniques.
- Rotate roles and repeat with new challenges.

Outcome:

Faster decision-making, confidence, and coordination under pressure.

Practical Activity 4: Group discussion on "Emotional Reflection Circle"**Objective:**

To help students process emotions and reinforce learning through guided group sharing.

Instructions:

- After drills or scenarios, students sit in a circle.
- Instructor asks reflective prompts like:
 - "What did you feel when the drill started?"
 - "What did you learn about how you handle stress?"
- Students can write or verbally share, based on comfort.
- End with positive affirmations and instructor encouragement.

Outcome:

Improved emotional awareness, group empathy, and personal insight.

Points to Remember

1. Recognize your body's signals — the fight, flight, or freeze response is natural and automatic in danger.
Understanding it helps you stay in control during real-life stress.

2. Controlled breathing calms the mind.
Techniques like box breathing can reduce panic and clear your thinking.
3. Visualize success under pressure.
Mental rehearsal builds confidence and prepares your response to threats.
4. Quick decisions are key in danger.
Role-play helps train your brain to act calmly under time pressure.
5. Practice realistic scenarios safely.
Respect partners, follow instructions, and focus on learning, not fear.
6. Talk about your emotions after drills.
Reflection helps release tension and improves your emotional strength.
7. Support and listen to peers.
Everyone handles stress differently—mutual respect builds trust and safety.

What have you learned

1. Students understand the natural stress responses—fight, flight, or freeze—and their impact on behaviour.
2. They learn to manage panic using techniques such as controlled breathing and mental visualization.
3. Learners develop the ability to make calm, quick decisions during high-pressure or threatening situations.
4. Through role-play activities, students gain confidence and improve their response time in simulated danger.
5. Emotional debriefing encourages healthy expression and helps process fear or anxiety after drills.
6. Students recognize that stress affects individuals differently and learn to respect those differences.
7. The session builds mental resilience, teamwork, and readiness to face real-life stress with control and safety.

Check your progress

Fill in the blanks Questions

1. The three common stress responses are _____, _____, and _____.
2. _____ breathing is a stress management technique that helps calm the mind and body.

3. In self-defence, role-play under _____ helps improve reaction time and decision-making.
4. The _____ system in the body triggers automatic responses to danger.
5. After a stressful drill, _____ helps students express and process their emotional experience.

Answers: 1. *fight, flight, freeze*, 2. *Box*, 3. *time pressure*, 4. *nervous*, 5. *Debriefing*

Multiple Choice Questions (MCQs)

1. Which of the following is NOT a natural stress response?

- a) Fight
- b) Faint
- c) Freeze
- d) Flight

2. Box breathing is a technique used to:

- a) Calm the mind and reduce panic
- b) Build muscle
- c) Improve eyesight
- d) Increase flexibility

3. The fight/flight/freeze response is activated by which body system?

- a) Respiratory system
- b) Circulatory system
- c) Nervous system
- d) Digestive system

4. Role-play under time pressure helps students to:

- a) Memorize theory
- b) React quickly and confidently
- c) Improve handwriting
- d) Avoid physical activity

5. Debriefing after a stressful drill helps in:

- a) Increasing competition
- b) Reducing strength
- c) Emotional processing and reflection
- d) Physical conditioning

6. Which of the following is an example of a stress management technique?

- a) Yelling loudly
- b) Running aimlessly
- c) Ignoring fear
- d) Visualization and controlled breathing

Answers: 1. b) Faint, 2. a) Calm the mind and reduce panic, 3. c) Nervous system 4. b) React quickly and confidently, 5. c) Emotional processing and reflection, 6. d) Visualization and controlled breathing

Subjective Question

1. Explain the fight, flight, and freeze response. How does understanding it help in self-defence?
2. Describe any two stress management techniques that can be used during a self-defence situation.
3. What is the importance of role-play under time pressure in managing panic during real-life threats?
4. Why is debriefing after a self-defence activity important for emotional well-being?
5. Discuss how breathing techniques and visualization can help a person stay calm in high-stress situations.

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Unit 3: Introduction to Weapon Awareness and Cyber Self Defence

Session 1: WEAPON AWARENESS AND RESPONSE TECHNIQUES

1.Types of Common Weapons

In self-defence training, having a basic awareness of different types of weapons is essential. This knowledge does not encourage handling or using weapons, but it prepares students to identify potential threats and react safely. Understanding the characteristics of common weapons helps in evaluating risks and applying proper response techniques during threatening situations.

Weapon Awareness

Weapon awareness refers to the ability to recognise various kinds of weapons that may be used in threatening situations. This awareness enhances personal safety by allowing individuals to take the right precautions, maintain safe distances, and communicate effectively with authorities. Being alert and informed reduces panic and improves decision-making in emergencies.

Weapons can be broadly classified into sharp-edged weapons, blunt objects, and projectile-based weapons. Each has distinct dangers and requires a different approach for safe response.

1.Sharp-Edged Weapons

Sharp-edged weapons are some of the most commonly encountered tools in crimes or threatening situations. They can cause deep injuries and are dangerous even in untrained hands.

Examples include:

- Knives (kitchen knives, switchblades, folding knives)
- Razor blades
- Broken glass bottles
- Scissors



Threat Level: High

These weapons can cause serious harm even with minimal force. They are often concealed and easy to carry.

Response Tips:

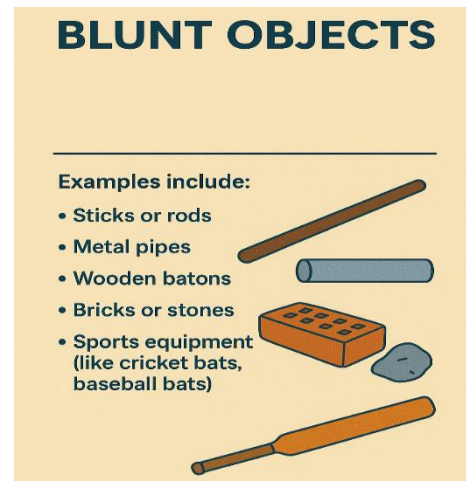
- Keep a safe distance.
- Do not attempt to disarm the attacker unless professionally trained.
- Focus on escape and verbal de-escalation.
- Protect vital areas like the chest, neck, and abdomen if confronted.

2. Blunt Objects

Blunt weapons may not always appear threatening but can cause serious injuries due to impact. They are often items found in everyday surroundings.

Examples include:

- Sticks or rods
- Metal pipes
- Wooden batons
- Bricks or stones
- Sports equipment (like cricket bats, baseball bats etc.)



Threat Level: Medium to High

The danger depends on the size, weight, and force of impact. Blunt weapons are dangerous in close-range attacks.

Response Tips:

- Maintain safe space to avoid being struck.
- Use objects like a bag or chair to create a barrier.
- Look for a chance to escape or call for help.
- Avoid backing into a corner-keep moving.

3. Firearms

Firearms are deadly and should be taken very seriously. Although less common in everyday encounters in India compared to other countries, illegal firearms or country-made guns are sometimes used in crimes.

Examples include:



- Pistols
- Revolvers
- Country-made handguns
- Air guns or replicas

Threat Level: Extremely High

Firearms can harm from a distance. Confronting an armed attacker with a gun is **never advisable**.

Response Tips:

- Comply with demands if threatened-your life is more important.
- Do not attempt any heroics unless trained.
- Focus on not making sudden movements.
- Try to memorise features of the attacker for later reporting.

4.Improvvised Weapons

Improvvised weapons are ordinary objects used to cause harm. These are unpredictable and dangerous due to their availability in all environments.

Examples include:

- Pepper sprays or chilli powder
- Belts with heavy buckles
- Pens or pencils
- Mobile phones thrown with force
- Hot liquids or kitchen tools
- Umbrellas or chains

Threat Level: Variable

Improvvised weapons can surprise the victim. They can be used by both attackers and defenders.

Response Tips:

- Stay alert in your surroundings.
- Recognise potential threats based on aggressive behaviour.
- If needed, use similar objects for self-defence (only if escape is not an option).

Common Characteristics of Weapons



To respond better in dangerous situations, it's important to know some features common to all weapons:

Type	Visibility	Range	Risk Level
Sharp-edged	Often hidden	Close-range	High
Blunt objects	Visible	Close-range	Medium-High
Firearms	May be hidden	Long-range	Very High
Improvised weapons	Unpredictable	Varies	Variable

Understanding these features helps in situational judgement and deciding whether to confront, escape, or call for help.

Identifying a Weapon Threat

Often, being able to detect a weapon early can help avoid a dangerous situation. Here are some signs that may indicate someone is carrying a weapon:

- Unnatural bulges under clothing (could indicate a concealed weapon)
- Nervous behaviour or frequently adjusting parts of clothing
- Aggressive tone or threats being made
- Hands hidden in pockets or behind back

Always remember: Observation is your first line of defence.



Safety First: Role of Awareness in Self Defence

Weapon awareness does not mean confronting danger. It means:

- Recognising a possible threat
- Avoiding confrontation
- Alerting authorities
- Protecting yourself and others

Students must understand that the goal is to stay safe, not to fight back like in movies. Self-defence starts with the mind-thinking ahead and staying calm are powerful tools.

Learning about the types of common weapons builds the foundation for safer responses in real-life situations. Whether it's a knife, rod, or firearm, knowing how these weapons function and the risk they carry empowers students to

take better decisions. The aim is never to fight but to protect yourself using distance, awareness, communication, and escape as your primary defence tools. As you proceed further in this unit, you will learn how to apply this knowledge practically and responsibly.

2.Risk Without Handling Weapons

In self-defence training, it is important to understand that physical confrontation or weapon use should always be the last resort. A mature and skilled self-defence approach focuses on awareness, avoidance, and safe decision-making-especially when weapons are involved.

Weapons Require Training

Handling weapons without proper knowledge and legal permission can be dangerous. It may increase the risk of injury, escalate the situation, or lead to legal trouble. For students and civilians, the priority must always be to avoid the conflict and ensure safety, rather than try to fight back using force or weapons.

Power of Awareness and Prevention

One of the strongest forms of defence is situational awareness. This means paying attention to your surroundings and being able to identify potential threats before they become dangerous. You might notice someone behaving oddly, hiding an object, or following you. Being aware of such signs can help you take early action- like moving to a safer location or informing someone nearby.

Awareness also includes knowing where exits are, spotting safe places nearby (like shops or police booths), and trusting your instincts when something feels wrong.

Staying Calm and Avoiding Confrontation

When faced with a threat, especially involving a weapon, the key principle is not to provoke or escalate the situation. Keep a calm posture, speak gently, and avoid making sudden moves. This shows the attacker that you are not a threat and can help de-escalate their aggression.

It's always better to cooperate briefly rather than resist forcefully. For example, if a person with a knife demands your phone or wallet, handing it over calmly can save your life. Possessions can be replaced, safety comes first.

Using Environment Smartly for Protection

Even without handling a weapon, you can use your surroundings for protection. Everyday objects like a bag, chair, or door can help you block,

distract, or create distance between you and the attacker. For example, closing a door quickly can prevent an attacker from reaching you.

In a street, corridor, or public place, positioning yourself near exits or open areas gives you more escape options. Learning to use these elements smartly is part of practical self-defence training.

Managing Fear and Mental Strength

In any dangerous situation, your mind is your biggest strength. It's natural to feel afraid, but practising how to control panic is important. Calm breathing, positive thinking, and staying focussed on escape can help you take better decisions.

Repeat mental affirmations like “I am calm,” “I can stay safe,” or “I know what to do.” These small mental habits give you greater control in high-pressure situations.

Being a Good Observer for Reporting

While escaping or avoiding conflict, it's important to observe the details that may help later. Try to remember features like the attacker's appearance, clothes, height, voice, or vehicle. These details are useful for police and authorities.

Instead of reacting emotionally, act with a clear purpose-survive, escape, and report.

Real-Life Examples of Risk Avoidance

Let's take an example: a college student walking home noticed a man acting suspiciously on the same street. Trusting her instinct, she crossed to the other side and entered a nearby shop to stay safe. Later, it was revealed that the man had attempted to rob someone. Her awareness and avoidance kept her from danger.

In another case, a group of students avoided argument at a parking lot where someone was holding a rod. They informed the nearest guard, who quickly intervened. Their choice to not interfere directly, but to alert authorities, prevented possible violence.

The Role of a Self-Defence Trainer

As a self-defence trainer, it is your responsibility to teach others that safety does not always come from strength or fighting skills. Real self-defence is about quick thinking, smart decisions, and knowing when to step back.

By practising calm behaviour, recognising warning signs, and using your environment effectively, you can guide students to stay safe in weapon-threat situations, without ever needing to handle a weapon themselves.

Understanding risk without handling weapons is an essential part of modern self-defence training. It focuses on awareness, emotional control, environment use, and intelligent decision-making. Rather than promoting aggression, this approach builds a responsible, legal, and practical mindset among learners. Always remember, avoiding danger is the smartest way to defeat it.

3.Safe Distance and De-escalation Techniques

When faced with a dangerous situation, especially one involving a weapon, your priority should always be to avoid conflict and ensure personal safety. One of the key self-defence strategies in such situations is maintaining a safe distance and applying de-escalation techniques. These methods help reduce the chance of physical harm, calm down the aggressor, and create an opportunity to escape or seek help.

Understanding Safe Distance

Safe distance is the physical space you maintain between yourself and a potential threat. When someone is holding or suspected to be hiding a weapon, standing too close puts you at serious risk. Weapons such as knives, sticks, or even sharp objects like broken glass can be dangerous within close range.

Ideally, keeping a minimum distance of 6 to 10 feet from a suspected weapon-wielder gives you better chances to react, escape, or defend if necessary. The greater the distance, the more time and space you have to think and act.

Example: If someone with a sharp object is walking toward you aggressively, stepping back calmly and maintaining a gap can prevent them from reaching you instantly. You must also avoid backing into a corner or enclosed area, always try to position yourself with a clear path behind or beside you.

Distance Matters in Armed Situations

Weapons reduce the time you have to react. A person can swing a stick or stab with a knife in less than a second. If you are too close, you may not have time to block, dodge, or escape. That is why distance buys time- time to move, call for help, or alert others.

Safe distance also helps in reading the attacker's body language and intentions. If you're too close, your attention is on protecting yourself physically. At a distance, you can observe their posture, hand movements, or if they're getting agitated-giving you clues to plan your next move.

Principles of De-escalation

De-escalation means reducing the intensity of a dangerous situation without physical force. The main aim is to prevent violence and protect yourself without provoking the attacker further. This involves using calm body language, non-threatening communication, and emotional control.

Some effective de-escalation techniques include:

- **Calm Verbal Communication:** Speak slowly and clearly, using simple words. Avoid shouting or threatening the attacker.
- **Non-aggressive Body Language:** Keep your hands open and visible. Avoid clenched fists, pointing fingers, or sudden movements.
- **Empathy and Respect:** Sometimes, using polite phrases like “I don’t want any trouble,” or “Let’s talk calmly,” can reduce tension.
- **Avoiding Arguments or Challenges:** Never argue or mock the attacker. This can escalate their aggression.
- **Give Them Space:** Respect their personal space while ensuring your own safe distance.

Using Verbal Boundaries

Verbal assertiveness is a key tool in de-escalation. It means setting clear boundaries through words without being aggressive. For example:

- “Please step back. I don’t want to fight.”
- “I’m not here to harm you. Let’s stay calm.”
- “I will call for help if you come any closer.”

Such sentences show confidence and control without provoking the attacker.

Recognising Signs of Escalation

Sometimes, even with calm communication, the attacker may become more aggressive. You must learn to recognise these warning signs, which include:

- Raised voice or shouting
- Clenched fists or sudden movements
- Unusual silence or staring
- Reaching into pockets or bags (possible weapon access)

If any of these are observed, you should immediately increase the distance, look for exit routes, and prepare to call for help.

Role of Environment in Maintaining Distance

Your surroundings play a major role in maintaining a safe distance. Being in a crowded or narrow space limits your ability to move away. In contrast, an open area, street, or hallway gives more room to step back.

Learn to use barriers like benches, parked vehicles, trees, or walls to create physical blocks between you and the attacker. For instance, standing behind a desk or a gate can stop the attacker from reaching you easily.

Practice Through Real-Life Situations

Self-defence trainers often use role-play exercises to help students practice keeping distance and de-escalating situations. Practising simple scenarios, such as talking to an angry person from a distance, or slowly backing away while staying calm- builds muscle memory and confidence.

For example: Two students can simulate a conflict where one plays an angry stranger. The other must use voice tone, hand gestures, and step-back techniques to calm the person and exit the situation safely.

Legal and Ethical Boundaries

It's important to remember that using force, even in self-defence, should always be the last option. De-escalation is not weakness-it is wisdom. As a future self-defence trainer, your job is to teach others how to reduce violence, not encourage confrontation.

Moreover, in India, the legal right to self-defence exists under certain conditions, but you must be able to show that all peaceful options were tried first.

Maintaining a safe distance and using de-escalation techniques are essential components of responsible self-defence. They help prevent physical harm, calm the attacker, and allow you a chance to escape. These techniques can be used by anyone, anywhere-without any physical strength or special tools. By learning and teaching these methods, you empower yourself and others to face real-life threats safely, smartly, and legally.

4. Basic Defence Principles Against Armed Threats

In situations involving armed threats, the primary goal is to survive and escape safely. Confronting someone with a weapon is extremely dangerous and must be approached with caution, calmness, and strategy. This section explains the fundamental self-defence principles that can help individuals respond effectively to such threats, using awareness, smart decision-making, and minimal but effective actions.

Staying Calm and Observant

The first response to any armed threat must be to stay as calm as possible. While fear is a natural reaction, panic can cloud judgment and increase the risk of injury. Take a moment to observe the situation. Identify what kind of weapon the attacker has, estimate the distance between you, and look around for exits or objects that could help you. Staying mentally present helps you

assess the threat level and choose the safest possible response, whether it's de-escalation, escape, or minimal physical defence.

Avoid Confrontation When Possible

The most important rule in self-defence is simple: Avoid physical confrontation if you can escape. If the attacker wants your belongings, such as a wallet or phone, it is wise to hand them over rather than resist. Your safety is more valuable than any item. Use calm and firm verbal communication to signal cooperation, such as "I don't want trouble," or "You can take it, please don't hurt me." The goal is to buy time, reduce tension, and create an opportunity to flee when the attacker is distracted or less aggressive.

Using a Defensive Posture

When escape is not immediately possible, adopting a defensive posture prepares you for quick movement or protection. This stance involves standing with your feet shoulder-width apart, knees slightly bent, and one foot slightly ahead of the other. Keep your hands raised around chest level with palms open-this shows you are not aggressive but alert. Maintaining eye contact with the attacker's chest or hands helps you track their movements without becoming fixated on the weapon. A solid defensive stance improves balance, reaction time, and readiness to protect yourself if needed.

Protecting Vital Areas

In any confrontation, it is essential to protect vital parts of the body such as the head, neck, chest, abdomen, and groin. Use your forearms and hands to shield your face and head if the attacker strikes. Avoid turning your back or running blindly. If knocked down, curl into a protective position, keeping your head tucked in and arms around your face, while your knees shield your torso. Staying compact reduces injury and allows you to quickly recover and escape when safe.

Improvising with Nearby Objects

In threatening situations, objects around you can become tools for defence or distraction. The purpose is not to fight but to shield yourself or create a diversion to escape. For instance, a school bag can block a blow from a stick, or a water bottle can be thrown toward the attacker's feet to cause distraction. Even items like a chair, umbrella, or book can help you maintain a barrier. Always remember, using your environment smartly can make a critical difference without requiring combat skills.

Distract and Disengage

If escape becomes impossible and you must act, aim to distract the attacker and disengage from the situation rather than fight. Loudly shouting for help-

“Help! Stay back! Call the police!” can alert bystanders and surprise the attacker. Sudden gestures like throwing dust or a small item can disrupt their focus and give you a second to move. Physical action should only be used to break away and run, not to harm or overpower the attacker.

Applying Minimal Force

Self-defence should always be proportionate. The use of minimum necessary force is legally and ethically correct. This may include a quick strike to the chin or knee to cause imbalance, or a push to the chest to create distance. In emergency situations, a kick to the groin or flick toward the eyes (without aiming to injure permanently) might help you escape. The goal is not to defeat the attacker but to momentarily stop them so you can find safety. Continuing to attack after creating a chance to run is not considered self-defence and can be legally problematic.

Training for Mental and Physical Readiness

Preparedness reduces panic. Regular training in basic blocks, safe falling, and reaction drills helps the body remember how to respond under stress. Practising with soft mock weapons or in role-play scenarios with a coach or partner builds confidence. Mental conditioning, like deep breathing exercises, visualising responses, or staying alert in public, also plays a big role in facing real threats calmly. Confidence doesn't mean fighting back aggressively; it means being ready to protect and escape with minimal harm.

Reporting After the Incident

Once you are out of danger, it is vital to report the incident to the police, school authorities, or a trusted adult. Clearly explain what happened, where and when it occurred, what weapon was used, and what actions you took. Reporting helps catch the offender, protects others from harm, and ensures you receive any medical or legal help needed. It also reinforces a culture where threats are taken seriously and not ignored out of fear.

Understanding how to deal with armed threats is a crucial part of advanced self-defence training. The core principles are simple but life-saving; stay calm, avoid direct conflict, protect your vital areas, use your surroundings wisely, and escape safely. Physical defence should only be a last option, applied with minimal force and for the purpose of survival not aggression. With the right mindset, awareness, and practice, students can learn to respond wisely and responsibly to armed threats while prioritising safety above all.

5. Reporting and Seeking Help in Weapon Threat Situations

Encountering a weapon threat can be a terrifying experience. However, what follows after the incident is just as crucial as the moment itself. Knowing how to report the threat and seek appropriate help is an essential skill that ensures not only your safety but also the safety of others. In this section, we explore

the importance of timely reporting, whom to approach, how to communicate effectively, and the kind of support systems that exist for victims of such situations.

Reporting Weapon Threats

Reporting a weapon threat is the first step toward preventing further harm. Often, individuals choose to remain silent out of fear or confusion. However, unreported incidents may allow the offender to repeat their actions with more confidence. Whether the weapon was actually used or only shown to intimidate, it is essential to treat such acts seriously.

When such incidents are reported, authorities can take swift action. It also allows schools, workplaces, and communities to assess potential risks and introduce better safety mechanisms. Additionally, a formal report helps in documenting the case for legal or disciplinary actions, which can act as a deterrent to future threats.

Understanding What to Report and When

Weapon-related incidents can vary in intensity, but most should not be ignored. Any threat involving a weapon such as a knife, stick, metal rod, or firearm should be reported, even if no physical harm occurred. For example, if someone is seen carrying a concealed weapon in a public place, or if threatening messages showing weapons are received online, it is necessary to take action.

Rather than focussing on whether the threat "felt serious," it is better to report what was observed, who was involved, what was said or done, where it happened, and what kind of weapon was involved. Even a seemingly small or indirect threat can lead to larger consequences if overlooked.

Approach for Help

Knowing where to turn after facing or witnessing a weapon threat is very important. For students, the first contact might be a teacher, school counsellor, or principal. In other settings, it may be a security guard, workplace supervisor, or community elder. In any urgent or dangerous situation, calling the police should be the top priority.

India's national emergency number **112** can connect you to police, ambulance, and fire services. Local police stations, women's helplines, or child protection services can also be contacted based on the nature of the incident. In some cases, victims may prefer to first speak with someone they trust, such as a parent or friend, before making a formal report. This is also acceptable, as long as it leads to timely help.

Effective Reporting Skills

When reporting a weapon threat, being calm and clear is essential. Emotional responses are understandable, but the goal should be to provide accurate and useful information. It helps to recall details like the physical appearance of the attacker, the type of weapon seen, any words spoken during the threat, and the time and place of the incident.

If reporting verbally, speaking in simple language is best. If a written report is needed, it should include key facts in a logical order without emotional or exaggerated descriptions. This helps authorities take the right steps and investigate properly.

Legal Support and Police Role

If the incident involves criminal behaviour, the police may register a First Information Report (FIR) and begin an investigation. Their role includes collecting statements, reviewing any video footage if available, questioning the accused, and offering protection to the victim if required. If the accused is a minor, the case may go to the Juvenile Justice Board for further action.

As a student or a trainer, you are not expected to know all legal procedures. However, you should be aware of your rights and not hesitate to seek legal assistance through a parent, teacher, or legal aid service.

Emotional Recovery and Counselling

After facing a weapon threat, individuals may feel frightened, anxious, or even ashamed. These feelings are normal, but they must not be ignored. Emotional health is a critical part of post-incident recovery. Speaking to a trained school counsellor or mental health professional can be helpful. Sharing the experience with trusted family or friends can also relieve stress and reduce fear.

It is important to understand that taking care of one's mental well-being is as important as physical safety. Participating in self-defence training, awareness workshops, or peer support groups can help rebuild confidence over time.

Role of the Self Defence Trainer

As a Self Defence Trainer, your responsibilities go beyond teaching physical techniques. You play an important part in educating others about how to respond responsibly to threats, how to report incidents, and where to seek help. You must also build trust so that your students feel confident in coming forward when they experience danger.

By promoting awareness, encouraging open conversations, and providing guidance, a Self Defence Trainer becomes a key support figure in the safety network of any school or community.

Knowing how to report and seek help after a weapon threat is a life skill every young person must develop. Reporting not only prevents repeat incidents but also builds a safer environment for all. Whether the threat is in person or online, direct or indirect, the right response includes staying calm, reporting accurately, and seeking help without delay. With the right training, support, and mindset, students can become responsible, aware, and resilient individuals ready to face such challenges safely and wisely.

KEY POINTS

- ☐ Understanding commonly encountered weapons such as knives, sticks, sharp objects, and improvised tools helps students stay alert and recognise potential threats early.
- ☐ Learning to assess danger by observing the attacker's behaviour and body language without touching or testing weapon helps avoid unnecessary confrontation and promotes safe judgment.
- ☐ Keeping a safe physical distance from an armed attacker and using verbal techniques like calm but firm instructions can reduce the chance of violence and allow time for escape.
- ☐ Using simple self-defence strategies such as blocking, distracting, or redirecting the attacker's attention can provide valuable seconds to escape or seek help when facing weapon threats.
- ☐ Immediate and clear reporting to trusted adults, authorities, or emergency services (like dialling 112) is essential.

WHAT HAVE YOU LEARNT

- ☐ You have learnt to identify different types of commonly used weapons and understand how they pose a threat in various real-life situations.
- ☐ You have understood the importance of keeping a safe distance, avoiding panic, and using calm verbal strategies to de-escalate a potentially dangerous situation.
- ☐ You have become aware of the proper way to seek help and report incidents involving weapons to ensure your safety and the safety of others around you.

PRACTICAL EXERCISE

ACTIVITY 1: Demonstration of Common Weapons and Improvised Threat Objects

Objective:

To help students identify commonly used weapons and improvised objects that can pose a threat during an attack.

Materials Required:

- Images or replicas of common weapons (plastic/foam knife, stick, belt, bottle, etc.)
- Chart paper/worksheet
- Markers or pens

Procedure:

1. Display various weapon replicas or images (e.g., knife, stick, sharp object, belt, broken glass).
2. Discuss how each can be used as a weapon and the potential level of threat.
3. Ask students to classify them as high, moderate, or low threat based on potential harm.
4. Students will create a chart categorising weapons under these labels and note one key safety tip for each.
5. Instructor concludes with a safety message on awareness and non-engagement.

Expected Outcome:

Students will gain awareness of various weapons, their potential risks, and the importance of recognising danger without attempting to confront it.

ACTIVITY 2: Safe Distance and Verbal De-escalation Drill

Objective:

To train students to maintain a safe distance and use strong verbal commands to avoid conflict with a person carrying a weapon.

Materials Required:

- Open space/classroom
- Foam weapon prop (for mock threat)
- Roleplay prompt cards

Procedure:

1. Instruct one student to act as a person approaching with a mock weapon, while the other plays the potential victim.
2. The “victim” student will practise moving back to maintain a safe distance (approx. 2–3 metres).
3. They will use loud, clear verbal commands like “Stay back!” or “I don’t want trouble!”
4. Switch roles to allow each student to practise.
5. Instructor observes and gives feedback on body language, tone, and distance maintained.

Expected Outcome:

Students will learn to stay calm, maintain distance, and use assertive verbal communication to reduce the chance of escalation.

CHECK YOUR PROGRESS

1. A _____ is considered a long-range weapon often used to threaten or harm from a distance.
2. Maintaining a _____ from the attacker can provide a critical advantage during a weapon threat situation.
3. The first step in de-escalating a conflict involving a weapon is using a _____ and calm tone.
4. It is important to avoid _____ the weapon during a threat, as it can increase the risk of harm.
5. In case of a weapon-related incident, you should immediately _____ the matter to a responsible adult or authority.
6. _____ awareness helps you make safe choices without needing to engage physically with the weapon.

Answers: 1. Firearm 2. Safe distance 3. Firm 4. Grabbing 5. Report 6. Situational

MULTIPLE CHOICE QUESTIONS

1. Which of the following is NOT a commonly encountered weapon in self-defence scenarios?

- A. Knife
- B. Stick
- C. Flashlight
- D. Gun

Answer: C. Flashlight

2. What is the most important first step when facing an armed threat?

- A. Confront the attacker directly
- B. Try to disarm the attacker immediately
- C. Maintain a safe distance and assess the situation
- D. Call a friend for help

Answer: C. Maintain a safe distance and assess the situation

3. De-escalation techniques are used to:

- A. Provoke the attacker
- B. Calm the situation and avoid violence
- C. Practice fighting skills
- D. Chase the attacker away

Answer: B. Calm the situation and avoid violence

4. Basic defence against armed threats focuses primarily on:

- A. Physical strength
- B. Aggression and retaliation
- C. Quick reaction and awareness
- D. Running blindly

Answer: C. Quick reaction and awareness

5. In a weapon threat situation, who should be informed immediately?

- A. Your classmates
- B. Law enforcement or responsible authority
- C. Social media followers
- D. No one, handle it alone

Answer: B. Law enforcement or responsible authority

6. Understanding risk without handling weapons helps in:

- A. Becoming aggressive in return
- B. Identifying danger zones and responding wisely
- C. Learning to use all weapons
- D. Ignoring dangerous situations

Answer: B. Identifying danger zones and responding wisely

SUBJECTIVE QUESTIONS

- 1.** Explain the importance of maintaining a safe distance when confronted with an armed threat?
- 2.** Describe at least three common weapons a self-defence trainer must be aware of and mention how each one may pose a different kind of threat?
- 3.** What are de-escalation techniques in the context of weapon threats?
- 4.** Why is it important to report a weapon threat immediately to the appropriate authorities?
- 5.** Discuss the concept of understanding risk without handling weapons?

Session 2: BASICS OF CYBER SELF DEFENCE

1. Cyber Threats and Online Harassment

In the digital age, internet usage has become an everyday part of our lives. From education and entertainment to communication and shopping, we rely on the internet for almost everything. However, while technology connects us, it also exposes us to various online dangers. These dangers, often called cyber threats, can cause personal, emotional, and financial harm. Along with these threats, online harassment has become a growing concern, especially among students and young adults. Understanding these issues is the first step in developing strong cyber self-defence skills.

Cyber Threats

Cyber threats refer to harmful activities carried out through digital devices like smartphones, computers, and tablets, usually over the internet. The aim of these threats is often to steal sensitive information, damage systems, or harm a person's reputation. One of the most common threats is phishing, where fake emails or messages try to trick you into revealing your passwords or bank details. Similarly, hacking refers to someone breaking into your personal accounts or devices without permission, often to misuse your data.

Another serious danger is malware, or malicious software, which includes viruses and spyware that may damage your device or track your activity secretly. Online scams, such as fake job offers or lottery messages, are also designed to cheat people. Lastly, identity theft, where someone uses your name, photo, or ID without your permission, is a growing concern in the online world.

Cyber threats can come through emails, social media messages, apps, or even familiar-looking websites. These threats are not only a danger to individuals but can also affect institutions and even national security.



Online Harassment

Online harassment is any kind of repeated, harmful behaviour that takes place through the internet or digital platforms. This could include insulting messages, threats, spreading rumours, or sharing personal photos or information without consent. One of the most common forms of online harassment is cyberbullying, where a person is repeatedly targeted with mean or hurtful messages, often through social media or messaging apps.

Another form is trolling, where someone deliberately posts offensive comments to provoke others. Cyberstalking, which involves persistently following or contacting someone online in a way that makes them feel unsafe, is also a serious form of digital harassment. Some people also engage in doxxing, the act of publishing someone's personal details online with harmful intent. Harassment may also involve hate speech, which targets people based on religion, gender, appearance, or caste.

Such behaviour can happen on platforms like WhatsApp, Instagram, Facebook, or in gaming chat rooms. Victims often feel helpless, as online harassment can spread quickly and reach large audiences.

Emotional and Psychological Impact

Cyber threats and online harassment are not just technical issues; they deeply affect the emotional and mental health of the victim. Victims often experience anxiety, embarrassment, anger, or fear. For students, this may lead to poor concentration, declining academic performance, or even withdrawal from social life. In severe cases, it may cause depression or long-lasting trauma.

This makes it essential for every young person to understand how cyber threats work, how to recognise signs of online harassment, and how to respond in a calm and effective manner.

Recognising Warning Signs

It is important to stay alert and observe warning signs of potential online danger. If you receive messages asking for personal details, offers that seem too good to be true, or links from unknown contacts, you should be cautious. If someone online keeps messaging you in a way that makes you uncomfortable or if a friend's account starts behaving strangely, it may be a sign of hacking or impersonation.

Being aware of these early signs helps you respond quickly and avoid becoming a victim. Do not ignore repeated or aggressive messages, especially if they make you feel anxious or scared. Trust your instincts and talk to a responsible adult, teacher, or school counsellor.

Role of Self Defence Trainers in Cyber Awareness

A Self Defence Trainer must not only be equipped to teach physical safety but also take the lead in educating students about digital safety. Today, our online lives are closely connected to our overall well-being. Trainers must develop awareness of cyber threats and guide students on how to behave safely online. They must also be sensitive to the signs of cyberbullying or online harassment and provide immediate support or help in reporting the issue to the right authorities.

Training sessions can include simple cyber hygiene practices, role-play activities, and open discussions about real-life online experiences, so students feel empowered and supported.

Simple Habits for Cyber Safety

Although cyber threats are complex, many of them can be avoided by adopting safe online habits. Students should be encouraged to use strong and unique passwords, avoid sharing sensitive information with strangers, and think before clicking on suspicious links or downloading unknown files. Keeping software and security apps updated can help protect devices from malware.

Posting personal details like phone numbers, addresses, or private photos on public platforms should be avoided. Remember, once something is shared online, it is difficult to remove it completely.

Understanding cyber threats and online harassment is an essential part of self-defence in the 21st century. As our lives become more digital, the risks we face in the virtual world are just as real as those in the physical world. Through awareness, responsible online behaviour, and timely support, we can protect ourselves and others. For students and Self Defence Trainers alike, digital safety is not just a technical topic, it is a life skill that must be practiced and promoted in everyday life. Only then can we build a digital environment that is safe, respectful, and empowering for everyone.

2. Safe Online Habits

The internet offers endless possibilities for learning, communication, and creativity. However, just like we learn safe practices for road travel or self-defence in public spaces, it is equally important to develop good habits for safe conduct in the digital world. These habits not only protect our devices and data but also help us avoid falling victim to scams, cyberbullying, or identity theft. Creating safe online habits is a crucial part of cyber self-

defence, especially for students who use the internet regularly for education, entertainment, and social interaction.

Safe Online Habits Matter

Many cyber threats, such as hacking, phishing, or malware attacks, succeed because people unknowingly make their personal information easy to access. Clicking on unknown links, using weak passwords, or sharing private details in public forums increases the risk of being targeted. Safe online habits serve as a personal shield against these threats. Just as locking the door of your house keeps it secure, practising responsible behaviour on the internet protects your digital life.



Protecting Personal Information

One of the most important online habits is to keep personal information private. Many websites and apps ask for your name, phone number, school details, or even Aadhaar number. Before sharing such details, you must check if the site is trustworthy. Oversharing on social media like posting your location, daily routine, or personal photos can also invite unwanted attention or misuse.

Avoid posting:

- Mobile numbers and home addresses publicly
- Photographs with school uniforms or identity cards
- Your daily schedule or location check-ins

Always ask yourself: "Would I be comfortable if a stranger saw this information?" If the answer is no, do not post or share it.

Strong Password Practices

Passwords are like digital keys. A weak or common password can be easily guessed or hacked, giving others access to your email, social media, or bank accounts. A strong password must be long, unique, and difficult to guess.

Good password practices include:

- Using a combination of letters (upper and lower case), numbers, and symbols
- Avoiding obvious choices like your name, birthdate, or '123456'
- Changing passwords regularly
- Using different passwords for different accounts

Additionally, where available, always enable two-factor authentication (2FA). This means that even if someone guesses your password, they still cannot access your account without a special code sent to your mobile or email.

Think Before You Click

Cybercriminals often send links through emails, SMS, or WhatsApp pretending to be from banks, companies, or government schemes. These are called phishing attacks. Clicking such links can take you to fake websites that steal your information or install harmful software on your device.

Before clicking any link:

- Check the sender's identity carefully
- Do not click on unfamiliar or suspicious URLs
- Hover your mouse over the link (on computer) to preview the full address
- Never download files from unknown sources

If in doubt, ask a teacher, parent, or responsible adult to help verify the link.

Responsible Social Media Use

Social media platforms are fun and engaging, but they also come with risks. What you post today can be saved, copied, or reshared years later even if you delete it. Posting offensive content, insulting someone, or sharing fake news can also have legal consequences.

To stay safe on social media:

- Adjust privacy settings to control who can see your posts
- Only accept friend or follow requests from people you know
- Avoid engaging in online arguments or spreading unverified news
- Report any abusive content or users to the platform immediately

Remember, your digital footprint is permanent. Be respectful and thoughtful online, just as you would be in real life.

Use Secure Networks and Devices

Public Wi-Fi in cafes, railway stations, or airports may seem convenient, but it is often not secure. Hackers can easily access data transferred over open

networks. Whenever possible, use a trusted, password-protected internet connection.

Also, keep your device updated with the latest software and antivirus protection. Regular updates often contain security improvements that fix known issues.

Tips for safe device use:

- Lock your device with a password or fingerprint
- Avoid installing apps from unknown sources
- Log out after using shared or public computers
- Clear browser history and cache on shared devices

Be Alert to Red Flags

Recognising unusual online behaviour is key to preventing harm. If your account behaves strangely, like sending messages you didn't write, it may have been hacked. If someone online pressures you for private pictures or personal details, report and block them immediately.

Trust your instincts. If something feels "off" or uncomfortable, do not ignore it. Cyber safety is not just about avoiding threats; it's also about speaking up and seeking help when needed.

Helping Others Stay Safe

Practising good online habits is not just a personal responsibility; it also helps protect your friends and family. Share what you learn with others. Help younger siblings, classmates, or parents understand basic cyber safety. If you notice a friend becoming a victim of cyberbullying or online fraud, encourage them to speak to a trusted adult or report the incident.

As future Self Defence Trainers, you can play an active role in spreading digital awareness through classroom sessions, group discussions, and practical demonstrations.

Creating safe online habits is an everyday practice, just like brushing your teeth or crossing the road carefully. With awareness, discipline, and presence of mind, students can enjoy the internet's benefits without falling prey to its danger. Whether it's protecting passwords, avoiding scams, or being kind on social media, each small habit builds a safer digital world. As digital citizens, it is our shared duty to ensure that the internet remains a space of learning, respect, and growth for all.

3. Cyberbullying and Sextortion

Meaning of Cyberbullying and Sextortion

Cyberbullying is the use of digital platforms such as mobile phones, computers, and the internet to harass, threaten, embarrass, or repeatedly target someone. It is a form of online abuse that can happen at any time and reach victims wherever they are, making it especially harmful. Sextortion is a related but more severe crime. It involves threatening or coercing someone to share intimate images or videos, or demanding money or favours under the threat of releasing private material. Both forms of abuse exploit the reach of technology to harm people emotionally, socially, and sometimes financially.

Common Forms of Cyberbullying and Sextortion

Cyberbullying may take the form of sending insulting or threatening messages, posting offensive content, creating fake profiles to impersonate or ridicule someone, spreading false rumours, or intentionally excluding someone from online groups. Sextortion can occur when an offender obtains private photos or videos, sometimes by tricking the victim, then demands more material, money, or compliance, threatening to post the content publicly if the victim refuses. Although the actions take place online, their impact on a person's dignity, safety, and well-being is real and lasting.

Recognising Warning Signs

Identifying when someone is facing cyberbullying or sextortion is essential for timely support. Victims may become withdrawn, anxious, or unusually secretive about their online activities. They may avoid using their phone or computer, or appear nervous when messages arrive. Changes in sleep patterns, sudden drops in academic performance, or mood swings can also indicate distress. Because shame and fear often keep victims silent, creating an open and non-judgemental environment where students can discuss online experiences is crucial.

Impact on Mental and Emotional Health

Both cyberbullying and sextortion can seriously affect mental health. Victims may experience stress, fear, humiliation, depression, low self-esteem, or even suicidal thoughts. The permanence of digital content can intensify the harm: once an image or message is shared online it may circulate indefinitely. Sextortion, in particular, adds a layer of fear and powerlessness because the victim feels trapped by the offender's threats. This emotional and psychological harm can be equally damaging or more damaging than physical bullying.

Responding to Cyberbullying and Sextortion

A calm and safe response is vital.

- **Do not respond to the bully or extorter**, as engaging may encourage further harassment.
- **Block and report the offender** on all platforms to cut off contact.

- **Save all evidence**-screenshots, messages, images-to present to school authorities or law enforcement if necessary.
- **Do not give in to demands** in sextortion cases. Complying may make the situation worse; instead, seek immediate help from a trusted adult or legal authority.

Most importantly, victims should tell someone they trust, such as a parent, teacher, school counsellor, or police officer. Speaking out early can stop the abuse and start emotional recovery. Many young people feel ashamed or afraid, but staying silent often allows the harm to continue.

Role of Peers and Educators

Peers, teachers, and training centres have a powerful role in prevention. Friends can support victims, discourage online cruelty, and report abusive content. Schools can provide awareness sessions, develop anti-bullying and anti-sextortion policies, and create a culture where reporting is encouraged and respected. As future self-defence trainers, students should model responsible digital citizenship-standing up against online abuse and promoting respectful behaviour in all online spaces.

Cyberbullying and sextortion are serious threats in today's digital world. Understanding how to identify, respond to, and report such behaviour is essential for personal safety and emotional well-being. With awareness, practical skills, and legal knowledge, students can protect themselves and others from becoming victims. Building a respectful, inclusive, and safe online environment is a central goal of cyber self-defence, and every individual has an important role in achieving it.

4. Safety on Social Media and Messaging Platforms

The Growing Influence of Social Media

In today's interconnected world, social media platforms like Instagram, Facebook, Twitter, and messaging apps such as WhatsApp, Telegram, and Snapchat have become integral to daily life. These tools offer immense advantages facilitating communication, learning, and social connections. However, with these benefits also come risks, particularly when users are unaware of how to protect their personal information. Cybercrimes, identity theft, online harassment, and misinformation are growing concerns that every user must guard against. For students, especially those aspiring to become self-defence trainers, knowing how to navigate these platforms safely is an essential life skill.

Understanding the Dangers

Social media and messaging platforms may appear harmless, but they often expose users to privacy threats. Publicly shared posts, location tags, or personal photos can be misused by strangers. Cybercriminals may create fake

accounts to scam people or impersonate someone to gain trust and exploit users emotionally or financially. Another frequent danger is the spread of malware and phishing links via messaging apps, which can compromise personal data or devices. In addition, excessive sharing of personal routines, school names, or family details can lead to identity theft or real-world threats. Therefore, using these platforms without caution may lead to serious consequences.

Smart and Secure Social Media Habits

To ensure safety, users must adopt certain habits while using social media. One of the most important practices is to keep profiles private, allowing access only to trusted people. Students should avoid posting sensitive information such as their address, contact number, or daily routines. It's also crucial to avoid real-time location sharing and to think before uploading photos or status updates. Anything shared online, even for a short time, can be saved and misused later. Password hygiene is also key-strong, unique passwords should be used, and two-factor authentication (2FA) should be enabled wherever possible. These simple yet effective habits can significantly reduce risk.

Safe Use of Messaging Apps

Messaging platforms, though private, also need careful usage. Students should avoid accepting messages or media from unknown numbers. Suspicious links, especially those with shortened URLs, should never be clicked on. Inappropriate messages, requests for personal photos, or pressuring conversations are red flags. If such interactions occur, it's advisable to block the sender and report the incident immediately. It is also recommended to avoid sharing screenshots or media from private chats without the other person's consent. Privacy in conversations is just as important as in public posts.

Recognising Threats and Suspicious Behaviour

Being alert to certain patterns of behaviour online can help prevent dangerous situations. If a person insists on keeping conversations secret, asks for personal details, or pressures the user emotionally, these are signs of grooming or manipulation. Fake profiles with unclear photos, new accounts, or vague information are common tools of scammers. In such cases, it's safer to avoid interaction and inform a trusted adult or teacher. Users must also be careful of content that appears too good to be true, such as offers of money, free gifts, or jobs that request upfront information or payments.

Respecting Digital Boundaries

Cyber self-defence also includes treating others with respect. Posting someone's photo without consent, tagging them in memes, sharing private chats, or spreading rumours can be emotionally damaging and legally

punishable. Digital consent is as important as physical consent. Just because something is available online doesn't mean it is free to use or share. Responsible users understand that every individual has the right to privacy, and respecting that right is essential to create a safe online community.

Using Safety Features and Reporting Tools

Most platforms provide tools to enhance safety. Users should explore privacy settings to control who can view their content, send messages, or tag them in posts. Offensive or harmful content can be reported directly through the platform. Blocking users, disabling comments, or turning off read receipts can offer additional control. When serious threats arise such as blackmail, stalking, or harassment, screenshots should be taken and the incident should be reported to local authorities or through the National Cyber Crime Reporting Portal (www.cybercrime.gov.in). Early reporting can prevent greater harm.

Role of Trainers and Schools in Online Safety

Schools and self-defence trainers have a major role in promoting online safety. Regular sessions on digital hygiene, peer discussions, and support groups can help students feel safe and aware. Trainers should guide learners on how to use reporting tools and encourage a judgment-free environment where students can speak openly about their online challenges. Creating a digitally responsible culture in classrooms will prepare learners for lifelong safety online.

Social media and messaging platforms are powerful tools, but they must be handled with responsibility and caution. Students must understand how to protect themselves, avoid oversharing, and use platform settings effectively. More importantly, they must also be respectful of others and act as role models for safe digital behaviour. By adopting these habits, young individuals not only protect themselves from threats but also contribute to building a safer and more respectful digital world for everyone.

5. Legal Support and Reporting Mechanisms for Cyber Crimes

The Importance of Legal Awareness in Cyber Safety

With the growing use of the internet, the risks associated with cybercrimes have also increased. Students and young users, who spend a significant amount of time online, are often exposed to various digital threats like cyberbullying, online harassment, identity theft, and financial fraud. Understanding the legal support available and knowing how to report such crimes is essential for personal safety and building confidence in digital spaces. This knowledge empowers individuals to protect their rights and seek justice when harmed online.

Understanding the Legal Framework

India has developed a strong legal framework to deal with cybercrimes. The **Information Technology (IT) Act, 2000** is the primary law governing electronic communications, digital signatures, hacking, data theft, and identity fraud. It ensures that misuse of digital platforms is punishable and that victims receive legal protection. In addition, certain provisions of the **Bhartiya Nyay Sanhita (BNS)** are applied to cybercrimes, such as cyberstalking, defamation, and criminal intimidation.

Specific laws like the Protection of Children from Sexual Offences (POCSO) Act, 2012 provide safeguards to minors who may face abuse or exploitation online. These legal provisions ensure that different types of cyber offences are clearly identified, and penalties are enforced to discourage offenders.

Recognising When to Report

Cybercrimes often begin subtly, such as a strange message or a fake friend request, and may escalate if ignored. Victims should report any incident that involves threats, harassment, misuse of personal photos or videos, financial scams, or impersonation. Online threats whether verbal, visual, or behavioural should never be tolerated. Immediate reporting not only helps in stopping the offence but also prevents the same from happening to others.

Reporting Cyber Crimes in India

There are two main ways to report cybercrimes: through official online platforms and at police or cybercrime stations.

1. National Cyber Crime Reporting Portal

The Ministry of Home Affairs has launched an online portal: www.cybercrime.gov.in, which is dedicated to reporting cybercrimes. This portal is particularly helpful for cases related to women, children, and online harassment. It maintains confidentiality and allows victims to file complaints without having to visit a police station immediately.

To report:

- Visit the portal and select the relevant complaint category.
- Fill in the required information about the incident and the suspect (if known).
- Upload screenshots or evidence, if available.
- Submit the complaint and note the reference number for tracking.

2. Police Stations and Cyber Crime Cells

Victims can also go to the nearest police station to file a First Information Report (FIR). Alternatively, Cyber Crime Cells, available in many districts and major cities, are specially trained to handle digital investigations. These units use technical tools to trace online offences and assist in taking legal action.

Support for Victims of Cyber Crimes

Often, victims may feel afraid, embarrassed, or unsure about coming forward. However, multiple support systems have been put in place:

- **1098 Childline:** A helpline for children facing online abuse or threats.
- **181 Women Helpline:** For women experiencing cyberstalking or online harassment.
- **National Commission for Women (NCW)** and various NGOs also support victims of digital abuse.
- **School counsellors** or **digital safety clubs** provide a safe space for students to talk about cyber issues and seek help confidentially.

These platforms ensure that victims feel supported and that their dignity is protected during the complaint process.

Preventive Education and Digital Responsibility

Awareness is one of the strongest defences against cyber-crime. Students should be educated about the types of offences and the steps to take when targeted. Schools can conduct sessions on cyber safety, legal rights, and real-life examples of reporting. Educating young users to recognise danger signs and respond confidently makes them more responsible digital citizens.

Moreover, practising good digital habits like not sharing passwords, reporting fake profiles, or setting privacy controls can prevent many online threats. Prevention and awareness together reduce dependency on legal action and encourage safer digital interactions.

Empowerment Through Action

Cybercrimes can have serious emotional, financial, and social consequences. But with clear legal support, victims can stand up for their rights. Learning how to report, where to seek help, and which laws protect you is essential for every internet user. Legal awareness, combined with safe online practices, empowers individuals to act with confidence and responsibility in the digital world. Remember, every report matters not only to stop a crime but also to help others stay safe.

KEY POINTS

- ☐ **Cyber threats and online harassment** can harm users emotionally, socially, and financially if not recognised and addressed early.
- ☐ **Safe online habits** like strong passwords, privacy settings, and cautious sharing help protect personal information.
- ☐ **Recognising and responding to cyberbullying** involves identifying harmful behaviours and taking timely action through support and reporting.
- ☐ **Social media and messaging platforms** require careful use, privacy control, and awareness to stay secure and respectful online.
- ☐ **Legal support and reporting mechanisms** empower individuals to take action against cybercrimes using national portals and helplines.

WHAT HAVE YOU LEARNT

- ☐ You have learned how cyber threats like phishing, online harassment, hacking, and identity theft can impact personal safety and how to identify such risks early.
- ☐ You have gained knowledge of safe online habits, such as using strong passwords, enabling two-factor authentication, and avoiding suspicious links or unknown messages.
- ☐ You now understand how to respond calmly and responsibly to cyberbullying and online abuse, and how to support others in similar situations.
- ☐ You have learned how to seek help through legal mechanisms, including cybercrime cells, online reporting portals, and helplines to ensure your digital security and rights are protected.

PRACTICAL EXERCISE

ACTIVITY 1: Prepare a checklist to help Personal Cyber Safety

Objective:

To help students assess and improve their personal online safety practices.

Materials Required:

- Printed checklist template or worksheet
- Pen/pencil
- Internet-enabled device (optional, for reference)

Procedure:

1. Distribute a cyber safety checklist with points like:
 - Is your password strong?
 - Do you use two-factor authentication?
 - Are your social media accounts private?
2. Students tick what they already follow and mark areas they need to improve.
3. Instructor facilitates a discussion on good digital hygiene and how to make changes.
4. Students update or set goals for improving their online safety.

Expected Outcome:

Students will reflect on their current online behaviour, learn safe internet practices, and commit to improving digital habits.

ACTIVITY 2: Group Discussion on Personal Online Safety Practices**Objective:**

To help students identify safe online habits, share personal experiences, and build collective strategies to protect themselves in the digital world.

Materials Required:

- Chart paper/whiteboard and markers
- Handout with key online safety tips (strong passwords, privacy settings, avoiding oversharing, etc.)
- Sticky notes or index cards

Procedure:

1. **Form Groups-** Divide the class into small groups (4–6 students each).
2. **Discussion Prompt (10-12 mins)-** Each group discusses the following questions:
 1. What online platforms or apps do you use most?

2. What personal information should/should not be shared online?
 3. How do you create and manage strong passwords?
 4. What would you do if your account was hacked?
 5. How do you identify safe vs. unsafe links or messages?
3. **Sharing & Consolidation (10-15 mins)**
1. Each group writes their best 3 safety practices on sticky notes.
 2. Notes are placed on the board to create a **“Class Safety Wall.”**
 3. Groups present their practices briefly.
4. **Instructor’s Role**
1. Highlight key practices such as:
 - Use strong & unique passwords
 - Enable two-factor authentication
 - Adjust privacy settings on social media
 - Avoid clicking suspicious links or downloading unknown files
 - Report suspicious activity to parents/teachers/cyber cell
 2. Correct any misconceptions during the discussion.

Expected Outcome:

Students will recognise the importance of personal online safety, share and learn **practical safety habits** from peers, build a collective set of safe online practices, gain confidence in protecting their digital identity.

ACTIVITY 3: List Do’s and Don’ts on Cyberspace

Objective:

To enable students to differentiate between safe and unsafe online behaviours by creating a clear set of Do’s and Don’ts for cyberspace.

Materials Required:

- Chart paper/whiteboard and markers
- Sticky notes or A4 sheets
- Sample Do’s and Don’ts list (for teacher reference)

Procedure:

1. Teacher briefly explains that every online action leaves a digital footprint.
2. **Group Task**
 - Divide students into small groups. Each group lists at least 5 Do’s (safe, responsible practices) and 5 Don’ts (unsafe, risky practices) in cyberspace.
3. **Presentation**

- Groups present their lists to the class.
- Teacher compiles all into one master list on the board.

Expected Outcome:

Students will clearly distinguish between positive and negative online behaviours, Develop a practical guide of Do's and Don'ts for daily online use.

ACTIVITY 4: Activity to practice Responding to Cyberbullying Scenarios

Objective:

To build students' ability to recognise and respond to different types of online harassment confidently and legally.

Materials Required:

- Printed case study scenarios (e.g., fake profiles, bullying messages)
- Whiteboard for discussion
- Reporting guidelines handout

Procedure:

1. Divide students into small groups and provide each with a different cyberbullying scenario.
2. Each group discusses:
 - What happened?
 - Is it a cybercrime?
 - What is the right response?
3. Groups present their solutions (block/report/save evidence/contact help).
4. Instructor explains real-life reporting mechanisms such as cybercrime.gov.in, helpline 1930, and local cyber cells.

Expected Outcome:

Students will learn to identify online threats and respond with confidence using safe, legal, and constructive methods.

CHECK YOUR PROGRESS

1. Creating a strong and unique _____ is essential for online safety.
2. _____ involves using the internet to harass, threaten, or humiliate someone.

3. Always adjust your _____ settings to control who can access your social media posts.
4. Reporting cybercrimes in India can be done through the _____ Cyber Crime Reporting Portal.
5. Avoid sharing _____ information like your address, phone number, or passwords online.

Answer Key: 1. Password 2. Cyberbullying and sextortion 3. Privacy 4. National 5. Personal

MULTIPLE CHOICE QUESTIONS

1. What is the first step towards staying safe online?
 - A. Ignoring unknown messages
 - B. Creating a strong and unique password
 - C. Sharing personal details with friends
 - D. Always using public Wi-Fi

Answer: B. Creating a strong and unique password

2. Cyberbullying involves:
 - A. Physical harm
 - B. Online financial transactions
 - C. Sending harmful or threatening messages via digital platforms
 - D. Watching videos online

Answer: C. Sending harmful or threatening messages via digital platforms

3. Which of the following is an example of a good online habit?
 - A. Clicking on unknown links
 - B. Sharing OTPs with friends
 - C. Logging out after using public computers
 - D. Using the same password for all accounts

Answer: C. Logging out after using public computers

4. What should you do if you are a victim of cyber harassment?
 - A. Stay silent
 - B. Take revenge
 - C. Report to a trusted adult or legal authority
 - D. Delete your account

Answer: C. Report to a trusted adult or legal authority

5. Which platform can be used to report cybercrimes in India?

- A. Police website
- B. National Cyber Crime Reporting Portal
- C. Facebook helpdesk
- D. WhatsApp support

Answer: B. National Cyber Crime Reporting Portal

6. Why is it important to adjust privacy settings on social media?

- A. To gain more followers
- B. To protect personal information from strangers
- C. To post more frequently
- D. To make your account public

Answer: B. To protect personal information from strangers

SUBJECTIVE QUESTIONS

1. What are cyber threats? Explain how online harassment can affect an individual's mental and emotional well-being.

2. Describe at least four safe online habits that every internet user should follow to protect their digital identity.

3. What is cyberbullying? Mention any two ways to respond effectively if someone becomes a victim of cyberbullying.

4. How can social media platforms be used safely? Discuss the importance of privacy settings and responsible behaviour online.

5. Explain the role of legal support in dealing with cybercrimes. How can one report cyber threats or harassment in India?

Unit 4:

Advance legal Awareness and Scope of the self defence trainer job role

When you decide to teach self-defence, you're not just sharing moves and techniques. You're taking on real responsibility for other people's safety and understanding. This chapter dives into two important areas. First, we'll look at legal awareness - not the complicated lawyer stuff, but the basics you actually need to know. The Bharatiya Nyaya Sanhita has sections 34 to 44 that talk about when you can defend yourself and when you've gone too far. These rules matter whether you're learning self-defence or teaching it. Second, we'll explore what it really means to be a self-defence trainer. It's not just about knowing how to throw a punch or escape a grab. You need to understand ethics, communicate well, and know the law. What happens if someone gets hurt during your class? How do you make sure everyone agrees to what you're teaching? How do you keep proper records?

Think about it this way - when you teach someone to defend themselves, you're giving them power. That power can help them stay safe, but it can also get them in trouble if they use it wrong. As a trainer, part of your job is making sure people understand both sides. The sections coming up will help you understand these legal rules better. You'll also start seeing how you might fit into this field yourself. Maybe you want to become a trainer someday, or maybe you just want to know your rights better. Either way, this chapter will help you think more clearly about when and how to act.

Session 1-Advance legal Awareness

At its core, self-defence is about survival—using just enough force to protect yourself or others from immediate harm. But in a legal context, it's more than just a reflex or reaction. Advanced legal self-defence means knowing where the law draws the line between protection and punishment. It teaches us not only how to defend ourselves, but when, why, and to what extent. In this section, we go beyond basic ideas and begin exploring the

deeper legal principles that shape our right to self-defence under the Bharatiya Nyaya Sanhita (BNS). You'll learn that protecting yourself is a right—but it also comes with boundaries. Knowing those boundaries helps you stay safe not just on the street, but also in the eyes of the law.

1. Advanced Concepts of Legal Self-Defence

I. Legal Makes Self-Defence

Everyone has the instinct to protect themselves when danger strikes—but instincts can sometimes lead us into trouble if we don't understand what the law permits. Under Indian law, specifically the Bharatiya Nyaya Sanhita (BNS), self-defence is a legally protected right—but it comes with conditions. You cannot simply claim “self-defence” after using force; the action must meet certain legal standards.

To be considered lawful, your act of defence must be:

Against an imminent threat (the danger must be real and immediate),

Proportional to the threat (you can't respond with excessive force), and

Not retaliatory (you can't strike back for revenge after the threat is over).

This legal framework ensures that people don't misuse the idea of self-defence to justify aggression or violence. It also reassures those who act in genuine fear that the law is on their side.



II. Necessity and Proportionality

In legal self-defence, two simple ideas guide every action: necessity and proportionality. Imagine someone tries to snatch a phone in a crowded place. If the person who is attacked pushes the snatcher away and runs to safety,

that is usually lawful self-defence. The response was quick, aimed at stopping the harm, and helped avoid further danger. But if the same person later follows the snatcher into a quiet lane and hits back, the law may see that as revenge, not defence. Once the immediate danger is over, chasing and punishing crosses the legal line.

Necessity means the act of defence must answer a real and immediate threat that cannot be avoided in that moment. Proportionality means the force used should match the level of danger in a reasonable way. The law understands that in fear and stress, people cannot measure force perfectly. Still, force that is clearly too much may lose legal protection. Courts look at these events through the eyes of a “reasonable person” — someone using common sense, feeling real fear, and reacting honestly in the same situation. This way, the law stays fair: it gives room for human instinct under pressure, but it also stops people from using the excuse of self-defence to go too far.

Who Can You Defend

Self-defence isn't just about protecting yourself. The law allows you to protect:

- Your own body
- Another person (like a friend, family member or even a stranger)
- Your property
- The property of another, under certain conditions

So, if you step in to protect someone being harassed or attacked, your action may also be covered under self-defence. But again, the same rules apply—necessity, immediacy, and proportionality.

III. Limits of Self-Defence

Section 37 deals with the cases when there is no legal right of private defence so you cannot act in to self-defence, and understanding them is crucial:

You can't use force against lawful actions, like a police officer arresting you with a valid warrant.

You can't continue the use of force after the threat is gone.

You can't provoke a fight and then claim self-defence.

For example, if someone insults you and you hit them, that's not self-defence—words of insult alone are not a threat to life or safety. But if the same person pulls out a knife, the situation changes immediately.



IV. The Role of Intent and Mistake

Sometimes people act in fear and make errors in judgment. The law tries to be fair in such cases. If you mistakenly believe someone is going to attack you and react to protect yourself, the courts may consider your intention. Did you genuinely believe you were in danger? Was your fear reasonable?

2. Right of Private Defence: Body and Property under Sections 34-35

Section 34 of the Bharatiya Nyaya Sanhita makes one thing crystal clear: if you act to defend yourself or someone else lawfully, that action is not a crime. This legal protection covers situations where you need to protect your body or property from unlawful attacks. But this right isn't unlimited. You can't just claim "self-defence" and do whatever you want. The law has boundaries, and Sections 36 to 44 spell out exactly where those boundaries are.



Section 35 gets specific about what kinds of threats justify using private defence. It divides protection into two main areas: defending bodies and defending property. Let's break these down so you understand when you can legally act.

I. Defence of Body

Every person has the right to protect their own body or someone else's body against any offence that affects the human body. This sounds simple, but what does "offence affecting human body" actually mean? The law includes several serious crimes: murder, culpable homicide, hurt and grievous hurt, wrongful restraint or confinement, criminal force and assault, kidnapping and abduction, and rape. While each of these has detailed definitions and punishments elsewhere in the BNS, the basic idea is straightforward - if someone's unlawful act threatens life, safety, or freedom of movement, you can defend against it.

Here are some real examples:

- **Immediate defence against assault:** A stranger approaches you aggressively in a parking lot and swings a fist at your face. You block with your forearm and push them away to create distance. This is lawful

private defence because the threat was immediate and your response was proportionate.

- **Defence of another person:** You see someone trying to drag a child into a car against the child's will. You intervene by pulling the child away and restraining the attacker until help arrives. This is protected under Section 35 because you were defending another person's body from kidnapping.
- **Wrongful restraint:** Someone blocks your path and won't let you leave a room during an argument. You firmly push past them to reach the exit. This is justified defence against wrongful confinement.

II. Defence of Property

Section 35 also gives you the right to protect property - both movable items like phones and bags, and immovable property like houses and land. This applies to your own property and other people's property too. The specific offences you can defend against are theft, robbery, mischief, and criminal trespass.

Real-world examples include:

Defence against theft: You catch someone trying to steal your bicycle. You grab the bike back and hold onto it while calling for help. This measured response protects your movable property without using excessive force.

Defence against robbery: Two people corner you at an ATM, threatening violence while demanding your wallet. You create space with a quick strike and run to safety. Since robbery combines theft with threats, defensive force to escape is justified.

Defence against criminal trespass: You find someone breaking into your house at night. You switch on lights, shout warnings, and physically

block their entry until police arrive. This protects your immovable property using reasonable force.

Defence of another's property: You see someone vandalizing your neighbor's car. You intervene to stop the damage and detain the person until your neighbor and police arrive. The law allows you to defend others' property, not just your own.

III. Key Principles to Remember

Two crucial ideas guide all private defence: necessity and proportionality. Necessity means the threat must be real and happening right now - you can't chase someone down the street later for revenge. Proportionality means your response should match the level of threat. If someone pushes you, you can't stab them with a knife.

The law also expects you to stop using force once the danger ends. If an attacker runs away or surrenders, continuing to hit them becomes retaliation, not defence. Courts judge these situations from the perspective of a "reasonable person" - someone using common sense and feeling genuine fear in the same circumstances. Understanding Sections 34 and 35 gives you confidence to act when truly necessary, while keeping you within legal boundaries. The law recognizes that people need to protect themselves and others, but it also prevents the misuse of "self-defence" as an excuse for violence or revenge.

3. Right of Private Defence: Special Cases and Limits under Sections 36 and 37

Sections 36 and 37 of the Bharatiya Nyaya Sanhita build on the foundation laid by earlier sections, dealing with special situations where private defence applies and important limits on when it cannot be used. These sections ensure that the right remains fair and balanced, protecting both those who

defend themselves and those who might not be fully responsible for their actions.

1. Section 36: Defence against Special Cases

Section 36 handles situations where someone does something harmful, but they're not legally responsible because of their mental state or circumstances. This includes people who are very young, mentally ill, drunk, or acting under a serious misunderstanding. Even though these people can't be punished for their actions, you still have the right to defend yourself against them.

Real-world examples:

Mental illness case: A person suffering from severe mental illness tries to attack you with a knife. Even though they can't be held criminally responsible due to their condition, you can still defend yourself by blocking, pushing them away, or using necessary force to stop the attack.

Mistaken identity: Someone enters their own house at night, but a neighbor thinks they're a burglar and attacks them. The neighbor isn't committing a crime because of the honest mistake, but the homeowner can still defend themselves from the attack.

Intoxication example: A person has been intoxicated against his will becomes violent and starts swinging at people in a restaurant. Other customers can defend themselves even though the intoxicated person might not be legally responsible because of being incapable of knowing the nature of his acts due to involuntary intoxication.

Youth case: A child (below the age of 12 years), not having the sufficient maturity of understanding to judge the consequence of their "prank", tries to push someone off a bridge. The victim can defend themselves even though the child might not face full criminal responsibility due to age and lack of understanding.

II. Section 37: When Private Defence is NOT Allowed

Section 37 sets crucial limits on private defence. It lists specific situations where you cannot claim self-defence, even if someone is doing something to you. This prevents misuse of private defence rights and maintains respect for law enforcement.

Key restrictions include:

Against public servants acting in good faith: You cannot use private defence against police officers, military personnel, or other government officials who are doing their job in good faith, unless their actions make you fear death or serious injury. Even if they make procedural mistakes, you generally can't defend against them.

In cases where there is sufficient time to have recourse to the protection of public authorities, you must try to achieve protection through public authorities instead of taking the matter into your own hands, because in such cases the right of self-defense is restricted.

Real-world examples:

Police detention: A police officer in uniform tries to detain you for questioning based on reasonable suspicion. Even if the detention is slightly procedurally flawed, you cannot claim private defence if you resist and injure the officer, unless the officer's actions threaten your life.

Civilian helping police: An officer asks a civilian to help catch a petty thief who is not dangerous. If the thief resists the civilian's attempts to detain, he cannot claim private defence because they're acting under proper police direction.

When authorities can help: If you have time to call for help from police or other authorities instead of defending yourself, you should do that rather than taking matters into your own hands.

Property dispute: Your neighbor is slowly removing the boundary fence between your properties during daylight hours when you're both home. Since this isn't an emergency and you have time to call police or local authorities, you cannot use force to stop them and claim private defence.

Proportionality rule: The most important limit is that you can never use more force than necessary. Once the threat stops or you've achieved safety, any additional force becomes illegal retaliation, not defence.

Excessive response: Someone slaps you during an argument, then immediately backs away and apologizes. If you then punch them repeatedly, you cannot claim private defence for the extra punches after the first defensive move.

Continuing after surrender: A robber demands your wallet, but when you shout for help, they drop their weapon and try to run away. You cannot chase and tackle them claiming self-defence because the immediate threat has ended.

III. Understanding the Balance

These sections work together to create a balanced system. Section 36 ensures you're not left defenseless against people who can't be held legally responsible. Section 37 ensures that private defence doesn't become an excuse for violence against authority or excessive retaliation.

The key principle throughout both sections is reasonableness. Ask yourself: "Is this force necessary right now to stop immediate harm?" If the answer is yes, and you're not dealing with the special restrictions in Section 37, then

private defence likely applies. If the answer is no, then you're moving into illegal territory, regardless of what the other person did to you.

4. Extent of Harm-under the right of self Defence: Sections 38–39

Sections 38 and 39 of the Bharatiya Nyaya Sanhita deal with the most serious question in private defence: when, if ever, can you use deadly force? These sections draw a clear line between life-threatening situations and everything else. Understanding this distinction could save your life legally and physically.

I. Section 38: When Deadly Force May Be Justified

Section 38 covers rare situations where private defence can extend to causing an attacker's death. This only applies when you face immediate danger of death or grievous hurt, or when dealing with certain serious crimes. The law recognizes that sometimes, unfortunately, deadly force becomes the only way to save your own life or someone else's.

Situations where Section 38 may apply:

- Assaults that create reasonable fear of death or grievous hurt
- Attempted murder
- Attempted rape
- Kidnapping or abduction attempts
- Acid attacks
- Assaults intended to wrongfully confine someone where no help is available

Even in these extreme cases, you must use only the minimum force necessary to save life and prevent serious harm.

Real World Examples under Section 38:

Knife attack: A person charges at you with a large knife in a deserted area, shouting death threats. You pick up a heavy stone and strike their head to

stop the attack. The attacker dies from the blow. Given the immediate life threat and no escape route, this force may be justified under Section 38.

Attempted rape: Someone tries to drag you into an isolated building and pin you down. You use a sharp object from your bag to stab the attacker, who later dies from the wound. Because rape is specifically covered under Section 38 and posed grave harm, deadly defensive force can be legally justified.

Child kidnapping: You see two people forcing a child into a car. You strike one attacker with an iron rod to stop the kidnapping, and the person dies. Intervention to prevent kidnapping falls under Section 38 when the danger is immediate and lesser force isn't reasonable.

II. Section 39: When Only Non-Deadly Force is Allowed

Section 39 applies to all other situations where the attack doesn't create reasonable fear of death or grievous hurt or any of the situations as mentioned above. Here, you can still defend yourself and cause harm to stop the attack, but you cannot use deadly force. You can push, restrain, strike to create space, or use reasonable force to escape, but nothing that's likely to kill.

Real World Examples under Section 38:

Fistfight: Someone starts a fight by pushing and punching you in a crowded market. You can block, push back, and restrain them until help arrives, but using a weapon would exceed your rights under Section 39.

Phone snatching: A person grabs your phone and tries to run. You can trip them, hold them down, and recover your property, but you cannot use lethal force because there's no threat to life or serious injury.

Property damage: You catch someone breaking your car window. You can push them away and detain them with help from others, but causing serious injury would exceed Section 39 because there's no life-threatening situation.

Minor confinement: Someone blocks a doorway to prevent you from leaving after an argument. You can use reasonable force to push past them, but deadly force would be completely unjustified.

Key Principles to Remember

Both sections require the same basic tests: the threat must be immediate, your response must be necessary, and the force must be proportional. The difference lies in the severity of the threat you're facing.

Ask yourself: "Am I reasonably afraid this person will kill me or cause me grievous hurt?" If yes, Section 38 might apply. If no, you're limited to Section 39's non-deadly force. Either way, stop using force the moment the threat ends, and never pursue someone for revenge. Private defence protects life and safety, not punishment or justice

5. Commencement and continuance of private defence: Sections under 40-43

Sections 40 to 43 of the Bharatiya Nyaya Sanhita answer crucial timing questions about private defence: when does it start, when does it end, and what happens in between? These sections ensure that self-defence remains lawful protection, not an excuse for revenge or excessive force once danger passes.

I. Section 40: When Defence of Body Starts and Ends

Section 40 deals with defending your physical body. The law doesn't expect you to wait until someone actually hits you before you can defend yourself. Your right begins the moment you have reasonable fear that someone is about to harm you.

When it starts: The right of private defence begins as soon as you have reasonable apprehension of danger to your body from an attempt or threat to commit an offence, even if the actual offence hasn't been committed yet.

When it continues: This right continues only as long as that reasonable fear of danger remains. Once the threat ends, your right to use force also ends immediately.

Examples under Section 40:

Threat scenario: A person raises a fist and moves aggressively toward you, shouting threats. Even though they haven't touched you yet, your right to defend begins because you reasonably fear immediate harm. You can push them away or take defensive action.

End of threat: The same person suddenly backs away, drops their hands, and apologizes. Your right to use force ends at that moment. If you continue attacking, you're no longer acting in self-defence.

Night attack: Someone approaches you in a dark alley with a weapon, making threatening gestures. Your defence right starts immediately, even before they swing the weapon. If they drop the weapon and run away, your right ends.

II. Section 41: When Property Defence Can Cause Death

Section 41 lists specific property offences where your right of private defence can extend to causing the attacker's death. These are serious crimes that often involve threats to life alongside property theft.

Situations where deadly force may be justified:

- Robbery (theft with violence or threat of violence)
- House-breaking during night (between sunset and sunrise)
- Mischief by fire to a dwelling house
- Theft, mischief, or trespass under circumstances that create fear of death or grievous hurt

Examples under Section 41:

Armed robbery: Two people break into your house at night, threatening your family with weapons while demanding valuables. You can use deadly force if necessary to protect your property and family because this involves both property crime and life threats.

Arson attempt: Someone tries to set fire to your house while you're inside. You can use whatever force is necessary, including deadly force, to stop them because this threatens both property and life.

Violent burglary: Criminals break into your shop after dark, wielding weapons. If they threaten violence, your defence can extend to causing death because this combines house-breaking with threat to life.

III. Section 42: When Property Defence Cannot Cause Death

Section 42 states that in all other cases of property offences not covered by section 41, you can defend your property but cannot use deadly force. You can cause reasonable harm to stop the crime, but not death.

Examples under Section 42:

Simple theft: Someone picks your pocket or steals your bicycle during the day. You can chase them, tackle them reasonably, and recover your property, but you cannot use deadly weapons or excessive force.

Vandalism: A person spray-paints your car or breaks your windows. You can stop them physically and detain them for police, but deadly force would be completely unjustified.

Trespassing: Someone enters your property without permission but doesn't threaten violence. You can remove them using reasonable force, but not deadly force.

IV. Section 43: When Property Defence Starts and Ends

Section 43 sets the timing rules for property defence, similar to how Section 40 works for bodily defence. The timing depends on what type of property crime you're facing.

When it starts: The right begins when you have reasonable apprehension that someone is about to damage or steal your property.

When it continues - varies by crime type:

For theft: Continues until the thief escapes with the property, you get help from authorities, or you recover the property

For robbery: Continues as long as the robber is causing or attempting to cause death, hurt, or restraint to any person

For criminal trespass or mischief: Continues as long as the person keeps committing the trespass or damage

Examples under Section 43:

Bike theft: You see someone cutting the lock on your bicycle. Your right starts immediately. It continues while they're trying to steal it, while they're riding away with it, until police intervene, or until you recover the bike. Once they escape completely or police take over, your right ends.

House invasion: Burglars break into your home and threaten family members. Your right continues as long as they're in your house causing or threatening harm. Once they leave and run so far, the immediate danger ends, you cannot chase and beat them down the street.

Shoplifting escalation: Someone steals from your store, and when confronted, they threaten you with a weapon. Your right continues as long as they're threatening violence, even after they've taken the goods. If they drop the weapon and surrender, your right ends.

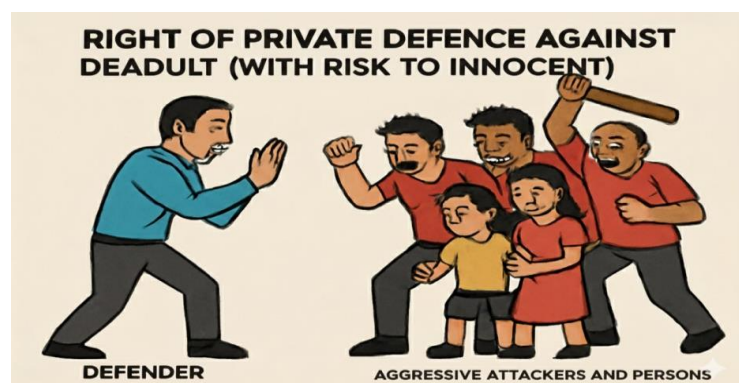
Vandalism in progress: Someone is actively damaging your fence. Your right continues while they're doing the damage. Once they stop and walk away, your right to use force ends, even if the damage isn't fully repaired.

Key Principles to Remember

Across all these sections, four guiding ideas keep private defence fair and focused. First, immediacy matters: your right to use force exists only to stop a crime happening now or about to happen, not to punish what's already done. The instant danger ends, so does your right to act. Second, the reasonableness test ensures your fear is one a normal person would share in your shoes—unfounded panic or paranoia won't count. Third, the no-pursuit rule makes clear you can't chase or punish someone once they've fled; private defence is about protection, not revenge. Finally, proportionality still applies even when deadly or non-deadly force is allowed: you must use only the least amount of force needed to handle the threat. Following these timing and force limits helps keep your actions lawful and prevents private defence from becoming unjust violence.

6. Right of Private Defence and Risk to Innocents: Section 44

Section 44 makes it clear that your right of private defence must not put innocent bystanders in danger. When you act to protect yourself or someone else, you must take care that



your defensive actions don't harm people who aren't involved. The law recognises that in the heat of the moment, it can be hard to aim perfectly. Still, you are expected to choose methods that keep others safe. But if you are subjected to an assault which reasonably causes apprehension of death and you are situated such that while effectually exercising the right of private defence there is a risk of harm to innocent person, in such a extreme case right of private defence extends to running of the risk.

Imagine you are in a crowded street and someone swings a metal rod at you. You have the right to defend yourself, but you must also consider who else is

nearby. Instead of swinging back wildly, you might step aside and push the attacker away from the crowd. That way, you stop the immediate danger without risking hitting a passerby.

Another example: you see two people fighting in a small shop. One of them pulls a knife. You rush forward to disarm the attacker. If you grab the attacker's arm and twist it so the knife falls, that's a controlled action that focuses on stopping the threat while minimizing wider harm. If you instead start swinging your own weapon, you could injure the shopkeeper or damage property, and that would go against Section 44.

Section 44 also covers defence of property when innocents are nearby. Suppose someone is smashing a car window on a busy sidewalk. You might use a loud shout to scare the vandal away rather than throwing objects that could hit other pedestrians. If the vandal continues, you can push or hold them, but you must avoid actions like swinging a crowbar, which could send debris flying into innocent people.

A final example involves home defence. If an intruder breaks in while you have guests over, you could corner the intruder in a room away from your guests and call for help. Instead of confronting the intruder with a weapon in a crowded living room, you lead them away where no innocent person will be harmed.

The key idea in Section 44 is balancing self-defence with care for others. Always ask yourself: "Could my response hurt anyone who isn't attacking me?" If the answer is yes, choose a different defensive move. By keeping innocent people out of harm's way, you honour both your right to defend and your responsibility to protect everyone's safety.

Points to Remember

- Self-defence is a legal right, but it must be used only when the threat is real, immediate, and unavoidable.
- The right of private defence under Section 34 is not an absolute right; it comes with limits and cannot be used as a tool for retaliation.
- Under Section 35, a person can protect both body and property—his own or of others—against serious threats like murder, rape, kidnapping, robbery, theft, or trespass.
- The harm caused while defending must always be reasonable and proportionate; if force goes beyond what is necessary, it turns unlawful.
- This right begins the moment there is a genuine threat and lasts only as long as the danger continues; once the threat is over, the right also ends.
- In extreme situations, if one faces a deadly assault and cannot defend without risking harm to an innocent person, the law still protects the defender's action.

What You Learned

- I learned how legal self-defence must be immediate and not an excuse for revenge.
- I learned how self-defence must be exercised only after a real apprehension of danger.
- I now understand causing more than reasonably necessary harm to wrong doer will be dealt as a criminal act and punishment will be awarded.
- This session helped me understand how law provides various categorization in right of self-defence so that its misuse can be prevented.

Practical Exercise:

Activity 1- Group Discussion Concept and Practical Application of the Right of Private Defence

Objective:

To engage students in applying provisions of advanced self-defence laws under the Bharatiya Nyaya Sanhita (BNS), through role-play, analysis, and peer discussion, enabling them to understand between protection and misuse of the right.

Scenario: “The INCIDENT”

Rohit (wrong-doer) suddenly punches two strangers, Amit and Neeraj, in a park.

- Amit immediately blocks the next punch and pushes Rohit away, preventing further harm.
- Neeraj does nothing at instance. At some later date Neeraj finds Ravi alone and goes and hit him.
- Sumit, a bystander, jumps in to help but keeps hitting Rohit again and again even after Rohit has fallen unconscious.

Group Instructions:

1. **Divide the class into groups of 5–6 students.**
2. Each group will act as a **Legal Investigation Team.**
3. Students will receive:
 - A written copy of the scenario
 - A summary of BNS Sections 34–44
 - Worksheet with legal terms and definitions

Tasks to Complete:

1. **Identify and Apply the Law:**
 - Was this a case of legal self-defence? Why or why not?
 - Who acted under right of private defence?

- Who acted outside it, and why?

2. **Role-Play Short Scene:**

- In 2–3 minutes, each group performs a short role-play based on the scenario.
- Include actions and dialogue to highlight each character's intention and choices.

3. **Legal Reflection:**

- Write a short group note (6–8 lines) explaining:
 - Who was legally justified under self-defence?
 - Who may be held criminally liable, and why?

4. **Classroom Discussion:**

- Each group shares their legal reasoning.
- Instructor or peers can ask questions to challenge or clarify legal understanding.

Learning Outcomes:

- Understand **when self-defence is legally justified** and when it crosses the limit.
- Differentiate between immediate action for self-defence and action in revenge.
- Understand the difference between required harm to be caused for self-defence and harm caused due to rage and anger.
- Practice **legal interpretation, role-play, and team-based problem-solving**

Activity- 2: Power Point presentation on Do's and Don't's in Self Defence according to the BNS

Objective:

To help students understand the legal framework of self-defence under the Bharatiya Nyaya Sanhita (BNS) Sections 34–44 and present their learning creatively through a PowerPoint presentation on the Do's and Don'ts of self-defence. The exercise builds legal awareness, confidence in decision-making, and presentation skills.

Materials Required:

- Projector/Smart board and laptops/computers

- Handouts of BNS Sections 34–44 (simplified for students)
- Sample case studies for discussion
- PowerPoint templates for group work
- Instructor’s checklist for assessment

Exercise Procedure Summary:

A. Orientation & Legal Awareness Session

The instructor explains the meaning of self-defence, its legal boundaries, and the conditions under which force is legally permitted (Sections 34–44 of BNS). Simple examples (like home break-in, street harassment) are discussed to clarify the difference between justified defence and unlawful aggression.

B. Group Work & Slide Preparation:

Students are divided into small groups (4–5 members). Each group prepares a PowerPoint on Do’s (legal, safe, necessary actions) and Don’ts (excessive force, revenge, or actions outside the law). They use short text, visuals, or examples to make their points clear and engaging.

C. Presentation Round :

Each group presents their slides before the class. Peers and instructors observe how well the group explains legal points, clarity of communication, and creativity in presentation.

D. Review & Feedback :

Instructor summarizes the legal provisions, corrects misconceptions, and highlights strong points from presentations. A brief quiz or Q&A may be conducted to reinforce the lesson.

Learning Outcomes:

By the end of this exercise, students will:

- Understand the scope of self-defence under BNS Sections 34–44.
- Identify lawful and unlawful actions in self-defence.

- Learn to express legal and safety concepts clearly through presentations.
- Develop teamwork, communication, and critical thinking skills.

Check your Progress

Fill in the Blanks

1. Section _____ of the BNS deals with cases against which there is no right of private defence.
2. The right of private defence is not _____ and is subject to restrictions.
3. For self-defence to be legally valid, the threat must be _____ and unavoidable.
4. Section 34 to 44 of BNS relate to right of _____.
5. Proportionality and _____ are two important tests to determine the validity of self-defence.

Answer: 1. 37 2. Absolute 3. Immediate 4. Private Defence 5. Necessity

Multiple Choice Questions (MCQs)

1. Which section of the BNS deals with acts against which there is no right of private defence?
A) 35
B) 37
C) 38
D) 44
2. Time period in which right of private defence can be lawfully exercised is discussed in
A) Section 36 and 38
B) Section 41 and 43
C) Section 40 and 43

D) Section 39 and 43

3. In which scenario does the right to self-defence **not** apply?

- A) When there is an immediate threat
- B) When someone is attacked suddenly
- C) When someone seeks revenge after the threat is over
- D) When someone defends another person

4. The right of private defence can be exercised in case of -

- A) Someone abuses you
- B) Someone hits you
- C) Someone is hitting a stranger
- D) Both B & C

- **Answer:1.** B) 37 **2.** C Section 40 and 43 **3.** C) When someone seeks revenge after the threat is over **4.** D) Both B & C

Subjective Questions

1. Explain the meaning of "the right of private defence" under Section 34 and explain its restrictions in brief.
2. What is the extent of harm which can be caused to wrong doer while exercising the right of private defence?
3. Define the time limit in which right of private defence can be exercised lawfully.
4. What are the two major principles that help determine if self-defence is legally valid?

Session-2 Scope of the self defence trainer job role

Self-defence trainers do much more than teach physical techniques. They guide people—especially women and youth—to grow confident, stay aware, and understand their legal rights. Trainers must work ethically, knowing how far to push in practice sessions and how to handle sensitive issues. Accurate record-keeping and incident reports protect both trainers and students if disagreements occur. By running workshops in schools, workplaces, and communities, trainers become voices for safety and empowerment, helping others feel secure and informed.

The career path for self-defence trainers is wide and rewarding. With proper certification and dedication, you can work with police departments, NGOs, schools, sports academies, or open your own training centre. Success in this field means continuous skill development, keeping up with legal changes, and maintaining professional standards. This role combines physical fitness, legal knowledge, and ethical practice—making it a meaningful way to serve society while building a fulfilling career.

1. Legal Duties and Ethics of a Self-Defence Trainer

The job of a self-defence trainer is not only about teaching techniques—it also involves a strong sense of responsibility, legal awareness, and ethical behavior. When someone takes on the role of a trainer, they are seen as a mentor, guide, and protector.



This means their actions and words have a serious impact on the people they train. Whether in a classroom, a community center, a college campus, or an open field, the trainer must always follow a professional and lawful approach. It's not enough to just know how to block or punch; one must also know how to teach in a way that is safe, respectful, and legally sound.

I. Understanding Legal Duties

Self-defence trainers must follow laws about physical training, safety, and human rights. They need to teach that self-defence is for genuine threats only, not for revenge or intimidation. If students misuse their skills, trainers can face legal consequences for encouraging violence. Trainers also create a safe, inclusive environment by inspecting the training area for hazards, maintaining respectful conduct, and protecting student privacy—especially important in mixed-gender classes or sessions on sensitive topics. Before any physical demonstration, trainers must obtain clear consent, explain each move step by step, and watch for signs of discomfort. When working with minors, trainers should ensure a parent or guardian is present if required by school or institutional policy and always adhere to child protection guidelines.

In addition, trainers should have a solid understanding of private defence laws under BNS Sections 34–44. While they are not legal professionals, they must explain key legal concepts like necessity and proportionality so students know when force is permitted. Necessity means defending oneself only when there is an immediate, unavoidable threat. Proportionality means using only as much force as needed to stop harm and no more. Trainers must emphasize that any force beyond what the law allows can lead to criminal charges. By combining hands-on techniques with clear legal guidance, trainers help students build confidence responsibly. This approach ensures self-defence practice remains both effective and within the bounds of the law.

II. Ethics: Doing the Right Thing Every Time

Ethics are about doing what is right—not just what is easy or convenient. For a self-defence trainer, ethics come into play every day. Trainers must never misuse their position of authority. This means they must never intimidate, humiliate, or discriminate against any student. Whether it

is based on gender, religion, caste, appearance, or skill level—every learner must be treated equally and respectfully.

Trainers are also expected to be role models. They must practice discipline, punctuality, politeness, and honesty. For example, if a trainer misses a class or changes a schedule, they must inform students in advance and make up for the lost time. If a student is struggling or unable to perform, the trainer must support them with patience—not mock them or make them feel small.



One of the most important ethical responsibilities is confidentiality. If a student shares a personal issue or fear related to their safety or home environment, the trainer should never gossip about it or use it as a classroom example without permission. If the matter is serious—such as abuse or stalking—the trainer should guide the student toward professional help and inform responsible authorities, if necessary, following proper channels.

Trainers must also be careful while using social media. Sharing photos, videos, or achievements from a class must always be done with permission. Students should not be recorded or photographed without their consent, especially in sensitive training settings.

III. Balancing Power with Responsibility

Sometimes, the trainer may feel powerful because they are teaching a skill that can protect or even harm. But this is where responsibility comes in. A good trainer understands the difference between empowering someone and making them aggressive. The goal of self-defence is not to fight, but to avoid danger, stay calm, and act wisely when there is no other option. Trainers must make this clear in every session.

Trainers should also constantly reflect on their behavior. If they realize they have made a mistake or been unfair, they should admit it and correct it. Being ethical doesn't mean being perfect—it means trying your best to be fair, kind, and lawful every single day.

Why This Matters

Legal duties and ethics are not just rules—they form the backbone of a safe, respectful, and professional self-defence program. When trainers follow these guidelines, they build trust, respect, and confidence in their students. They also protect themselves legally and professionally. A trainer who is ethical and legally aware will be in demand and respected in any setting—be it a school, police department, NGO, or corporate training program.

As you learn more about becoming a self-defence trainer, remember this: your words and actions have power. How you teach, how you behave, and how you treat people will shape not just skills, but also values. That's what makes this role so special and so important. It is not just a job—it is a service to society, and it must be done with care, knowledge, and integrity.

2. Legal Documentation and Reporting

In the profession of self-defence training, your job is not just about teaching punches, blocks, or techniques. It also involves a serious and responsible legal side that every trainer must be aware of. Legal documentation and proper reporting are crucial parts of the self-defence trainer's job, as they help build credibility, ensure transparency, and protect

both the trainer and the trainee from legal complications. In many cases, especially when training is conducted for schools, organizations, or vulnerable groups like women and children, maintaining records is not just good practice—it's mandatory.

I. Documentation Matters:

When people think of self-defence trainers, they usually imagine someone teaching kicks, punches, and how to escape danger. But behind every good training session is solid paperwork. Documentation means keeping proper written records of classes, attendance, safety precautions, student progress, and any incidents that may occur. It shows that the trainer is responsible, organised, and acting professionally. These records protect not only the trainer but also the students.

For example, if someone gets hurt during a class, documentation can help prove that the trainer followed safety rules and took proper precautions. Things like signed consent forms, emergency contact details, and daily training logs are very important.

II. Needs to Be Documented

A self-defence trainer is not just responsible for teaching techniques—they must also maintain proper records to ensure safety, transparency, and accountability. These documents help in daily management, student evaluation, and even legal protection if anything goes wrong. Here are the key things that should be documented:

1. Attendance Records

Every class should begin or end with taking attendance. This helps track who is regularly attending the training and who might be missing sessions. It's also important for accountability—if an incident happens, the trainer has a clear record of who was present at the time.

2. Consent Forms

Before a student begins training, especially if they are under 18, a consent form must be signed by them or their parent/guardian. This form states that

they understand the nature of the training, the physical activities involved, and possible risks. It also gives the trainer legal permission to teach the student and take action in emergencies.

3. Safety Measures

Before each session, the trainer usually gives a safety briefing and ensures that proper gear—like gloves, mats, or guards—is being used. A short note should be made about what safety precautions were taken that day. For example, if the session involved ground defence, the trainer might note that floor mats were used and all students wore elbow guards.

4. Incident Reports

If any student gets injured, becomes emotionally distressed, or there's any unusual event during the session, an incident report must be written. This includes the time, place, what happened, how it was handled, and who was informed. These reports are important if questions arise later or if follow-up action is needed.

5. Training Content

A good trainer keeps track of what they teach each day. This could be a simple entry like, "*Session 4: Taught escape from wrist grab, reviewed falling techniques, introduced breathing control.*" These notes are useful for checking student progress, avoiding repetition, and planning future sessions. They also show that the trainer follows a structured and thoughtful training plan, which is helpful when applying for teaching certifications or future job opportunities.

III. Reporting Incidents Responsibly

Sometimes, unexpected situations can arise during self-defence training that need to be reported responsibly. These could include



physical injuries, emotional breakdowns, or a student sharing something serious like bullying or abuse. In such cases, the trainer has a legal and moral duty to report the matter to the appropriate authority—this could be a teacher, principal, parent, school counsellor, or even the police, depending on the severity of the case. But it's important to remember that reporting must be done with care. The trainer should avoid making assumptions, and instead stick to the facts, noting the time, date, and what was seen or heard clearly and truthfully.

At the same time, the trainer must protect the student's privacy and dignity. Sensitive information should only be shared with those who genuinely need to know, not discussed openly with others. Reports should be written calmly and without exaggeration, using the student's own words if possible. If a child confides in the trainer, they should be listened to with empathy, not judged or questioned harshly. The goal is not to handle the situation alone, but to ensure the student gets the right support from trained professionals. A good trainer knows that being responsible means acting with both heart and head—showing compassion, following procedures, and doing the right thing at the right time.

III. Confidentiality and Ethics

Confidentiality is a core ethical responsibility for every self-defence trainer. In the course of training, students may open up about deeply personal matters—fears, family issues, past trauma, or incidents of harassment. These disclosures are not just casual conversations; they are shared in trust. A trainer must respect that trust by keeping such information strictly private. This means not discussing it with other students or outsiders, and ensuring that any written records—like incident reports or personal observations—are stored safely, either in locked physical files or password-protected digital folders. It's also important to understand boundaries; being supportive doesn't mean overstepping into areas where professional help is needed. If a situation requires sharing sensitive information, it should only be done with the

student's consent or when legally necessary—and always with care and discretion. Failing to maintain confidentiality can not only break the trust between trainer and student but may also result in legal consequences or disciplinary action. Respecting privacy is not just about rules; it's about creating a safe and trusting environment for every learner.

IV. Using Records for Growth

Using records effectively can help a self-defence trainer grow both personally and professionally. Beyond just fulfilling legal or safety requirements, well-maintained documentation offers valuable insights into teaching methods and student progress. For instance, if a trainer notices through their session notes that many students are having difficulty with a particular self-defence move, they can revise their approach, offer more practice time, or break the technique into simpler steps in the next class. This kind of responsive teaching leads to better learning outcomes. Additionally, when applying for advanced training, new job roles, or certifications, having a clear record of classes conducted, safety measures followed, and feedback received can act as strong proof of experience and professionalism. These documents show a commitment to quality and responsibility—traits every good trainer must have.

V. Tools for Modern Trainers

Modern trainers increasingly rely on digital tools like mobile apps and computer software to streamline record-keeping, replacing cumbersome paper logs. Apps like Training Peaks or Google Sheets allow trainers to track client progress, store workout plans, and monitor performance metrics



efficiently. These systems are faster, searchable, and reduce errors. However, digital security is critical—trainers must use strong passwords

and encryption, sharing data only with authorized individuals, such as clients or medical professionals, to protect sensitive information. For example, a trainer might use a password-protected app to share a client's fitness report securely via email, ensuring privacy.

3. Trainer's Role in Awareness and Empowerment

A self-defence trainer's role isn't limited to teaching how to punch or block—it's about helping students become more aware of the world around them and confident in themselves. Awareness means knowing how to identify risky situations, understanding personal boundaries, and recognizing when someone's behavior feels off or unsafe. Many young students don't always realize when they're being manipulated or targeted, especially by someone familiar. A trainer creates a safe space for these discussions by using relatable examples and interactive sessions like role-play or scenario practice. This kind of awareness training helps learners make quick, informed decisions—whether that means walking away, seeking help, or using basic defence techniques only when truly necessary.

Empowerment, on the other hand, is about helping students believe in their own strength—physically, emotionally, and mentally. A good trainer builds this confidence by encouraging questions, listening without judgment, and reinforcing that self-defence isn't about fighting—it's about protecting oneself wisely. Even basic things like practicing how to say “no” firmly or stand with confidence can make a big difference in how students carry themselves. Trainers also teach calming techniques like controlled breathing or focusing exercises, which help in moments of panic or fear. Beyond the classroom, trainers often engage in awareness programs at schools or in local communities, involving parents and teachers in the conversation. In doing so, they extend their impact and help create a broader culture of safety and empowerment. In the end, a self-defence

trainer inspires students to trust themselves, stay alert, and face the world with a little more courage.

4. Career Pathways and Skill Development for Self-Defence Trainers

I. Growing Profession with Purpose

Being a self-defence trainer is more than a job—it's a profession rooted in purpose. Trainers work with people of all ages and backgrounds, helping them feel safer, stronger, and more confident. With increasing attention to safety, mental health, and gender-based violence, the demand for skilled self-defence instructors is rising, especially in schools, colleges, and community organizations. This has opened up several meaningful career pathways for those who want to combine physical fitness with social impact. Whether it's working with school students, training corporate employees, or empowering women in rural areas, the opportunities are wide-ranging and fulfilling.

II. Job Opportunities in Various Sectors

Self-defence trainers are needed in both private and public sectors. In schools and colleges, trainers often work as part of government safety schemes or NGO-run programs to educate students about safety and assertiveness. Police departments and law enforcement agencies sometimes hire trainers for community outreach or awareness programs. Similarly, NGOs working on women's safety, child protection, or social empowerment regularly invite trainers to conduct workshops.

Corporates and fitness centres are another growing space. Many companies now run personal safety workshops for employees, particularly for those working night shifts or in the field. Trainers can also work as freelancers—taking up independent workshops, online training sessions, or launching their own studio. As awareness spreads, even residential societies, colleges, and local clubs look for skilled trainers to host self-defence sessions.

III. Skill Development: More Than Just Techniques

To succeed in this field, a self-defence trainer must continue learning and upgrading skills. Yes, knowing techniques like blocking, escaping holds, or delivering safe strikes is important—but that's just the beginning. A trainer must also learn how to teach these techniques clearly and safely. Good communication, patience, and adaptability are key. Not all students learn the same way. Some may be shy, some may panic easily, and some may take time to open up. A skilled trainer knows how to read the room, adjust their approach, and make every learner feel included.

In addition to physical training, trainers must understand basic psychology—especially how trauma, fear, or anxiety can affect a person's response to danger. That's why many experienced trainers study topics like child psychology, behavioral responses, or emotional safety. Courses in first aid, counseling skills, and even gender sensitivity can also enhance their teaching and make them more trustworthy and effective.

IV. Certifications and Formal Training

If someone wants to become a professional self-defence trainer, it helps to start with proper training and certification. There are multiple ways to build credentials. For example, martial arts black belts (in karate, taekwondo, or judo) often move into self-defence teaching. But self-defence is different from sports-based martial arts. That's why there are now specific certification courses for self-defence instruction, offered by fitness academies, government skill development centres, or even police departments.

Some universities and vocational boards have also started diploma and certificate programs focused on self-defence and safety education. These teach not just techniques, but also how to run workshops, handle emergencies, manage documentation, and work ethically with students. Completing such courses can help a trainer stand out and access better job opportunities.

V. The Path to Growth and Recognition

A self-defence trainer's journey doesn't end once they start teaching. Like any profession, growth comes with time, experience, and continued learning. Trainers can build their reputation by working in schools,

gaining feedback, and developing a strong training style. With experience, they may get hired by bigger institutions, be invited to speak at safety campaigns, or train other new instructors.

Some may even open their own training centres, build an online presence through YouTube or social media, or publish guides and modules. A few trainers go on to design curriculum or collaborate with police departments, disaster response teams, or NGOs at national and international levels. The path is open-ended—it can grow in the direction of education, fitness, mental health, or community work depending on the trainer's interest.

VI. A Career That Builds Others

Becoming a self-defence trainer means choosing a career that helps people protect themselves and live without fear. It's a job that combines physical skill with emotional strength, and routine with purpose. While the journey requires constant learning and responsible behaviour, it offers personal satisfaction and social respect. For students who are passionate about helping others, enjoy physical activity, and want to make a real difference—this is a career worth exploring.

Points to Remember

- A self-defence trainer plays a key role in promoting safety and confidence in society.
- Job opportunities are available in schools, colleges, corporates, NGOs, and law enforcement agencies.
- Trainers can work full-time, part-time, or as freelancers conducting workshops.
- Strong communication, empathy, and adaptability are as important as physical skills.
- Understanding psychology and emotional responses enhances a trainer's effectiveness.
- First aid knowledge and gender sensitivity training add value to a trainer's skills.

- Certification programs and formal training help build credibility and career growth.
- Trainers can grow professionally by gaining experience and building a strong reputation.
- Career options include teaching, opening a training centre, or designing safety curriculum.
- The profession offers social impact, respect, and personal satisfaction for those committed

What I Learned:

- A self-defence trainer's job goes beyond teaching fighting techniques.
- They contribute to building safer and more aware communities.
- Skills like communication, empathy, and confidence are vital for effective teaching.
- Formal certification helps establish trust and access better job roles.
- There is scope for both personal growth and public service in this field.
- This career is ideal for those who want to protect others and inspire strength.

Practical Exercise**Activity 1- : Design Your Self-Defence Career Map through role-play****Objective:**

To enable students to explore different career opportunities in the self-defence and security sector by engaging in role-play activities. This exercise helps them understand job roles, required skills, and growth opportunities while building confidence and career planning awareness.

Materials Required:

- Chart papers, markers, and pens

- Career pathway handouts (e.g., PSO, security officer, trainer, law enforcement)
- Role cards (student, instructor, recruiter, trainer, security agency representative)
- Projector/board for group sharing
- Instructor's observation checklist

Exercise Procedure Summary:

A. Career Awareness Session :

Instructor explains different self-defence and security career options such as Personal Security Officer, Security Supervisor, Self-Defence Trainer, Police/Paramilitary roles, and Private Security jobs. The scope of each role, required skills, and training needs are discussed.

B. Group Role Assignment :

Students are divided into small groups. Each group is given a career role (e.g., security officer, PSO, self-defence instructor). One student acts as the *job seeker*, another as the *trainer/recruiter*, and others as *peers* or *evaluators*.

C. Role-Play Simulation :

Students act out scenarios such as:

- A candidate preparing for a security officer interview.
 - A trainer guiding a student on skills needed for a PSO role.
 - A student explaining their career plan to a mentor panel.
- Groups also create a *Career Map Chart* (steps of training, skills, experience, and progression).

D. Presentation & Sharing :

Each group presents their career map and role-play outcome to the class. Instructor and peers provide feedback on the clarity of career progression and role understanding.

E. Reflection & Wrap-Up:

The instructor highlights key learnings—importance of skill-building, legal

awareness, communication, and continuous training in building a career in self-defence.

Learning Outcomes:

By the end of this exercise, students will:

- Recognize diverse career opportunities in self-defence and security.
- Map out the skills and training required for career growth.
- Gain confidence in expressing their career goals through role-play.
- Develop teamwork, communication, and presentation skills

Activity 2- Group discussion on Career pathways and skill development

Objective:

To encourage students to critically discuss and explore career opportunities in self-defence and security while identifying the essential skills required for professional growth. The activity promotes teamwork, confidence in communication, and awareness of real-life career pathways.

Materials Required:

- Whiteboard/Chart paper & markers
- Career pathway handouts (e.g., PSO, Security Officer, Trainer, Law Enforcement, Cyber Security)
- Role cards for discussion leaders, timekeepers, and note-takers
- Instructor observation sheet

Exercise Procedure Summary:

A. Orientation Session :

The instructor introduces the concept of *career pathways* in the self-defence and security sector. Examples include Personal Security Officer, Self-Defence Trainer, Police/Paramilitary roles, Security Agency Manager, and Cyber-Security Specialist. The importance of skill development—such as physical fitness, communication, legal knowledge, and ethical responsibility—is explained.

B. Group Formation and Role Assignment :

Students are divided into groups of 6–8. Each group chooses/receives one

career pathway to discuss. Roles are assigned: *Discussion Leader*, *Timekeeper*, *Note-taker*, and *Presenters*.

C. Group Discussion :

Within groups, students discuss:

- What skills are required for the chosen career?
 - What training or certifications are essential?
 - What challenges might one face in this career?
 - What growth opportunities exist?
- Each student shares their view, and the discussion leader ensures equal participation.

D. Presentation of Findings :

Groups present their discussion highlights in front of the class using chart paper or board notes. Presenters explain the career pathway and key skills identified.

E. Reflection and Instructor Feedback:

The instructor provides feedback on discussion quality, highlights correct career pathways, and stresses the importance of continuous skill development. Students reflect on which career appeals to them personally and why.

Learning Outcomes:

By the end of this exercise, students will:

- Understand different career options in self-defence and security.
- Identify key skills required for professional growth.
- Develop confidence in sharing ideas in a group setting.
- Learn teamwork, leadership, and communication through group discussion.

What you have learned?

Fill in the Blanks

1. A self-defence trainer can work in _____, _____, or with _____.
2. Trainers must keep updating their skills through _____, _____, and _____.
3. One essential soft skill for a self-defence trainer is _____.
4. A self-defence trainer may specialize in working with _____, _____, or _____.
5. Setting up your own training centre requires both teaching skills and _____.

Answer- 1. Schools, colleges, NGOs 2. Workshops, certifications, practice 3. Communication 4. Children, women, senior citizens 5. Entrepreneurship

Multiple Choice Questions

1. What is one major career pathway for a self-defence trainer?
 - a) Bank manager
 - b) Fitness coach
 - c) School trainer
 - d) Software developer
2. Why is skill development important for a self-defence trainer?
 - a) To earn more money quickly
 - b) To keep students entertained
 - c) To stay updated and improve effectiveness
 - d) To change careers often
3. Which of the following is a soft skill required for a self-defence trainer?
 - a) Graphic design
 - b) Communication
 - c) Cooking
 - d) Data entry

4. A trainer working with an NGO is likely to focus on:
 - a) Corporate training
 - b) Teaching coding
 - c) Empowering vulnerable groups
 - d) Selling products
5. What can help a self-defence trainer get certified and recognized?
 - a) Watching YouTube videos
 - b) Attending formal workshops and training programs
 - c) Posting on social media
 - d) Reading self-help books only

Answers-1. C)School trainer 2. c) To stay updated and improve effectiveness 3. b) Communication 4. c) Empowering vulnerable groups 5. b) Attending formal workshops and training programs

Subjective Questions:

1. Describe two possible workplaces where a self-defence trainer can build their career and explain how the role may differ in each.
2. Why is it important for a self-defence trainer to continue learning even after becoming experienced?
3. What personal qualities or skills do you think are most important for someone who wants to become a successful self-defence trainer? Give example.

ANSWER KEY

UNIT 1 – Advanced Self-Defence Techniques

Session 1 Advance Self-defence

MCQs

1. c
2. b
3. b

Fill in the Blanks

1. Physical skills, mental awareness, strategic thinking
2. Situational
3. Brazilian
4. Multiple
5. Avoidance

Session 2 Advance self-Defence Techniques & Survival Instinct

MCQs

1. b
2. b
3. a

Fill in the Blanks

1. Joint, pressure
2. Survive
3. Decision
4. Stress
5. Scenario-based

UNIT 2 – Ground Self-Defence & Falling Techniques

Session 1 Ground Self Defence and Falling Techniques

Fill in the Blanks

1. Stress
2. Injury
3. Awareness
4. Breathing
5. Distance
6. Effective
7. Technique

MCQs

1. d) Head and spine
2. c) Temporary inability to move or react
3. a) Stand up without exposing yourself to danger
4. c) Visualization
5. a) Timing, control, and real-life readiness
6. b) Disengage and escape safely

Session 2 Managing Panic and Stress

1. *fight, flight, freeze*
2. *Box*
3. *time pressure*
4. *nervous*
5. *Debriefing*

Multiple Choice Questions (MCQs)

1. b) Faint
2. a) Calm the mind and reduce panic
3. c) Nervous system
4. b) React quickly and confidently
5. c) Emotional processing and reflection
6. d) Visualization and controlled breathing

UNIT 3

Session 1 – Weapon Awareness and Response Techniques

Fill in the Blanks

1. Firearm
2. Safe distance
3. Firm
4. Grabbing
5. Report
6. Situational

MCQs

- C. Flashlight
- C. Maintain a safe distance and assess the situation
- B. Calm the situation and avoid violence
 - C. Quick reaction and awareness
 - B. Law enforcement or responsible authority
- B. Identifying danger zones and responding wisely

Session 2 – Basics of Cyber Self-Defence

Fill in the Blanks

1. Password
2. Cyberbullying and sextortion

3. Privacy
4. National
5. Personal

MCQs

- B. Creating a strong and unique password
- C. Sending harmful or threatening messages via digital platforms
- C. Logging out after using public computers
- C. Report to a trusted adult or legal authority
- B. National Cyber Crime Reporting Portal
- B. To protect personal information from strangers

UNIT 4

Session 1 – Advanced Legal Awareness

Fill in the Blanks

1. 37
2. Absolute
3. Immediate
4. Private Defence
5. Necessity

MCQs

1. B) 37
2. C) Section 40 and 43
3. C) When someone seeks revenge after the threat is over
4. D) Both B & C

Session 2 – Scope of the Self-Defence Trainer Job Role

Fill in the Blanks

1. Schools, colleges, NGOs
2. Workshops, certifications, practice
3. Communication
4. Children, women, senior citizens
5. Entrepreneurship

MCQs

- 1.C) School trainer
2. c) To stay updated and improve effectiveness
3. b) Communication
4. c) Empowering vulnerable groups
5. b) Attending formal workshops and training programs

GLOSSARY

1. **Self-Defence** – The act of protecting oneself or others from harm using reasonable force.
2. **Imminent Threat** – A danger that is immediate and likely to happen at once.
3. **Proportionality** – Using only the amount of force necessary to stop a threat.
4. **Necessity** – Acting in self-defence only when no safer option is available.
5. **Good Faith** – Honest intention to protect without harmful motives.
6. **Physical Threat** – Danger involving bodily harm or force.
7. **Verbal Threat** – Use of words to intimidate or frighten someone.
8. **Psychological Threat** – Emotional or mental harm through manipulation or fear.
9. **Environmental Threat** – Danger arising from unsafe surroundings or conditions.
10. **Situational Awareness** – Being alert and aware of surroundings to identify risks.
11. **Personal Safety** – Practices to protect oneself from harm in daily life.
12. **Risk Zone** – An area where danger is more likely to occur.
13. **Safe Zone** – A secure area with supervision and safety measures.
14. **Mental Resilience** – Ability to stay calm and strong under stress.
15. **Assertive Body Language** – Confident posture and behaviour showing self-control.
16. **Passive Body Language** – Weak or fearful posture that may invite threats.
17. **Emergency Response** – Immediate action taken during danger or crisis.
18. **Non-lethal Defence Tools** – Safety devices that disable without causing death.
19. **Legal Justification** – Lawful approval of defensive actions.
20. **Preparedness** – Readiness to respond effectively to emergencies.

SHORT TERMINOLOGY

1. **Threat Perception** – Understanding potential danger
2. **Awareness** – Staying alert
3. **Recognition** – Identifying risks
4. **Fitness** – Physical readiness
5. **Mental Strength** – Emotional control
6. **Risk Assessment** – Judging danger level
7. **Self-Preservation** – Protecting oneself
8. **Safety Measures** – Protective actions
9. **Emergency Alert** – SOS signal
10. **Surveillance** – Monitoring for safety
11. **Boundaries** – Personal limits
12. **Confidence** – Belief in self-protection
13. **De-escalation** – Reducing conflict
14. **Response Time** – Speed of action
15. **Security Systems** – Cameras, alarms, locks
16. **Non-verbal Signals** – Body language cues
17. **Stress Management** – Controlling fear
18. **Legal Limits** – Lawful force use
19. **Prevention** – Avoiding danger
20. **Recovery** – Returning to normal after crisis

