

Job Role

# ***SELF DEFENCE TRAINER***

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

**NSQF Level: 4**

**Sector: Sports & Physical Education**



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एन सी ई आर टी  
NCERT

**PSS Central Institute of Vocational Education, Bhopal**

(a Constituent unit of National Council of Educational Research and Training Ministry of Education, Government of India)

Shyamla Hills, Bhopal-462 013, Madhya Pradesh, India, Website : [www.psscive.ac.in](http://www.psscive.ac.in)

## FOREWORD

The National Education Policy (NEP) 2020 envisions a dynamic and inclusive education system that is deeply rooted in India's rich cultural heritage while also preparing learners to navigate the demands and opportunities of the 21st century. This transformative policy promotes an education that is holistic, integrated, and skill-oriented.

The National Curriculum Framework for School Education (NCF-SE) 2023 supports this vision by offering a comprehensive roadmap for learning across stages. In the foundational years, it emphasizes the holistic development of learners through the five dimensions of human existence, known as the pañchakoshas: the physical (annamaya), vital (prāṇamaya), mental (manomaya), intellectual (vijñānamaya), and spiritual (ānandamaya) aspects. These dimensions remain vital throughout the educational journey and are especially relevant in vocational education, where personal growth must complement professional preparedness.

High-quality vocational textbooks are essential to bridging the gap between theoretical knowledge and practical skills. The *Self-Defence Trainer* textbook for Grade 11 is designed with this objective. It introduces students to essential concepts in personal safety, physical fitness, self-defence techniques, communication, emergency response, and professional ethics, competencies that are foundational to the trainer role overall.

This textbook has been developed in alignment with the National Skill Qualification Framework (NSQF) and National Occupational Standards (NOSs), ensuring that learners acquire job-ready skills along with the values of discipline, integrity, responsibility, and teamwork. The content promotes experiential learning through real-life scenarios, hands-on tasks, and self-reflective activities that nurture both technical expertise and human values.

The National Council of Educational Research and Training (NCERT), through its constituent unit, the Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE), Bhopal, has played a leading role in developing this resource. A dedicated team of subject experts, educators, and practitioners has worked collaboratively to ensure that the textbook serves as a meaningful, accessible, and inspiring resource for students.

Beyond the textbook, it is essential to encourage students to extend their learning through school-based activities, fitness sessions, library resources, and participation in vocational and community initiatives. Teachers, parents, and school leaders play a crucial role in guiding and mentoring students as they explore opportunities and prepare for the world of work.

I express my appreciation to all those who contributed to the development of this vocational textbook and welcome constructive feedback from users to improve future editions.

**Dinesh Prasad Saklani**  
***Director***  
**National Council of Educational Research and Training**

## **ABOUT THE TEXTBOOK**

The practice of self-defence is essential in enabling individuals to safeguard themselves by recognising potential threats and responding effectively in a variety of situations. This textbook has been developed to provide learners with foundational knowledge, practical techniques, and ethical awareness necessary for building confidence, readiness, and responsible behaviour in matters of personal safety.

Unit I introduces students to the domain of self-defence, covering its purpose, core principles, and the importance of awareness and prevention. It also explores key issues such as identifying different forms of aggression and the significance of ethical conduct in ensuring responsible and proportionate responses. Learners are familiarised with the evolution of self-defence training and the legal frameworks relevant to personal protection.

Unit II focuses on physical fitness and safety fundamentals, emphasising the importance of strength, agility, endurance, and mental resilience for effective defensive action. It provides practical fitness routines and stress-management techniques to prepare learners for challenging situations. Nutrition, injury prevention, and emotional well-being are also addressed, equipping learners to maintain optimal performance and cope with moments of high tension.

Unit III focuses on mental resilience and emotional stability, which are essential for managing stress, controlling fear, and thinking clearly under pressure. It helps learners build strong coping skills, steady focus, and balanced reactions—key qualities for maintaining safety and assisting others effectively.

Unit IV covers practical defensive techniques, situational simulations, and legal awareness. Learners gain insights into using basic self-defence movements, emergency responses, and structured actions required in various threat scenarios. It also encourages the development of confidence, leadership qualities, and responsible judgment for real-life application.

The textbook encourages experiential learning through practical sessions, scenario-based drills, and reflective activities. It integrates physical readiness, psychological strength, and ethical responsibility to provide a holistic understanding of the role of self-defence in personal safety.

This resource will help educators and trainers guide students towards meaningful engagement with the field of self-defence, enabling them to build a strong foundation for personal safety awareness and related skill-development pathways.

**Dr. Sonam Singh**  
***Assistant Professor***  
**Security/Defence Science and Military Science**  
**Pandit Sunderlal Sharma Central Institute of**  
**Vocational Education (PSSCIVE), Bhopal**

# **TEXTBOOK DEVELOPMENT TEAM**

## **MEMBERS**

1. Dr. Kuldeep Verma, Senior Assistant Professor Department of Defence & Strategic Studies Hindu College, Moradabad, Guru Jambheshwar University Moradabad
2. Dr. Divya Dwivedi, Assistant Professor and Head, Department of Defence & Strategic Studies, Prof. Rajendra Singh (Rajju Bhaiya) University, Prayagraj
3. Dr. Neha Baghel, Assistant Professor, Department of Physical Education, Maitreyi College, University of Delhi, New Delhi.

## **COURSE-COORDINATOR**

Dr. Sonam Singh, Assistant Professor, Security/Defence Science and Military Science, Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE), Bhopal

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**Editorial Team**  
**PSSCIVE,**  
**Bhopal**

## CONTENTS

Title	Page No.
<b>FOREWORD</b>	<b>(i)</b>
<b>ABOUT THE TEXTBOOK</b>	<b>(iii)</b>
<b>ACKNOWLEDGEMENTS</b>	<b>(vi)</b>
<b>Unit 1: Introduction to Self -Defence</b>	
Session 1: Overview of Self-Defence	01
Session 2: Gender influences in Threat perception	12
<b>Unit 2: Fundamental of personal safety</b>	
Session 1: Awareness and Recognition	22
Session 2: Planning and practical Response	46
<b>Unit 3: Role of physical Fitness, Mental Fitness and Techniques In Self Defence</b>	
Session 1: Role of Physical and Mental Fitness In Self Defence	63
Session 2 :Techniques In Self Defence	81
<b>Unit 4: Situational simulation &amp; Legal Awareness</b>	
Session 1: Fundamentals of Defence and Aggression	101
Session 2: Introduction of BNS Sections 34 to 44	114
<b>ANSWER KEY</b>	<b>125</b>
<b>GLOSSARY</b>	<b>129</b>
<b>SHORT TERMINOLOGY</b>	<b>130</b>
<b>FURTHER READINGS</b>	

# Unit 1: Introduction to Self-Defence

Self-defence refers to the act of protecting oneself, one's property, or another person from physical harm using reasonable force. It is a legal and moral principle that allows individuals to resist or repel an unlawful attack or threat.



Fig.1 Women's Self-Defense Practice in Training Hall

Self-defence is the legal and moral right of an individual to protect themselves, their property, or others from physical harm or unlawful aggression. It allows a person to use reasonable and necessary force to prevent or repel an attack, especially when faced with an imminent threat. The concept of self-defence is recognized in almost all legal systems across the world and is considered a fundamental right rooted in the instinct of self-preservation. While the exact laws and interpretations may vary from one jurisdiction to another, the core principle remains the same: an individual should not be penalized for protecting themselves from harm when no other viable option is available.

In legal terms, self-defence is recognized as a justification for actions that would otherwise be considered crimes (e.g., assault or homicide), provided certain conditions are met—such as imminent threat, proportional response, and no reasonable alternative to avoid harm. Self Defence is different from fighting as self-defence is defensive and fighting can be defensive and officering both.

## Self Defence and Fighting

**Self-Defense:** The primary intent behind self-defense is to protect oneself from harm. It involves using force to defend against an imminent threat or attack. The goal is typically to stop the aggression, escape the situation, or neutralize the threat long enough to get away. Self-defense is not about aggression or seeking a fight, but about protecting yourself from an unprovoked attack.

**Fighting:** Fighting often involves mutual aggression where both parties engage in the conflict, sometimes voluntarily. It could be for reasons like dominance, anger, sport, or personal rivalry. The intent is often more about defeating the other person rather than just stopping the threat or escaping.

## Difference between self-defense and fighting

The distinction between self-defense and fighting can be analyzed through a theoretical framework that incorporates concepts of just war theory, proportionality, necessity, and intent. These concepts help in understanding the motivations behind each behavior and how they are treated in both legal and moral contexts.

From a just war theory perspective, self-defense is considered a just cause. According to the principles of just war theory, force may be used in response to an unjust aggressor when it is necessary to protect oneself or others from harm. In the context of self-defense, the principle of necessity dictates that the response should be limited to what is required to neutralize the threat. This implies that self-defense is a reactive act intended to stop an ongoing threat, with the ultimate goal being to restore peace and security without unnecessary escalation. Additionally, proportionality, another key principle of just war theory, asserts that the force used in self-defense must be proportional to the threat. Excessive force, such as using deadly force when the threat does not warrant it, would violate the proportionality principle and could make the act legally and morally unjustifiable.

In contrast, fighting can be viewed as the opposite of self-defense in the context of aggressive behavior. A fight often involves mutual combat, where both parties are typically engaging in a voluntary conflict. The motivation behind fighting may not be tied to the immediate need for protection or survival but rather to prove dominance, resolve a personal grievance, or engage in competitive aggression. In a fight, the use of force tends to be proactive, with the goal of overpowering the other person rather than de-escalating the conflict or ensuring safety. This is where the intent and the moral justification diverge from self-defense: while self-defense is grounded in the principle of protecting oneself from harm, fighting is often driven by motives such as anger, ego, or competition, which can lead to unnecessary escalation and potentially unjust harm.

From a legal perspective, both self-defense and fighting can be subject to different legal standards. Legal theory surrounding self-defense allows individuals to use force to protect themselves from imminent harm, provided that the response is both necessary and proportional to the threat. This aligns with the necessity and proportionality principles of just war theory. In contrast, fighting, especially if initiated voluntarily or without legal justification (e.g., street fighting), may lead to criminal liability such as charges for assault. Legally, a fight is typically considered unlawful if it involves a use of force that goes beyond the bounds of self-defense or reasonable confrontation.

Ultimately, the key difference between self-defense and fighting lies in the moral justification and intent behind each action. Self-defense is a reactive measure grounded in the need to protect oneself from an immediate threat, guided by the principles of necessity and proportionality. Fighting, on the

other hand, is often proactive, driven by aggression or competition, and may involve escalation that exceeds what is necessary to resolve the conflict. Through this theoretical lens, self-defense is justified in situations of danger, whereas fighting, especially when not prompted by an immediate threat, is less likely to meet moral and legal standards of justification.

## Key Elements of Self-Defence

1. Imminent Danger: There must be a real and immediate threat.
2. Proportionality: The force used must be reasonable and not excessive.
3. Necessity: Self-defence must be necessary; no safer option was available.
4. Good Faith: The action is taken with the honest belief that it is necessary for protection.



For an act to qualify as self-defence in the eyes of the law, certain essential conditions must be fulfilled. Firstly, there must be a clear and immediate danger to the individual or someone they are protecting. This threat must be real, not imagined or speculative. Secondly, the response to the threat must be proportional. That means the force used in defence should not exceed what is necessary to prevent the harm. Excessive retaliation or revenge, even in response to a genuine threat, may disqualify the act from being considered lawful self-defence. Thirdly, the act of self-defence must be necessary, meaning the individual must have had no safer or reasonable alternative, such as escape or calling for help. Additionally, the person acting in self-defence must do so in good faith, genuinely believing that their actions are required to protect themselves or others.

### Example:

If a person is attacked by a mugger and uses reasonable force to disarm or escape, that action would typically be justified as self-defence under most legal systems.

For an act to qualify as self-defence in the eyes of the law, certain essential conditions must be fulfilled. Firstly, there must be a clear and immediate danger to the individual or someone they are protecting. This threat must be real, not imagined or speculative. Secondly, the response to the threat must be proportional. That means the force used in defence should not exceed what is necessary to prevent the harm. Excessive retaliation or revenge, even in response to a genuine threat, may disqualify the act from being considered lawful self-defence. Thirdly, the act of self-defence must be necessary, meaning the individual must have had no safer or reasonable alternative, such as escape or calling for help. Additionally, the person acting in self-defence must do so in good faith, genuinely believing that their actions are required to protect themselves or others.

### **Relevance of Self-Defence**

The relevance of self-defence in society is significant and multifaceted. Legally, it serves as a powerful justification that can absolve someone from criminal liability for actions that would otherwise be considered offences, such as assault or even homicide. It distinguishes between a wrongdoer and a victim who was compelled to act to avoid harm. Morally and ethically, the principle supports the human right to safety and life. From a broader perspective, recognizing the right to self-defence helps deter unlawful aggression, as it communicates that individuals are not helpless and can resist threats under the protection of the law. It also empowers citizens to feel more secure in their daily lives, knowing they have the right to protect themselves within reasonable limits.

### **Protection of Individual Rights**

The protection of individual rights is a fundamental principle that upholds a person's inherent right to life and safety. Every individual has the basic entitlement to live without fear of harm or violence. This right is recognized and protected by laws in most societies, reflecting the value placed on human dignity and security. When these rights are respected, people can live freely and with confidence, knowing that their safety is a priority both morally and legally.



Self-defence laws and practices are directly linked to protecting these individual rights. They support the basic human instinct of self-preservation—the natural drive to protect oneself from harm. This instinct is

vital for survival and is acknowledged by legal systems worldwide as a justifiable reason to act in defence against threats. For example, if a person is attacked, they have the right to defend themselves to prevent injury or loss of life.

The law recognizes this right, but it also balances it with the need to ensure that any defensive action is reasonable and proportionate to the threat.

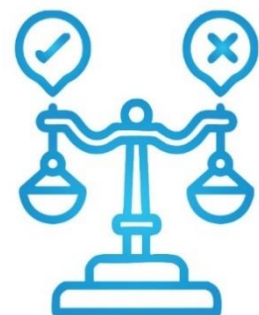
By protecting individual rights, societies promote personal autonomy and security. People are empowered to safeguard their own lives and well-being without undue fear of legal repercussions, as long as their actions remain within the bounds of reasonable self-defence. This protection reinforces the idea that safety is a fundamental human right and that defending oneself is a legitimate and necessary response to danger.

### **Legal Justification**

Legal justification plays a crucial role in self-defence by serving as a valid defense in court, helping individuals avoid liability for actions taken when facing a genuine threat. When a person uses reasonable force to protect themselves or others from harm, the law acknowledges that their actions were necessary and justified, rather than criminal. This legal protection ensures that people are not unfairly punished for defending their lives, property, or safety in emergency situations.

Moreover, legal justification ensures justice by clearly distinguishing between aggression and defence. Aggression involves initiating harm or violence without lawful cause, while defence is a response to an immediate threat or attack. By recognizing this difference, the law prevents misuse of force and holds individuals accountable only when their actions exceed what is reasonable or necessary. This balance protects society by allowing people to protect themselves while discouraging excessive or unwarranted violence.

In essence, legal justification provides a framework that supports individuals' rights to self-preserve while maintaining social order and fairness. It ensures that defensive actions taken under threat are understood in context and that justice is served by validating legitimate self-defence claims while penalizing unlawful aggression.



### **Public Policy**

Public policy plays an important role in shaping laws around self-defence by discouraging unlawful aggression and promoting the right of individuals to protect themselves. By formally recognizing this right, the law sends a clear message that society does not tolerate criminal attacks or violence, and that people are empowered to defend themselves when threatened. This discourages potential aggressors from committing crimes, knowing that victims have the legal backing to resist and protect their safety.



## **SOCIAL ORDER & COLLECTIVE SECURITY**

Furthermore, public policy helps maintain social order by allowing lawful resistance to criminal acts. When individuals can legally respond to threats or attacks, it reduces the burden on law enforcement and the justice system by enabling immediate self-protection. This legal support also ensures that resistance is conducted within reasonable limits, preventing chaos or vigilante justice. In this way, public policy balances individual rights with the need for societal stability.

In summary, public policy around self-defence serves two key purposes: it deters unlawful aggression by affirming the right to self-protection, and it preserves social harmony by regulating how and when people can lawfully resist crime. This framework promotes both personal safety and collective security within society.

### **Empowerment and Security**

Empowerment and security are fundamental benefits of understanding and practicing self-defence. When individuals are equipped with knowledge and skills to protect themselves, it encourages personal preparedness and safety. This preparation can include learning physical techniques, mental strategies like situational awareness, and knowing how to use tools or technology for protection. Being prepared reduces vulnerability and helps people anticipate and avoid dangerous situations before they escalate.

Moreover, self-defence training promotes confidence and the ability to respond to threats effectively. When individuals believe in their capability to protect themselves, they feel more secure in their daily lives, which can reduce fear and anxiety. This confidence is not just physical but mental—it empowers people to stay calm, think clearly, and act decisively during emergencies. The

sense of control that comes with empowerment can deter potential attackers, as confident individuals are less likely to be perceived as easy targets.

In summary, empowerment through self-defence fosters a stronger sense of personal security. It equips individuals with the tools and mindset necessary to protect themselves, enhancing their confidence and ability to respond appropriately in threatening situations. This not only safeguards their well-being but also contributes to overall community safety.

For example, if a person is suddenly attacked on the street by a thief, and they use force to fend off the attacker—such as pushing them away or using an object to block the attack—that action may legally and ethically be considered self-defence. However, if the person continues to attack the assailant after the threat has passed, their response might cross into unlawful territory. Therefore, while self-defence is a right, it comes with responsibilities and must be exercised with caution, reason, and a clear understanding of the legal boundaries.

### **Integration of Technology in Self-Defence**

The integration of technology in self-defence has significantly enhanced personal safety in today's world. With rapid advancements in digital tools and smart devices, individuals now have more ways to protect themselves from danger, alert authorities, and even prevent threats before they occur. Technology not only provides physical security but also psychological reassurance, especially for vulnerable groups such as women, children, and the elderly.

One of the most widespread forms of technology used in self-defence is the smartphone, which offers features such as emergency SOS alerts, GPS tracking, and quick access to help. Many mobile applications are designed



### **Fig. Integration Of Technology in Self-Defence**

specifically for self-defence; they allow users to send instant alerts with their location to trusted contacts or local law enforcement with just a tap or shake of the phone. Some apps even include audio and video recording functions to capture evidence during threatening encounters.

Wearable technology has also made a major impact in this field. Devices like smartwatches, fitness bands, and personal safety alarms can be used to discreetly send distress signals. Some are equipped with panic buttons or voice-activated commands that work even when the user cannot access their phone. These tools are especially useful in situations where making a phone call might not be possible or safe.

In addition, surveillance systems such as CCTV cameras, smart home monitoring systems, and doorbell cameras (e.g., Ring or Nest) contribute to self-defence by providing real-time monitoring and video evidence. These technologies not only deter intruders but also help identify attackers after an incident. Smart locks and motion-detecting lights further enhance home security by giving residents control over who enters their property.

Moreover, self-defence gadgets have evolved with technology. Traditional tools like pepper spray or stun guns now come with added features such as GPS tracking, alarms, and Bluetooth connectivity to alert emergency contacts when used. Some companies even manufacture discreet, tech-enabled safety tools disguised as jewelry or keychains, allowing users to carry protection devices without drawing attention.

Artificial Intelligence (AI) is also being integrated into public safety systems. For example, AI-powered surveillance can detect unusual or aggressive behavior in public spaces and alert security personnel in real time. Similarly, machine learning is used in crime prediction software that helps authorities identify high-risk zones, allowing individuals to avoid dangerous areas.

In conclusion, the integration of technology into self-defence has transformed the way individuals approach personal safety. From mobile apps and wearable gadgets to AI and smart surveillance systems, technology empowers people to respond more effectively to threats, seek help faster, and live with greater confidence. As innovations continue to evolve, the role of technology in self-defence will only grow, making safety more accessible and proactive than ever before.

### **Key Points**

- Self-defence is the act of protecting yourself, your property, or others from harm using reasonable and necessary force.
- The key elements of self-defence are: imminent danger, proportionality, necessity, and good faith.
- Self-defence is recognised as a legal and moral right in most societies, provided actions remain within lawful limits.
- There are four types of threats: physical, verbal, psychological, and environmental.
- Identifying risk zones in daily life helps in avoiding danger and staying prepared.

### **What Have You Learnt**

- You have learnt the meaning of self-defence and why it is a legal and moral right.
- You understand the essential conditions required for an act to qualify as lawful self-defence.
- You can identify the four main types of threats and give examples of each.
- You can explain the importance of recognising unsafe areas to prevent risky situations.

## **PRACTICAL EXERCISES**

### **Activity 1: Identifying Types of Threats in Daily Life**

#### **Objective:**

To help students recognize physical, verbal, psychological, and environmental threats in real-life situations.

#### **Materials Required:**

- Flashcards or printed scenarios describing different situations
- Whiteboard/blackboard for listing responses

#### **Procedure:**

1. Instructor explains the four types of threats with examples.
2. Students are given flashcards, each describing a situation (e.g., “A stranger shouts insults,” “A dark, isolated street at night,” “A person tries to grab your bag”).
3. Students decide which type of threat each scenario represents.
4. Instructor discusses correct answers and why each fits the category.

#### **Expected Outcome:**

Students will be able to categorize threats accurately and understand the need for appropriate responses.

## **Activity 2: Safe vs. Unsafe Zone Observation**

### **Objective:**

To train students in identifying risk zones in their surroundings.

### **Materials Required:**

- Access to parts of the school or surrounding areas
- Observation checklist

### **Procedure:**

1. Students tour designated areas (classrooms, corridors, playground, gates).
2. For each location, they check for:
  - Lighting
  - People present
  - Security features (CCTV, guards)

Students will develop situational awareness and be able to take preventive safety measures.

3. Mark each location as Safe or Unsafe, with reasons.
4. Class discussion on improving unsafe zones.

### **Expected Outcome:**

Students will develop situational awareness and be able to take preventive safety measures.

## **CHECK YOUR PROGRESS**

### **Fill in the blanks**

1. Protecting oneself or others from harm using reasonable force is called \_\_\_\_\_.
2. The force used in self-defence must be \_\_\_\_\_ to the threat.
3. An immediate and real danger is known as an \_\_\_\_\_ threat.
4. The act of self-defence must be taken in \_\_\_\_\_ faith.
5. Avoiding a threat when there is a safer option available means self-defence is not \_\_\_\_\_.

### **Multiple Choice Questions**

1. Which of the following is NOT a key element of lawful self-defence?
  - a) Imminent danger
  - b) Proportional force
  - c) Good faith
  - d) Revenge

2. Which is an example of a physical threat?
  - a) Verbal abuse
  - b) Cyberbullying
  - c) Attempted physical attack
  - d) Threat to reveal secrets
3. Which of the following best describes “necessity” in self-defence?
  - a) Using the most force possible
  - b) Acting only when no safer alternative exists
  - c) Acting without thinking
  - d) Always fighting back physically
4. Which of these situations best shows proportionality?
  - a) Using a weapon against a verbal insult
  - b) Pushing away someone trying to grab you
  - c) Chasing someone for hours after they hit you
  - d) Shouting at someone who greets you
5. Good faith in self-defence means:
  - a) Acting to protect without dishonest or harmful motives
  - b) Always letting the attacker go
  - c) Only defending when police are nearby
  - d) Avoiding any physical action

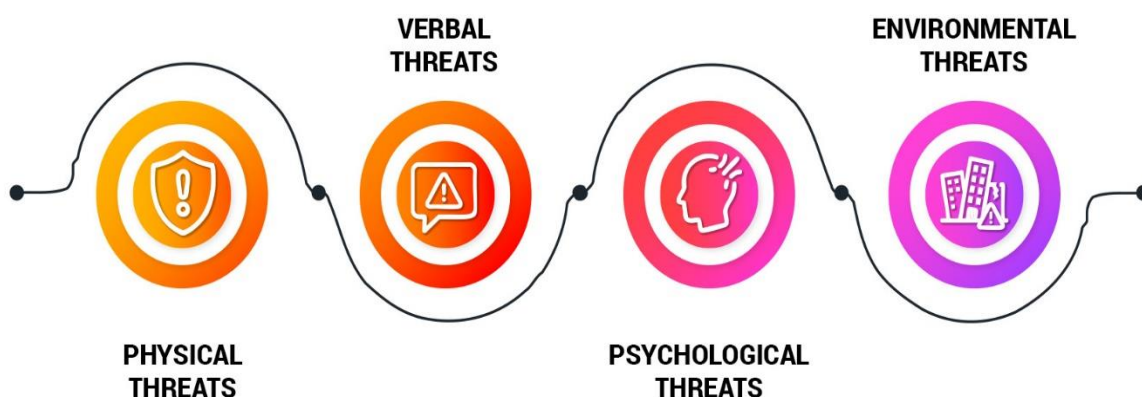
### **Subjective Questions**

1. Define self-defence and explain why it is recognised as both a legal and moral right ?
2. List and explain the four key elements required for lawful self-defence?
3. Give one example of a situation where self-defence is justified and one where it is not?
4. Explain why proportionality is important in self-defence situations?
5. Describe how “good faith” affects the legality of a self-defence claim?

## Session 2 Gender influences in Threat perception

### Session 1: Types of Threats

Threats can take many forms, affecting individuals physically, emotionally, and psychologically. Understanding the different types of threats helps in identifying harmful situations and determining appropriate responses, including the possible need for self-defence or intervention. Below are the main categories of threats:



### Physical Threats

Physical threats refer to any actions or behaviors that pose a direct risk of bodily harm to an individual. These threats are the most immediate and recognizable form of danger because they involve the use or threat of physical force to cause injury, pain, or fear. Physical threats can range from overt attacks like punching, hitting, or stabbing, to more indirect actions such as threatening with a weapon or attempting to cause harm using objects or vehicles.

For example, an attacker lunging at someone with a knife clearly constitutes a physical threat, as it directly endangers the victim's life and safety. Similarly, threatening to punch someone or brandishing a firearm to intimidate are also physical threats because they create an immediate risk of harm. Even actions like trying to run someone over with a car fall under this category, as they involve physical force with the intent or potential to injure. Physical threats demand prompt attention and response because they can quickly escalate into serious injury or fatality. Recognizing physical threats

early allows individuals to take defensive measures, such as evading, blocking, or using self-defence techniques. Awareness and preparedness are crucial to minimizing harm when faced with such direct and dangerous forms of aggression.

- **Verbal Threats**

Verbal threats involve the use of words or language to intimidate, harass, or provoke fear in another person. Unlike physical threats, verbal threats may not involve immediate physical action but can be just as serious, often serving as a warning or precursor to actual violence. The purpose of verbal threats is to create fear, exert control, or coerce someone into submission or compliance.

Examples of verbal threats include statements like “I’m going to kill you” or “You’ll regret this,” especially when said in a hostile or aggressive tone. These words become more threatening when combined with menacing body language—such as clenched fists, aggressive posture, or invading personal space—or when there is a history of prior violent behavior. Even without physical contact, verbal threats can have significant psychological effects, causing anxiety, stress, and fear for personal safety.

Verbal threats are often used to intimidate victims and can escalate conflicts if not addressed properly. It is important to take verbal threats seriously, document them if possible, and seek help from authorities or support systems to prevent the situation from escalating into physical harm. Recognizing verbal threats early is key to maintaining safety and preparing an appropriate response.

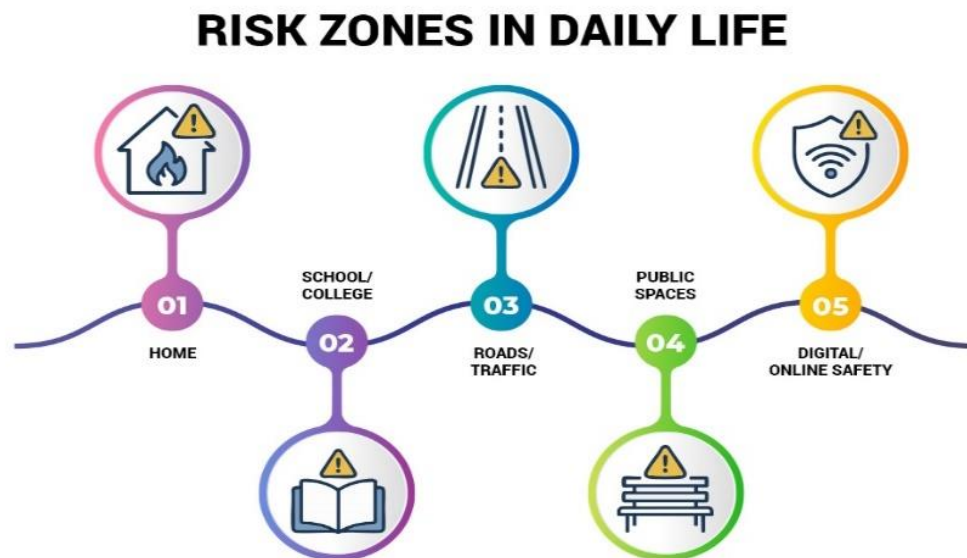
- **Mental or Psychological Threats**

Mental or psychological threats target a person’s emotional well-being and mental health, often in subtle and long-lasting ways. Unlike physical threats, these do not involve direct bodily harm but can be just as damaging, affecting how a person thinks, feels, and behaves. Such threats include manipulation, intimidation, blackmail, gaslighting, and various forms of emotional abuse. Over time, these actions can undermine a person’s self-esteem, cause severe anxiety, depression, and even lead to lasting trauma.

For example, repeatedly telling someone they are worthless or incapable chips away at their confidence and sense of self-worth. Threatening to reveal private or embarrassing information is another form of psychological threat that creates fear and vulnerability. Gaslighting—making someone doubt their own memories or perceptions—can cause confusion and emotional instability. Constant exposure to these threats can make victims

feel trapped, helpless, and fearful for their safety, even though no physical harm has occurred.

Mental and psychological threats are often hidden and harder to detect, making it essential to recognize the signs early. Addressing these threats requires support, counseling, and sometimes legal intervention to protect



the victim's mental health and ensure their safety. Understanding the impact of psychological threats is vital for comprehensive self-defence and well-being.

#### ▪ **Environmental Threats**

Environmental threats arise from the surrounding conditions that pose a danger to an individual's safety and well-being. Unlike direct physical or verbal threats from a person, these risks stem from natural or man-made hazards in the environment. Although not always intentional, environmental threats can still cause serious harm. In some situations, they may even be deliberately created to trap or endanger someone.

Examples of environmental threats include exposing someone to unsafe buildings with structural damage, which could collapse or cause injury. Toxic substances such as harmful chemicals or pollutants in the air or water also represent environmental threats that impact health. Hazardous conditions like blocked emergency exits, poor lighting, slippery floors, or fire traps put people at risk of accidents or prevent escape during emergencies.

In some cases, environmental threats may be used deliberately—for instance, locking someone inside a dangerous space or failing to maintain safety standards to cause harm. Recognizing environmental threats is

crucial for both personal safety and public health. Taking preventive measures such as ensuring safe living conditions, proper maintenance, and emergency preparedness can reduce risks and protect individuals from harm caused by their surroundings.

Each type of threat—physical, verbal, mental, and environmental—can seriously impact an individual’s safety and mental health. While physical threats are the most visible and often demand immediate defensive action, verbal, psychological, and environmental threats can also justify protective responses, especially when they escalate or cause long-term harm. Understanding these different forms helps individuals recognize danger early and take appropriate steps to protect themselves or seek help.

### **Integration of Technology in Self-Defense Threat Perception**

The integration of technology in self-defense has become an increasingly important and innovative aspect of personal security in the modern world. With advancements in technology, individuals now have a wide range of tools and devices designed to enhance their ability to protect themselves from harm. This integration can be understood through the lens of enhanced situational awareness, communication, non-lethal defense, and preventive measures. These technological tools not only aid in immediate physical defense but also contribute to prevention, detection, and post-incident documentation.

#### **○ Enhanced Situational Awareness**

Modern technology enables individuals to stay alert to potential threats in their environment, thereby increasing their situational awareness. For example, smartphones and wearable devices (such as smartwatches) can send real-time alerts to friends, family, or authorities if a person is in danger. Many devices now have geolocation tracking that allows others to know where the individual is in case they need assistance. Surveillance cameras and motion sensors are also increasingly used in personal security systems, allowing individuals to monitor their surroundings and receive alerts about suspicious activity.

#### **○ Non-lethal Defense Devices**

Technological advancements have also led to the development of non-lethal weapons that individuals can use to defend themselves in threatening situations. These devices aim to incapacitate an attacker without causing permanent harm, aligning with the proportionality principle in self-defense.

- **Stun Guns and Tasers:** These devices deliver a high-voltage, low-current shock to temporarily incapacitate an attacker, allowing the victim time to escape.
- **Pepper Spray:** Modern pepper spray devices have been improved for ease of use and greater range. Some versions are even equipped with GPS locators and can be activated remotely via a smartphone.
- **Personal Alarm Systems:** Small, portable alarms can emit a loud noise when activated, drawing attention to the situation and often scaring off potential attackers. Some alarms also have features that trigger automatic calls to emergency services.

- **Communication and Alerts**

One of the most significant contributions technology has made to self-defense is the ability to quickly communicate a distress signal in emergency situations. **Smartphones** are at the forefront of this development, as they allow individuals to send distress signals, contact emergency services, or inform others of their location instantly.

- **Panic Button Apps:** Many apps are designed to serve as a panic button during an emergency. They automatically alert emergency contacts, record audio, and even video, and share the user's location in real-time.
- **Wearable Technology:** Devices like smartwatches with built-in emergency features (e.g., the Apple Watch's Fall Detection and Emergency SOS features) can detect a fall or unusual movement patterns and automatically call emergency services if needed.

- **Preventive Measures**

In addition to devices that aid in defense during a threat, technology also plays a key role in preventing dangerous situations before they occur. Smart home security systems, video doorbells, and security cameras help individuals monitor their property and make informed decisions about when it is safe to leave or enter their home. Some systems are connected to AI-powered analytics, which can alert users to potential threats by analyzing unusual patterns of movement or behavior.

- **AI-Powered Systems:** Artificial intelligence is being used in some security applications to analyze data from surveillance systems, such as identifying when an intruder is present, or predicting the likelihood of a crime based on data patterns (e.g., Predictive Policing).
- **Self-Defense Training Apps:** Technology has also opened up opportunities for individuals to train in self-defense virtually. Apps and platforms offer tutorials on martial arts, self-defense techniques, and situational awareness training.

### **Legal and Forensic Applications**

Technology also plays an important role in post-incident documentation and legal protection. The ability to record and preserve

evidence of a self-defense incident can be critical in legal settings, helping to prove the necessity and proportionality of the response.

- **Wearable Cameras:** Body cameras, such as those used by law enforcement, are now available for civilians. These devices provide a reliable record of events leading up to and during an altercation, offering critical evidence in legal disputes.
- **Smartphone Footage:** With the ubiquity of smartphones, individuals can record video and audio of incidents in real-time. These recordings can provide documentation of the nature of the threat, the behavior of the attacker, and the defensive actions taken.

### **Cybersecurity and Digital Self-Defense**

In an age where online threats are as prevalent as physical ones, cybersecurity has become an integral part of self-defense. Identity theft protection, data encryption, and privacy tools help individuals protect themselves from digital attacks, including hacking, stalking, or unauthorized surveillance.

- **Digital Safeguards:** Tools like VPNs, two-factor authentication, and encryption help protect personal information from cybercriminals.
- **Anti-Stalking Apps:** Some apps can track and alert individuals if they are being followed online or if their data is being accessed without their consent.

### **Role of Mental and Psychological Fitness**

Mental and psychological fitness plays a crucial role in self-defence and overall personal safety. While physical strength and defensive tools are important, the ability to stay calm, think clearly, and make quick decisions under pressure often determines the outcome in a dangerous or high-stress situation. A strong and resilient mind allows individuals to remain composed when facing threats, assess risks accurately, and respond with the most effective action—whether that means escaping, seeking help, or defending oneself.

Being mentally fit means having control over one's emotions, such as fear, panic, or anger, which can often cloud judgment during emergencies. For example, a person who has trained their mind to stay calm in a crisis is more likely to remember how to activate a safety app, use a defensive tool correctly, or negotiate with an aggressor. Psychological preparedness also helps in recognizing danger signals early—such as noticing suspicious behavior or identifying potentially unsafe environments—before the situation escalates.

Furthermore, psychological fitness boosts confidence, which is an essential deterrent to attackers. Criminals often target individuals who appear timid, distracted, or unsure of themselves. Someone who walks confidently, maintains awareness of their surroundings, and shows assertiveness is less likely to be perceived as an easy target. Mental strength also helps individuals recover from traumatic incidents more effectively, reducing the long-term psychological impact of violence or threats.

Training in self-defence often includes mental conditioning exercises like stress management, mindfulness, and situational awareness. These practices strengthen focus, improve decision-making, and reduce anxiety, making individuals more effective in real-world scenarios. In addition, good psychological health supports better communication and conflict resolution skills, which can sometimes de-escalate threatening situations without the need for physical force.

## ROLE OF MENTAL AND PSYCHOLOGICAL FITNESS IN SELF-DEFENCE



In conclusion, mental and psychological fitness is just as important as physical readiness in self-defence. It empowers individuals to manage fear, respond strategically, and maintain control in dangerous situations. Developing a strong mind through regular mental training, awareness practices, and emotional resilience not only enhances personal safety but also contributes to a more balanced, confident, and secure life.

### **Key Points**

- Risk zones can exist at home, school, in public, at work, or online.
- Safe zones are well-lit, populated, and monitored; unsafe zones are isolated, poorly lit, or lack supervision.
- Technology supports self-defence through mobile apps, SOS alerts, GPS tracking, and wearable safety devices.
- Mental and psychological fitness helps maintain calmness, confidence, and quick decision-making in emergencies.
- Awareness, preparedness, and confidence are equally important as physical strength in self-defence.

### **What Have You Learnt**

- You have learnt to distinguish between safe and unsafe zones in various environments.
- You understand how technology can enhance personal safety through alerts and tracking.
- You recognise the role of mental and psychological fitness in staying calm and making safe choices under pressure.
- You know that self-defence is a combination of awareness, preparation, and both mental and physical readiness.

## **PRACTICAL EXERCISES**

### **Activity 1: Technology for Self-Defence Demonstration**

#### **Objective:**

To familiarize students with mobile safety apps, SOS features, and wearable devices for personal protection.

#### **Materials Required:**

- Smartphone with installed safety app (e.g., emergency SOS, location sharing)
- Sample wearable device (smartwatch, alarm keychain)

**Procedure:**

1. Instructor demonstrates how to activate an SOS alert on a phone.
2. Show how to share live location with a trusted contact.
3. Demonstrate the use of a wearable safety alarm.
4. Students practice on their own devices (if available).

**Expected Outcome:**

Students will know how to use technology to call for help and share location during emergencies.

**Activity 2: Mental Fitness Under Pressure Drill****Objective:**

To develop calm thinking and decision-making in high-stress situations.

To develop calm thinking and decision-making in high-stress situations.

**Materials Required:**

- Quiet classroom space
- Short list of stress-inducing scenarios

**Procedure:**

1. Instructor describes a stressful scenario (e.g., “You are lost in a crowded market,” “A stranger blocks your way”).
2. Students practice deep breathing for 30 seconds.
3. Each student explains the safest course of action calmly.
4. Instructor provides feedback on clarity and safety of responses.

**Expected Outcome:**

Students will learn to manage emotions, think clearly, and choose safer responses under stress.

**CHECK YOUR PROGRESS**

1. Protecting yourself from harm using reasonable force is called \_\_\_\_\_.
2. The force used in self-defence must be \_\_\_\_\_ to the threat.
3. A direct danger that is happening now is called an \_\_\_\_\_ threat.
4. Threatening to reveal private information is a type of \_\_\_\_\_ threat.
5. A \_\_\_\_\_ zone is an area with poor lighting, isolation, and lack of supervision.

**Multiple Choice Questions**

1. Which of these is a key element of self-defence?
  - a) Acting without thinking
  - b) Proportional use of force
  - c) Ignoring threats
  - d) Waiting for help before reacting
2. Which is an example of a physical threat?
  - a) Receiving insulting text messages
  - b) Someone grabbing your arm forcefully
  - c) Being excluded from a group
  - d) A blocked emergency exit
3. An unsafe zone might be:
  - a) A school corridor with teachers
  - b) A police station
  - c) A dark alley at night
  - d) A well-lit playground
4. Which of these is an environmental threat?
  - a) Cyberbullying
  - b) Slippery school staircase
  - c) Being shouted at in public
  - d) Verbal abuse from a peer
5. Why is mental fitness important in self-defence?
  - a) It improves memory only
  - b) It helps stay calm and make quick decisions
  - c) It replaces the need for physical skills
  - d) It prevents the need for awareness

### **Subjective Questions**

1. Explain the meaning of self-defence and why it is considered a legal and moral right.
2. Describe the four types of threats with examples.
3. Give three examples of risk zones in daily life and explain why they are unsafe.
4. How can technology be used in self-defence? Give two examples.
5. Why is mental and psychological fitness as important as physical readiness in self-defence?

# Unit 2: Fundamentals of Personal Safety

Personal safety refers to the awareness, knowledge, and actions a person uses to protect themselves from harm in everyday life. It involves recognizing potential risks, paying attention to surroundings, setting personal boundaries, and making smart decisions to avoid danger. Good personal safety also includes clear communication—such as informing trusted people about your whereabouts and knowing how to ask for help—as well as maintaining confidence and respecting personal space, which can discourage unsafe situations.

In today's world, personal safety also includes responsible online behavior, such as protecting personal information and being cautious in digital interactions. Overall, the fundamentals of personal safety focus on awareness, confidence, good judgment, and preparedness, helping individuals feel empowered, secure, and capable of handling different situations safely.

## Session 1: Awareness and Recognition

**Awareness and Recognition** are fundamental elements of personal safety that help individuals understand their surroundings and identify potential risks before they turn into serious problems. Awareness refers to being mentally alert and attentive to what is happening around you at any given moment. It involves observing people, places, and situations instead of moving through daily life on “autopilot.” When a person is aware, they are better prepared to notice changes in their environment, such as unfamiliar faces, unusual behavior, poor lighting, or isolated areas. This alertness allows individuals to react early and avoid dangerous situations.

Recognition builds upon awareness by helping individuals identify warning signs and assess possible threats. It means understanding what normal situations look like and being able to recognize when something is unusual or unsafe. For example, recognizing aggressive behavior, suspicious actions, or unsafe locations can help prevent harm. Recognition also involves understanding personal limits and emotional responses. Feeling uneasy, scared, or uncomfortable can be an important internal warning sign. Trusting these instincts is an important part of staying safe, as they often signal that something is not right.

Awareness and recognition also play a crucial role in decision-making. When individuals are aware of their surroundings and can recognize risks, they are more likely to make smart choices. This could include avoiding unsafe areas, staying with trusted people, choosing well-lit paths, or leaving a situation that

feels uncomfortable. These small but thoughtful decisions can significantly reduce the chances of danger. Being proactive rather than reactive helps individuals stay in control of their safety.

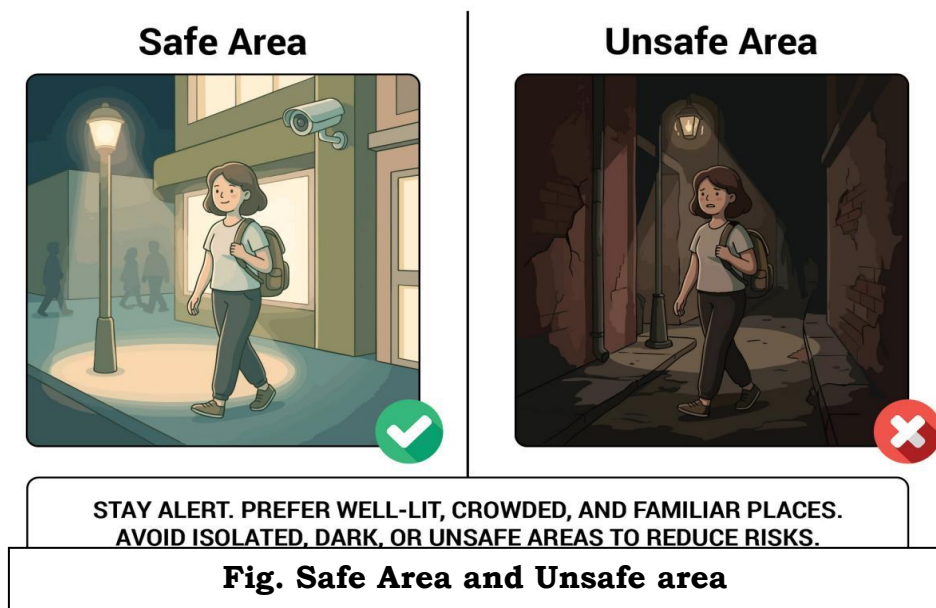
In social settings, awareness and recognition help individuals understand boundaries and social cues. Recognizing when someone is behaving inappropriately or when a situation is becoming uncomfortable allows a person to assert boundaries or seek help. This is especially important for young people, who may face peer pressure or unfamiliar social situations. Awareness helps them stay confident and recognize when to say no or remove themselves from unsafe environments.

Online awareness and recognition are equally important in today's digital world. Being aware of what information is shared online and recognizing potential digital threats, such as fake profiles, scams, or inappropriate messages, helps protect personal safety. Understanding privacy settings and being cautious when interacting with others online reduces the risk of harm. Recognizing red flags in online communication is just as important as recognizing danger in physical spaces.

Developing awareness and recognition takes practice and responsibility. Simple habits such as paying attention while walking, limiting distractions, observing people's behavior, and learning about common safety risks can strengthen these skills. Education, experience, and open discussions with trusted adults also help individuals improve their ability to recognize danger.

### 1. Identifying Safe and Unsafe areas

Personal safety starts with understanding the environment around us. Every day, we move through different places- our homes, schools, streets, and public spaces. Some of these areas help us feel secure, while others may



expose us to risk. Recognising which areas are safe and which are unsafe is the first step in learning how to protect oneself. It helps us make better decisions, avoid danger, and respond smartly if something doesn't feel right.

### **Safe Area**

A safe area is a place where a person feels secure, protected, and comfortable, with very little chance of danger. Such places usually have proper lighting, clear rules, and responsible people who can provide help when required. Safe areas are often supervised by trusted adults or authorities, which creates a sense of reliability and control. These spaces are also regularly maintained, clean, and organised, which further adds to the feeling of safety. A safe area allows a person to move freely without fear and makes them feel mentally relaxed because they know support is available if something goes wrong.

Common examples of safe areas include one's home when living with family members or trusted guardians, as it is a familiar environment with emotional and physical security. Schools during class hours are also generally safe because teachers, staff, and other students are present. Public service places such as hospitals, police stations, and fire stations are considered highly safe because trained professionals are always available to assist in emergencies. Well-known public places like libraries, community centres, and busy shops are safer because they are well lit and usually filled with people, reducing the chances of unsafe behaviour. Streets with streetlights and constant movement of vehicles and pedestrians are also safer compared to isolated or dark roads.

An important feature of any safe area is the presence of security measures such as guards, CCTV cameras, emergency exits, and clear signboards that guide people during emergencies. These systems do not just prevent risks but also help people take quick action if a problem occurs. Knowing that help is nearby gives confidence and peace of mind. Understanding what makes an area safe helps students choose the right places to go, avoid risks, and protect themselves in daily life.

### **Unsafe Area**

An unsafe area is a place where a person may feel fearful, uneasy, or exposed to danger. Such places often lack proper lighting, security, and supervision, making it easier for harmful situations to occur. These areas may be quiet and empty or, in some cases, too crowded and poorly managed. When there is no clear authority figure, no help nearby, or no safety systems in place, the risk increases. For young people especially, unsafe areas can create anxiety

and confusion, as it becomes difficult to predict what might happen or whom to approach for help in case of trouble.

Examples of unsafe areas include dark and deserted streets or narrow lanes, particularly during night-time when visibility is low and fewer people are around. Isolated sections of parks or school campuses can also feel unsafe if they lack regular monitoring. Vacant buildings, construction zones, or abandoned places are dangerous because they may shelter antisocial activities or contain physical hazards. Public transport with very few passengers late at night can feel unsafe due to lack of support in case of an emergency. Even crowded places can become unsafe if there is no proper crowd control or security, as incidents like theft, harassment, or accidents may occur without being noticed immediately.

It is important to understand that even familiar places can become unsafe under certain conditions. A school corridor, classroom, or playground that is usually safe may turn into an unsafe space if bullying, teasing, or harassment is allowed to continue without being reported or stopped. Similarly, a normally busy street may feel unsafe during late hours when shops are closed and people are fewer. Weather conditions, poor lighting, or broken infrastructure can also increase risk in a familiar area. Being aware of such changes helps students stay alert and make safer choices.

Recognising unsafe areas is an important life skill. When students learn to observe their surroundings carefully, they can avoid unnecessary risks, seek safer routes, and stay close to trusted people. Understanding what makes a place unsafe encourages responsible decision-making and helps build confidence in handling difficult situations. Knowing when to leave, whom to call, and where to go during danger is a key part of personal safety and self-defence awareness.

## **Identify Safe or Unsafe Places**

### **1. Use Your Senses**

The first step in identifying whether a place is safe is to carefully observe your surroundings and pay attention to how you feel about the environment. Look around and notice important details such as whether the area is well-lit, clean, and clearly visible, because good lighting reduces the chances of accidents and unwanted activities. Check if there are trusted people nearby, such as adults, security guards, shopkeepers, teachers, or other responsible individuals who could help you if needed. Also think about whether you would be able to ask for help easily if something went wrong. For example, ask yourself if your phone has a signal, if there are emergency contacts nearby, or if there is any place where you could quickly seek assistance.

Along with physical observations, your inner feelings are also important indicators of safety. Notice whether you feel relaxed, confident, and comfortable in that place or whether you feel scared, uneasy, or doubtful. Sometimes your instincts can warn you even before something goes wrong. If most of the answers to these questions are “yes,” then the area is likely to be safe and suitable for you to stay in. However, if your answers are mostly “no,” or if you feel uncomfortable without a clear reason, you should consider the place unsafe and be more alert. In such situations, it is better to move to a safer location, stay close to people you trust, or inform someone about where you are.

## 2. Observe the People Around You

Observing the people around you is an important part of judging how safe a place really is. The behaviour and attitude of the people in an area often give clear signs about whether the environment is safe or risky. In a safe place, people usually behave in a calm, respectful, and friendly manner. They mind their own business, follow basic rules, and treat others politely. Such surroundings make you feel comfortable and relaxed because there is no sign of trouble or fear. On the other hand, if you notice people acting in a suspicious way, teasing others, using abusive language, staring continuously, or trying to invade personal space, it may indicate a risky situation. These behaviours can create discomfort or fear and should not be ignored.

It is important to trust your instincts when you feel something is not right. Sometimes your mind picks up danger signs even before you fully understand what is wrong. If a person’s actions make you feel uneasy, it is better to move away from that place and go towards an area where there are more people or responsible adults around. Paying attention to body language, tone of voice, and the way people interact with others helps you become more alert and aware. Learning to observe others carefully can protect you from potential trouble and guide you in choosing safer spaces wherever you go.

## 3. Look for Safety Features

Safe places usually have features that are designed to protect people and provide help in case of an emergency. For example, many safe locations are equipped with security cameras that monitor activities and discourage unlawful behaviour. Emergency exits



are clearly marked so that people can leave quickly if there is danger such as a fire or stampede. First-aid stations, emergency phones, or help desks are often available in safe areas so that immediate assistance can be given to anyone who is injured or in distress. In addition, signboards with safety instructions guide people about what to do during emergencies and how to stay protected. These arrangements show that the place is organised, cared for, and designed with people's safety in mind.

On the other hand, unsafe areas usually do not have these supportive features. They may lack security cameras, clear exit routes, or emergency facilities, which makes it difficult to get help during a crisis. Such places often look neglected, poorly maintained, or disorganised, with broken lights, damaged structures, or no proper signboards. An unclean environment may also suggest that the place is not regularly monitored or managed. All these signs together indicate that help may not be easily available and risks may be higher. Learning to notice these details helps you make better choices about where you go and how long you stay, and encourages you to always prefer places that offer protection and quick access to assistance.

### **Understanding How Time Affects Safety**

Safety does not depend only on the place but also on the time and situation. A location that feels completely safe during the day may become risky at night due to poor visibility, fewer people around, or reduced availability of help. For example, a busy market, park, or street may be full of people, shopkeepers, and security during daytime, making it easier to seek assistance if needed. However, the same place may become quiet and deserted after dark, which can increase the chances of accidents, theft, or harassment. When there are fewer people around, it becomes harder to get help quickly, and this can make a person feel unsafe even in a familiar area.

Situations and events also affect safety. During festivals, public gatherings, protests, or emergencies, places can become overcrowded and difficult to control. Large crowds may lead to pushing, confusion, or separation from friends or family. In such situations, it may be harder to move safely or identify exits and safe zones. Similarly, during natural disasters or power cuts, normally safe buildings or roads can become dangerous. This is why it is important to think not only about where you are but also about what is happening around you at that moment.

Being alert to changes in time and situation helps you make smarter decisions about your safety. You should avoid staying out alone in unfamiliar places late at night and always inform someone if you are travelling after dark. Choosing well-lit routes and busy areas during evening hours is safer than

taking shortcuts through quiet streets. Understanding how time and circumstances affect safety makes you more prepared and helps you avoid risky situations before they turn into real danger.

### **Emotional and Social Safety**

Safety isn't always about physical harm. Emotional and social safety are also important. If you are in a place where you are constantly judged, bullied, teased, or made to feel uncomfortable, it can be considered unsafe, no matter how physically secure it appears.

For example, if a classroom or playground is a place where a student is mocked or excluded regularly, it becomes emotionally unsafe for that person. Everyone has the right to feel accepted and respected. A truly safe area supports both physical and emotional well-being.

### **Vulnerable Group in Unsafe Areas**

Although anyone can face danger in unsafe areas, certain individuals may be more at risk. Girls, younger children, and people with disabilities might face more challenges in protecting themselves or seeking help. Being aware of this, helps you to be more sensitive and supportive. A responsible person not only protects themselves but also watches out for the safety of others.

Being able to tell the difference between safe and unsafe areas is an essential life skill. It helps you stay away from trouble and keeps you prepared to handle risky situations. Use your senses, your judgement, and your instincts to assess every place you enter. If you ever feel unsure, it is always better to be cautious. Remember, personal safety starts with awareness. The more alert and informed you are, the safer your journey through daily life will be.

## **2. Body language: Assertive vs. Passive**

### **Body Language and Its Importance**

Body language is a type of non-verbal communication. It includes your posture, facial expressions, gestures, eye contact, and how you move your body. Even when you are silent, your body can send strong messages about how you feel whether you're confident, nervous, scared, or relaxed. In daily life, people notice these non-verbal signals and often respond based on them.

For students learning self-defence, body language becomes crucial. The way you carry yourself can deter threats or invite unwanted attention. Appearing alert and confident through body language can discourage bullies, strangers, or people with bad intentions from approaching you. That's why developing the right body language is essential for staying safe.

## **Types of Body Language in Safety Situations**

When it comes to personal safety, two main types of body language are important to understand:

- **Assertive Body Language**
- **Passive Body Language**

Knowing the difference between them helps you choose the right way to behave in different situations.

### **Assertive Body Language**

Assertive body language is a way of showing self-respect, awareness, and confidence without being rude or aggressive. A person who uses assertive body language looks in control, stands tall, and clearly communicates their feelings or decisions.

#### **Common features of assertive body language**

Assertive body language is shown through the way a person stands, sits, speaks, and uses facial expressions and gestures. A confident person usually stands or sits straight with relaxed shoulders, which shows self-respect and alertness without looking stiff or aggressive. Maintaining natural eye contact while speaking is another important feature, as it reflects confidence and honesty, but it should be comfortable and not fixed or staring. The voice should be calm, steady, and clear, so that the message is understood easily and does not sound nervous, rude, or uncertain. Hands should be kept relaxed, with open and natural gestures that support what is being said instead of tight fists or nervous movements. A composed facial expression, with a relaxed face and slight seriousness when needed, helps show confidence and control. Together, these features help a person appear confident, respectful, and in control of the situation.

For example, if someone offers you something harmful, like a cigarette or drink, assertive body language helps you refuse confidently. You might say, “No, I don’t want that,” while looking the person in the eye, keeping a straight posture, and using a firm but respectful tone.

Using assertive body language sends a strong signal that you are not easily influenced, and it often prevents the situation from getting worse. It shows you are aware of your surroundings and will not hesitate to stand up for yourself if needed.

### **Passive Body Language**

Passive body language shows fear, nervousness, or lack of confidence. A person with passive body language may appear uncertain or unwilling to

express their thoughts or say “no.” This often makes them appear vulnerable or like an easy target to someone looking to take advantage.

### **Typical signs of passive body language:**

- Slouching or looking down
- Avoiding eye contact
- Speaking very softly or hesitating
- Fidgeting with hands or clothing
- Folding arms tightly or hiding behind others

For instance, if a student is being teased and responds by staying quiet, avoiding eye contact, and walking away with their head down, others may think that the student will not resist or report the behaviour. This could lead to more teasing or bullying.

Passive body language does not protect you; it often encourages more negative attention. That’s why it is important to move away from passive habits and practise more assertive ones.

### **Difference Between Assertive vs. Passive vs. Aggressive**

Sometimes, people confuse assertive behaviour with being aggressive. But there is an important difference. Assertiveness is about standing up for yourself calmly and respectfully, while aggression means being loud, forceful, or threatening. Aggressive body language can lead to arguments or fear, while passive behaviour can lead to being ignored or mistreated.

Here’s a simple comparison:

<b>Type of Behaviour</b>	<b>Body Language</b>	<b>Voice &amp; Tone</b>	<b>Likely Outcome</b>
<b>Assertive</b>	Upright posture, steady eye contact	Calm and clear	Builds respect, ensures safety
<b>Passive</b>	Slouched posture, avoids eye contact	Soft, hesitant	May invite disrespect or bullying
<b>Aggressive</b>	Tense posture, pointing, invading space	Loud, rude, forceful	May cause fear or conflict

Being assertive is the balanced and safest way to respond in most situations.

### **Assertive Body Language Keeps You Safe**

People with bad intentions, such as bullies or harassers, often choose targets who seem weak, unaware, or unlikely to resist. Assertive body language shows the opposite- it signals that you are alert, confident, and not afraid to speak up. This makes others think twice before bothering you.

Additionally, assertive behaviour makes it much easier to protect your personal boundaries and express yourself clearly in different situations. When you learn to be assertive, you gain the confidence to say “no” whenever someone tries to cross your limits, without feeling guilty or afraid. It also helps you speak up comfortably in public places or in front of authority figures such as teachers, elders, or officials, especially when something feels wrong or unfair. Being assertive allows you to ask for help when you need it instead of suffering in silence, which is an important step toward staying safe and emotionally strong. Most importantly, assertive behaviour shows that you respect yourself and recognise your own worth. When you value yourself, others are more likely to treat you with respect as well, and this creates healthier relationships and safer environments both at school and in everyday life.

### **Tips to Practise Assertive Body Language**

Assertiveness is not something people are born with; it can be learned and improved through regular practice.

Here are a few simple ways to begin developing assertive behaviour in daily life. You can start by standing tall in front of a mirror and practising saying “no” in a firm but polite way to build confidence in your voice and posture. Try to maintain eye contact during conversations, first with friends or family members, so that it becomes easier with time. Make an effort to speak slowly and clearly instead of rushing your words, as this reflects confidence and control. It is also important to practise remaining calm even when you feel nervous or uncomfortable. Additionally, observe confident people around you and learn from the way they speak, stand, and move, as this can help you improve your own communication style. Small changes can lead to big improvements in how you carry yourself and how others treat you.

Your body speaks, even when you don’t. By learning to use assertive body language, you send a clear message that you are confident, alert, and aware of your rights. This can make a huge difference in keeping yourself safe, setting boundaries, and building respectful communication.

Avoiding passive habits and practising assertiveness helps you become more independent and stronger in everyday situations. Whether you are dealing with a classmate, stranger, or someone in authority, assertive body language gives you the tools to express yourself clearly without fear or aggression. It is one of the most powerful skills in self-defence and it starts with how you carry yourself.

### **3. Verbal Assertiveness Drill**

In many situations related to personal safety, your voice can be your first line of defence. Verbal assertiveness means using your words confidently to

express your thoughts, set boundaries, or say “no” to anything that makes you feel uncomfortable or unsafe. The way you speak- your tone, volume, and choice of words can influence how others treat you. Learning how to be verbally assertive helps you stop unwanted behaviour early, ask for help when needed, and protect your personal space.

Speaking assertively does not mean being rude or loud. It means speaking in a calm, clear, and respectful manner that shows confidence. In self-defence, verbal assertiveness is a powerful tool because it helps prevent situations from becoming physical. When done effectively, it can stop bullying, harassment, or pressure before it escalates.

### **Verbal Assertiveness**

Verbal assertiveness is the ability to speak up for yourself clearly and respectfully. It means being able to say what you want or don’t want without fear, hesitation, or aggression. This skill is especially important when dealing with strangers, handling peer pressure, or responding to teasing, threats, or unwanted attention.

Assertive communication includes the ability to say “no” in a clear and confident manner without feeling guilty or uncomfortable. It involves expressing one’s needs, feelings, and personal boundaries openly so that others understand what is acceptable and what is not. It also means asking for help whenever a person feels unsafe, confused, or threatened, instead of staying silent due to fear or hesitation. Most importantly, assertive communication teaches a person to refuse pressure or influence that could lead to unsafe or harmful actions, while still remaining respectful and calm in their behaviour and words.

For example, if someone is trying to force you into doing something wrong or unsafe, like skipping school or going somewhere alone, a verbally assertive response would be, “No, I don’t want to do that. Please stop asking.”

### **Key Elements of Verbal Assertiveness**

Practising verbal assertiveness involves more than just words. How you say something is just as important as what you say. The five key elements to focus on include:

- **Tone of voice:** When speaking in uncomfortable or risky situations, your tone of voice should be calm and steady. Speaking too softly may make you appear unsure, while speaking too loudly can sound aggressive and increase tension.

- **Volume:** Your voice should be clear and audible, especially in public places, so that your message is heard and understood easily.
- **Choice of words:** The words you use should be polite but firm, as assertive communication does not mean blaming or shouting.
- **Body language support:** Instead, it means expressing your thoughts with confidence and respect. Along with verbal communication, your body language should support your message. Standing with a confident posture, maintaining eye contact, and using appropriate hand gestures show seriousness and self-control.
- **Directness:** Finally, your communication should be direct and to the point. Avoid giving long explanations or excuses, as short and clear statements are more effective in setting boundaries and maintaining control of the situation.

For example, instead of saying, “I’m sorry but I don’t think I can,” a more assertive version is: “No, I don’t want to do that.”

### **Situations Where Verbal Assertiveness Is Useful**

There are many everyday situations where students may need to use verbal assertiveness. Practising responses in these common scenarios builds confidence and prepares you for real-life situations.

Examples:

- Dealing with peer pressure: “I don’t want to. Please stop asking.”
- Rejecting inappropriate jokes or comments: “That’s not funny. I don’t like it.”
- Refusing unsafe offers (drugs, rides, money): “No, I don’t take things from strangers.”
- Stopping unwanted attention: “Please stop talking to me like that. I’m not comfortable.”
- Responding to bullying: “I want you to stop. If this continues, I’ll report it.”

In all these situations, the goal is to be firm but respectful. Your tone and words should show that you mean what you say and won’t be easily influenced.

### **Tips to Practise Verbal Assertiveness**

Like any skill, verbal assertiveness improves with regular practice. You can build confidence by rehearsing simple responses, using a mirror, or practising with friends or classmates. Start with short, direct statements and slowly build longer responses as your confidence grows.

To improve assertive communication skills, regular practice is important. One effective method is to stand in front of a mirror and practise saying “no” while maintaining eye contact and a confident posture. This helps in building self-awareness and confidence in one’s expressions. Students should also practise their responses to common peer-pressure situations so they are prepared to speak up when needed. Recording one’s voice can help in checking tone, clarity, and firmness, allowing improvements to be made where necessary. Role-play exercises with classmates or siblings are useful for practising real-life situations in a safe environment. Finally, students should replace apologetic language such as “I’m sorry” with more confident statements like “I don’t agree,” as this strengthens assertiveness and self-respect.

With time and practice, your voice will sound more confident and your message will be taken seriously.

### **Staying Calm and Safe While Being Assertive**

Being assertive is about expressing yourself clearly and confidently without creating conflict or making a situation worse. It is important to remember that assertiveness does not mean arguing, insulting, or provoking the other person. Instead, it means staying calm, respectful, and in control while standing up for your rights and personal boundaries. When you speak calmly and firmly, you are more likely to be taken seriously and less likely to increase tension. If you notice that the other person is becoming angry, loud, or aggressive, it is best not to continue the conversation. Arguing further can make the situation unsafe, and your safety should always be your first priority.

While being assertive, avoid shouting, using rude words, or showing anger, as these can push the other person to react negatively. Your voice should remain steady and serious so that your message is clear without sounding fearful or aggressive. Body language also plays an important role; stand confidently, maintain appropriate distance, and keep your posture relaxed but alert. However, if at any point the situation feels dangerous or uncomfortable, you should leave immediately and seek help from a trusted adult, teacher, parent, or authority figure. Remember that verbal assertiveness is a tool meant to protect you, build confidence, and maintain your dignity, not to put you in harm’s way. The goal is always to stay safe, not to prove a point.

In self-defence, your voice is a powerful tool. It allows you to protect your boundaries, reject unwanted behaviour, and express your choices clearly. Verbal assertiveness is not about being rude or dominant. It is about speaking with confidence, clarity, and respect for yourself and for others.

By learning and practising assertive speech, students become more independent and safer in everyday situations. Whether you are dealing with a classmate, stranger, or someone in authority, using calm, firm, and clear language helps you take control of your safety. Over time, verbal assertiveness not only builds confidence but also teaches others to respect your words, space, and choices.

#### **4.Risky Situations and Early Warning Signals**

##### **Introduction**

Personal safety is not only about physical self-defence; it also involves recognising danger before it occurs. Most unsafe situations do not begin suddenly but develop gradually through small warning signs that often go unnoticed. Learning to identify risky situations and early warning signals helps you avoid danger before it becomes serious. Awareness is one of the strongest forms of self-protection. When you understand how danger develops, you gain the ability to take control of your safety in everyday life.

##### **Risky Situation**

A risky situation is any situation where there is a possibility of danger, discomfort, or harm. It may involve unsafe places, unknown people, emotional pressure, lack of help nearby, or unusual behaviour. Walking alone on a poorly lit road, visiting unfamiliar places without information, travelling with strangers, or being forced into uncomfortable conversations are examples of risky situations. Many times, these situations may appear normal at first but slowly become unsafe due to changes in surroundings or behaviour. Understanding the difference between a safe and unsafe situation helps you remain alert and prepared.

##### **Early Warning Signals in Behaviour**

People often show signs before they become harmful. When a person constantly stares, invades your personal space, follows you, raises their voice, behaves in a controlling manner, or pressures you emotionally, these are warning signs. Sometimes danger appears in the form of over-friendliness or forced trust where someone tries to become close very quickly without building genuine trust. When a person insists on secrecy, tries to separate you from others, or makes you uncomfortable without reason, these behaviours should not be ignored. Your discomfort is a warning. If someone makes you uneasy, your instinct is trying to protect you.

##### **Signs in the Environment**

Not all danger comes from people alone. Sometimes places themselves become unsafe. Places that are dark, deserted, poorly maintained, isolated, or lacking

security increase the risk of harm. Broken lights, narrow lanes, empty areas, or unclear exits also signal danger. Even crowded places can become unsafe if there is panic, confusion, or lack of control. The condition of a location directly affects your safety. Unsafe surroundings increase the risk even if no person appears dangerous.

### **Emotional and Psychological Warning Signals**

Danger does not always involve physical harm. Emotional and psychological warning signals are just as important. Feeling pressured, scared, confused, or manipulated is a clear sign of emotional risk. If someone makes you feel guilty for refusing, forces secrecy, or controls your decisions, it is unsafe behaviour. Emotional discomfort should never be ignored because it often leads to greater danger later.

### **Body Reactions as Danger Alerts**

The human body reacts automatically to risky situations. You may experience a fast heartbeat, sweating, fear, nervousness, or restlessness when something is wrong. These natural reactions are not weakness; they are survival signals. Your body senses danger sooner than your mind. Learning to respect these signals helps you stay safe.

### **Awareness of Surroundings**

Situational awareness means being consciously aware of what is happening around you at all times. It is about observing your surroundings carefully and noticing people, movements, sounds, and any changes in the environment. Being aware does not mean feeling scared or suspicious all the time; instead, it means being alert in a calm and sensible way. When you practise good awareness, you are able to notice if someone is following you, behaving strangely, or trying to get too close. You may also observe changes such as a sudden crowd forming, poor lighting, blocked paths, or unfamiliar vehicles nearby. These small details can give early warnings of possible danger and allow you to take action before the situation becomes serious.

Awareness also helps you read emotional signals in others. A person's tone, expressions, or body language may change when they are upset, angry, or planning something harmful. By paying attention to such signs, you can avoid uncomfortable or threatening situations. Being mentally alert prepares you to respond quickly, whether it means moving to a safer place, calling for help, or keeping a safe distance from someone who makes you uneasy. Situational awareness builds confidence because you feel more in control of your environment. It helps you stay prepared, choose safer options, and avoid unnecessary risks, making it a powerful tool for personal safety in everyday life.

## **Early Recognition is Important**

When one recognise danger early, this allows you to avoid harmful situations, remain calm, and make safe choices. It builds confidence and independence. When you learn to identify warning signs, you are not merely reacting to danger; you are preventing it. Awareness saves you from trouble and also allows you to help others when needed.

Risky situations and early warning signals recognitions is a basic life skill. Danger always gives signals before it strikes. Understanding human behaviour, environmental risks, emotional pressure, and body responses makes you stronger and safer. Awareness is your first line of defence. When you learn to notice danger early, you take control of your safety instead of becoming a victim of circumstances.

## **5. Personal Boundaries and Unsafe Behaviour**

### **Meaning of Personal Boundaries**

Personal boundaries are the invisible lines that define your physical space, emotions, and personal limits. These boundaries tell others how you expect to be treated and what behaviour is acceptable to you. They protect your body, your feelings, and your dignity. Everyone has different boundaries based on personal comfort, culture, and experiences, but each person has the basic right to feel safe and respected at all times. Understanding your own boundaries is an important part of self-defence because safety does not only involve protecting your body, but also protecting your mind and emotions.

Boundaries may relate to touch, speech, time, privacy, or emotions. For example, you may not like being touched by certain people, or you may not be comfortable sharing personal information. Some people may feel pressured to accept situations against their wishes just to avoid conflict. However, strong boundaries help you avoid such harm by reminding you that your safety and comfort matter.

### **Importance of Setting Personal Boundaries**

Setting personal boundaries is not selfish or rude; it is a healthy and necessary part of self-respect and emotional well-being. Boundaries help you clearly define what you are comfortable with and what you are not willing to accept. When you set limits, you protect yourself from being treated unfairly, misused, or taken for granted. Boundaries act like a safety shield that gives you a sense of security and control over your own life. They make you feel confident because you know where you stand and what you will or will not tolerate. At the same time, they guide others on how to treat you respectfully. When people understand your limits, they are more likely to behave properly around you.

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Students often experience pressure in daily life from classmates, friends, social groups, or even strangers. This pressure may involve being forced into unsafe activities, sharing personal information, or agreeing to things out of fear of being judged or left out. Without strong personal boundaries, it becomes easy for others to take advantage of your silence or confusion. You may find yourself doing things you do not want to do simply to avoid awkward situations. However, when you set clear boundaries, you take charge of your decisions. You gain the confidence to say “no” firmly, walk away from risky situations, and speak up when something feels wrong.

Boundaries also play a major role in mental and emotional health. They help reduce stress, confusion, and anxiety caused by unwanted pressure or expectations. You begin to understand your rights and responsibilities better and feel stronger in handling difficult situations. Learning to ask for help when needed is another important part of setting boundaries. It shows maturity and awareness, not weakness. Overall, boundaries give you self-control, confidence, and emotional strength, which are essential for personal safety and building a healthy, respectful life.

### **Understanding Comfort Zones and Warning Signs**

Your comfort zone is where you feel relaxed, confident, and safe. When your boundaries are crossed, your body and emotions respond naturally. You may feel nervous, scared, uneasy, or confused. These emotional reactions should never be ignored. Discomfort is your body’s way of warning you that something is wrong.

Physical signals like sweating, a racing heart, or feeling frozen may also appear. Emotional discomfort is not weakness; it is an internal alarm system. Listening to your instincts can prevent dangerous situations from becoming worse. Learning to understand and trust these feelings is a powerful tool in self-defence.

### **Meaning of Unsafe Behaviour**

Unsafe behaviour includes any action that makes you feel frightened, pressured, disrespected, or uncomfortable. This may happen physically, emotionally, or digitally. Actions such as unwanted touching, threatening words, inappropriate comments, misuse of photos, online harassment, or forced closeness are unsafe and unacceptable.

Sometimes unsafe behaviour is not obvious. It may appear in the form of jokes, emotional manipulation, or fake friendship. Some people pretend to be kind but secretly try to control, threaten, or confuse others. Unsafe behaviour

does not always involve loud violence; it may appear quietly and slowly. Therefore, awareness and clarity are necessary to identify such dangers early.

### **Learning to Set and Express Boundaries**

Learning to set and express personal boundaries is a key skill in protecting yourself and building confidence. Many people feel shy, nervous, or scared to speak up when they are uncomfortable, but staying silent can allow others to continue unsafe behaviour. Expressing boundaries clearly means telling others what you are not comfortable with in a direct and respectful manner. You do not need to give long explanations or apologise for protecting yourself. Simple and clear statements like “I am not comfortable,” “Please stop,” or “Do not do that” are powerful enough to send your message across. Your personal safety and comfort should always come before pleasing others.

The way you speak and stand also makes a big difference when setting boundaries. Your voice should be calm, serious, and firm so that your words are taken seriously. Speaking in a weak or frightened voice may make the other person think that you are unsure. Your body language should match your words. Standing straight, maintaining eye contact, and keeping a confident posture shows that you mean what you say. Avoid nervous movements such as looking down, fidgeting, or stepping back unnecessarily, as these may weaken your message.

If someone ignores your request or continues crossing your boundary, do not argue or try to convince them politely again and again. Repeat your boundary once more clearly, and then move away from the situation as soon as possible. Leaving immediately is not rude; it is smart and safe. You have every right to protect yourself and remove yourself from uncomfortable or dangerous situations.

It is important to remember that no one has the right to make you feel uncomfortable, scared, or pressured. Whether it is a friend, classmate, or stranger, every person must respect your limits. Learning how to express boundaries builds self-confidence and prepares you to handle difficult situations calmly and safely. It helps you take control of your decisions and teaches you that your feelings and safety truly matter.

### **Respecting the Boundaries of Others**

Just as you expect others to respect your personal boundaries, it is equally important for you to respect the boundaries of others. Every individual has the right to feel safe, comfortable, and respected. This means you should never touch someone without their permission or make them feel uneasy through words, actions, or behaviour. Passing hurtful comments, making fun of someone, teasing excessively, or forcing opinions can harm a person

emotionally and damage relationships. Respecting boundaries shows understanding, maturity, and kindness. When you treat people with respect, you create an environment where others also feel confident and secure.

Respect is the foundation of trust in any relationship whether it is with friends, family, teachers, or classmates. When you respect someone's limits, you acknowledge their feelings and personal space. This builds healthy communication and strengthens bonds. In schools and society, respecting boundaries helps prevent misunderstandings, bullying, and conflicts. It promotes a culture of safety where everyone feels protected and valued.

As a future self-defence trainer, your role is not only to teach techniques but also to guide people in building respectful behaviour. You must lead by example by showing discipline, patience, and empathy. When students see you respecting others, they learn the same values. Respecting others' boundaries creates a positive, supportive atmosphere where people are more confident to speak, learn, and grow. Mutual respect reduces tension and encourages cooperation, making any group stronger and safer.

### **Reporting Unsafe Behaviour Without Fear**

Many students remain silent when their boundaries are crossed because they feel embarrassed or afraid. However, silence allows unsafe behaviour to continue. Reporting is not weakness; it is an act of courage.

If someone makes you feel unsafe, you should inform a trusted parent, teacher, school counsellor, or authority. Keeping evidence such as messages or screenshots can help if needed. You deserve support and protection, and you are never wrong for asking for help.

Personal boundaries are your personal shield. They protect your body, mind, and emotions from harm. Unsafe behaviour can affect anyone, but recognising and responding to it early reduces the risk of long-term damage. The ability to say no, speak up, walk away, and ask for help is the foundation of personal safety.

When you respect yourself, others learn to respect you. Personal boundaries build confidence, self-worth, and strength. True self-defence is not just about physical techniques; it begins with awareness, dignity, and the courage to protect yourself in every situation.

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### **Key Points**

1. **Being aware of your surroundings** helps you recognise which places are safe (well-lit, crowded, monitored) and which ones are unsafe (isolated, poorly lit, or unfamiliar).
2. **Assertive body language** like standing straight, making eye contact, and speaking clearly shows confidence and can prevent you from appearing vulnerable.
3. **Passive body language** such as slouching, avoiding eye contact, or hesitating may make you seem unsure or weak in front of others.
4. **Verbal assertiveness drills** train you to say “No clearly and firmly, set boundaries, and speak up when you feel uncomfortable or threatened.
5. **Combining awareness, body language, and voice control** gives you the confidence to respond safely and appropriately in real-life situations.

### **What Have You Learnt**

1. You have learnt how to observe your surroundings and identify places that are safe or unsafe, helping you make better decisions about where to go and when.
2. You understand the difference between assertive and passive body language, and how confident posture and eye contact can make you appear stronger and more in control.
3. You have practised using your voice firmly and clearly to express your feelings, say “No” when needed, and protect your personal boundaries.
4. You have learnt that awareness, confident body language, and strong communication work together to help you stay safe and prevent risky situations.

### **PRACTICAL EXERCISE**

#### **Activity 1: Practice the Usage of Application Used for Identifying Safe and Unsafe Areas**

##### **Objective:**

To train students in using mobile or web-based applications to identify, mark and differentiate between safe and unsafe areas in their surroundings for personal safety planning.

##### **Materials Required:**

- Smartphones or tablets with internet access

- Pre-installed safety application (e.g., “My Safety,” “112 India,” or local government safety apps)
- List of nearby locations (school, bus stops, parks, markets, etc.)
- Notebook/worksheet to record observations

**Procedure:**

1. Instructor introduces the chosen safety application and explains its main features such as mapping, safety ratings, and emergency contacts.
2. Students download or open the application on their smartphones/tablets.
3. Instructor demonstrates how to:
  - Locate current position on the map
  - Search nearby areas
  - Identify marked safe zones (police stations, hospitals, public transport points)
  - Identify areas marked unsafe or lacking facilities
4. Students individually practice using the application to explore their surroundings and mark at least 3 safe and 3 unsafe locations.
5. Students record their findings in a notebook or worksheet provided.
6. Instructor facilitates a short discussion where students share observations and reflect on how this information can help plan safer routes.

**Expected Outcome:**

Students will be able to confidently use a safety application to identify safe and unsafe areas around them, enabling better personal safety planning and awareness of their environment.

**Activity 2: Demonstrate students to understand Defensive Position and Verbal Command**

**Objective:**

To train students in using a proper defensive body stance along with clear, firm verbal commands to create boundaries and discourage threats.

**Materials Required:**

- Open classroom or safe open space
- Instructor demonstration area
- Chairs (optional for audience or turn-taking)

**Procedure:**

1. The instructor demonstrates a basic defensive position (feet shoulder-width apart, knees slightly bent, hands up in a “stop” gesture, alert body posture).

2. Students observe and then practise standing in the same stance while facing a partner or the instructor.
3. Once the stance is correct, students practise using firm verbal commands like:
  - “Stop!”
  - “Stay back!”
  - “Don’t come closer!”
4. Each student gets a chance to perform the stance and verbal command in front of the group, with peers and instructor giving supportive feedback.
5. The instructor explains how combining confident body language with strong voice helps deter potential threats.

**Expected Outcome:**

Students will learn to maintain a confident and non-aggressive defensive posture and use assertive voice commands to protect personal space.

**Activity 3: Show the power of Body Languages- Assertive vs. Passive**

**Objective:**

To help students identify the difference between assertive and passive body language and understand how body language affects perception and personal safety.

**Materials Required:**

- Mirrors (optional) or peer feedback
- Open classroom space
- List of sample verbal statements for practice

**Procedure:**

1. The instructor explains the difference between assertive body language (straight posture, eye contact, calm but strong voice) and passive body language (slouched posture, looking down, hesitant voice).
2. Students are divided into pairs. One student acts out passive behaviour (e.g., folding arms tightly, avoiding eye contact, mumbling), while the other acts out assertive behaviour (e.g., open posture, standing tall, firm eye contact).
3. Each student then takes turns practising assertive phrases like:
  - “I said no.”
  - “Don’t touch me.”
  - “I need space. Step back.”
  - “Stay back!”
4. Students give and receive feedback from their partners on their body language and voice clarity.

5. The class discusses how assertive behaviour can prevent escalation and make the person appear more confident and in control.

**Expected Outcome:**

Students will be able to demonstrate the difference between assertive and passive communication using body language and voice, and understand the importance of projecting confidence in personal safety situations.

**CHECK YOUR PROGRESS**

1. A place that is well-lit, crowded, and monitored by security is considered a \_\_\_\_\_ area.
2. Standing tall, making eye contact, and speaking firmly are signs of \_\_\_\_\_ body language.
3. Avoiding eye contact, slouching, and mumbling are characteristics of \_\_\_\_\_ behaviour.
4. Saying "Stay back!" or "Don't come closer!" in a loud, clear voice is an example of \_\_\_\_\_ communication.
5. Being \_\_\_\_\_ of your surroundings helps you identify risks and respond safely in everyday situations.

**Multiple Choice Questions**

1. Which of the following is a sign of a safe area?
  - a) Poor visibility
  - b) Presence of people and security
  - c) Isolated space
  - d) Broken lights
2. What is one example of assertive body language?
  - a) Looking down while speaking
  - b) Standing straight with eye contact
  - c) Crossing arms tightly
  - d) Turning away from others
3. What does passive behaviour often show?
  - a) Lack of confidence
  - b) Leadership
  - c) Strong decision-making
  - d) Loud communication
4. Which of the following is an example of a verbal assertiveness drill?
  - a) Whispering to avoid conflict

- b) Saying “Don’t come closer!” loudly and clearly
  - c) Remaining silent in a threat
  - d) Running away without speaking
5. Why is awareness of your surroundings important?
- a) It helps you identify safe and unsafe areas quickly
  - b) It helps you memorise your routine
  - c) It avoids the need for self-defence
  - d) It makes you look smarter
6. Which of these is NOT a characteristic of assertive communication?
- a) Hesitation while speaking
  - b) Firm tone of voice
  - c) Clear and direct words
  - d) Confident posture.
7. Which one of the following actions best helps establish boundaries in a Self-Defence situation?
- a) Smiling and staying quiet
  - b) Turning away silently
  - c) Using a loud and firm voice to say “Stop!”
  - d) Ignoring the person.

### **Subjective Questions**

1. Describe how you can identify a safe area in your neighbourhood or school?
2. Explain the difference between assertive and passive body language.
3. Write about a situation where using verbal assertiveness could help you stay safe.
4. How does being aware of your surroundings help in preventing risky situations? Give real-life examples if possible.
5. Practising assertive communication is a key part of self-defence. In your own words, explain how strong verbal and non-verbal communication can protect you in daily life.

## **Session 2: Planning and Practical Response**

Planning and Practical Response are important aspects of personal safety that focus on being prepared for possible risks and knowing how to act effectively in unsafe situations. Planning involves thinking ahead and considering potential dangers in different environments, such as school, public places, or online spaces. It includes identifying safe routes, knowing exits, setting meeting points, and keeping emergency contact information accessible. Good planning helps reduce panic and confusion because the individual already has a clear idea of what to do if a problem arises.

Practical response refers to the actions taken when a risky or emergency situation occurs. This includes staying calm, assessing the situation quickly, and choosing the safest option, such as moving to a secure place, seeking help from trusted people, or contacting emergency services. Practical response also involves using clear communication, assertive behavior, and basic safety skills to protect oneself. Together, planning and practical response empower individuals to handle unexpected situations with confidence, make quick and smart decisions, and minimize harm by responding in a safe and controlled manner.

### **1. Risk Zones in Daily Life**

In our daily lives, we pass through various environments that may seem routine or familiar, but each holds potential risks that can affect our safety and well-being. Being aware of these risk zones is essential to prevent accidents, injuries, and other harmful situations, especially for vulnerable individuals such as children, the elderly, or those with disabilities.

One of the most overlooked risk zones is the home. While it is often considered a safe space, many accidents and harmful incidents occur there. Common household risks include fire hazards from gas leaks or unattended stoves, electrical shocks from faulty wiring, and physical injuries from slipping on wet floors or falling down stairs. Children are especially at risk due to access to sharp objects, open windows, and poisonous cleaning agents. In some cases, homes may also be places of domestic violence or emotional abuse, making it crucial to address not just physical but also psychological safety within the household.

Here are some common risk zones we encounter in everyday life:

#### **1. Home:**

Though considered the safest place, the home can pose several risks if proper care is not taken, especially regarding self-defence. Many people feel secure inside their homes, but this sense of safety can sometimes lead

to overlooking potential dangers. Intruders can exploit weak security measures such as unlocked doors, windows without grills, or lack of alarm systems, putting residents at risk. Additionally, poor lighting around entrances or isolated areas near the home can provide cover for attackers.

Inside the home, lack of awareness and preparedness can also increase vulnerability. In emergencies, like a sudden break-in or attack, not having a plan or knowing effective self-defence techniques can lead to panic or harm. It is crucial to have basic knowledge of physical defence moves, escape routes, and verbal assertiveness even within the home.

Emotional readiness is equally important; staying calm and composed helps in making quick decisions during threats. Installing security devices, keeping emergency contacts handy, and regularly practicing safety drills can strengthen home security.

- Fire hazards from unattended stoves, candles, faulty wiring, or gas leaks.
- Slips and falls on wet floors, loose rugs, or staircases without railings.
- Electrical risks from exposed wires or overloaded power strips.
- Poisoning risks from chemicals, medications, or household cleaning agents within a child's reach.
- Domestic violence or abuse, which is a serious and often hidden threat.
- Lack of emergency exits or preparedness for natural disasters like earthquakes or floods.

## **2. School:**

Schools, though intended to be secure and structured learning environments, can also present various dangers. Bullying, peer pressure, and even teacher misconduct can negatively impact a student's mental and emotional health. Physical risks also exist, such as injuries during sports, falls, or accidents in science labs. In some rare but serious cases, schools may face external threats such as violence or intrusion. Lack of supervision in certain areas like playgrounds or bathrooms can also increase the likelihood of accidents or inappropriate behavior.

- Bullying and peer pressure can lead to emotional or physical harm.
- Violence (fights, verbal abuse, or even rare incidents like school shootings).
- Lack of supervision during breaks or in bathrooms, leading to risky behavior.
- Injury risks during sports, science lab activities, or field trips.
- Exposure to harmful substances like expired chemicals in labs.
- Mental stress due to academic pressure or harassment from teachers or peers.

### **3. Streets and Public Places:**

Public spaces such as streets, parks, and transportation hubs are high-risk areas due to their unpredictability and exposure to strangers. Traffic accidents are a major concern, especially for children or pedestrians who may not be attentive or visible to drivers. Public places can also pose threats in the form of theft, harassment, or even kidnapping. Poor lighting, especially in isolated or poorly maintained areas, can increase the risk of assault or mugging. Overcrowding in public transport systems also creates opportunities for pickpocketing or physical harassment.

- Traffic accidents from careless driving or unsafe pedestrian crossings.
- Stranger danger, including kidnapping or harassment.
- Pickpocketing or theft, especially in crowded areas.
- Poorly lit streets, which increase the risk of assaults or muggings.
- Public transport risks, such as inappropriate behavior or overcrowding.
- Sudden environmental hazards like road collapses or falling objects in construction zones.

### **4. Workplace:**

Workplaces, where adults spend a significant portion of their day, come with their own set of risks. In industrial or construction settings, there is a high chance of physical injuries due to machinery or hazardous materials. Even in office environments, risks such as electrical faults, slips, and ergonomic issues can impact health. Mental stress due to heavy workloads, toxic colleagues, or workplace harassment also makes the work environment a psychological risk zone. Ensuring proper safety training and mental health support is key to maintaining a safe work culture.

- Occupational hazards, especially in factories or construction sites.
- Mental health stress due to workload, harassment, or toxic work culture.
- Slip and fall accidents, especially in poorly maintained buildings.
- Exposure to hazardous materials in labs, hospitals, or industrial jobs.
- Fire or electrical hazards if safety protocols are ignored.

### **5. Online/Digital Space:**

Lastly, the digital world has become one of the most significant modern risk zones. With increasing dependence on smartphones, social media, and the internet, individuals—especially young people—are exposed to cyberbullying, online scams, identity theft, and inappropriate content. Online predators often target vulnerable users, and excessive screen time can lead to digital addiction, social withdrawal, and mental health issues.

The lack of awareness about digital safety makes the internet a silent but potent threat zone.

- Cyberbullying, especially among teenagers.
- Online scams and phishing attacks.
- Data theft and privacy violations.
- Exposure to harmful or inappropriate content.
- Online predators who target children or vulnerable adults.
- Addiction to digital devices, leading to physical and mental health issues.

Risk zones exist everywhere—even in the most familiar places. By being aware of the potential dangers at home, school, on the street, at work, and online, individuals can take proactive steps to minimize risk and ensure personal safety. Education, preparedness, and vigilance are key to navigating these zones safely.

While the home should be a sanctuary, understanding self-defence principles and taking proactive safety measures are essential to truly protect oneself and loved ones from potential risks inside the home.

Risk zones exist all around us—at home, school, in public, at work, and even online. By recognizing these risks and taking proactive steps to prevent or respond to them, individuals can better protect themselves and others. Education, awareness, and responsible behavior are essential tools in managing the dangers we face in everyday life.

## **Mental Safety Map- Creating Safe Routes and Contacts**

### **The Role of Mental Awareness in Personal Safety**

In self-defence, it's not only our body that protects us—it's our awareness and thinking that often come first. Staying safe begins with being prepared in the mind. A mental safety map is one such tool that trains your brain to act quickly and wisely when faced with a risky or confusing situation. It is a mental picture of your surroundings—routes you travel often, places you can trust, people you can reach out to, and locations you should avoid. Unlike a physical map, it lives in your memory and becomes a natural part of your thinking. When you're alone, especially in an unfamiliar or tense situation, your mental safety map can guide you toward safety without wasting time.

### **Building Your Mental Safety Map**

Building your mental safety map begins with careful observation of your everyday surroundings. Pay attention to the places you visit regularly, such

as your school, park, market, bus stop, or your friends' homes. Notice the routes you take to reach these places and think about how safe they feel at



different times of the day. A road that feels safe in the morning may feel unsafe in the evening if it becomes empty or poorly lit. Try to remember important details such as street names, nearby shops, landmarks, and public buildings. These details help you stay aware of your location and make better decisions if you need help or a quick exit.

You should also learn to identify places that usually feel safe and secure. These are generally well-lit areas where there are many people around. Busy streets, markets, shopping areas, schools, hospitals, and places with security cameras or guards are usually safer because help is available quickly if something goes wrong. Locations near homes of people you trust such as relatives, neighbours, or teachers also add to your sense of safety. When you move through such areas, you are more likely to feel confident and protected.

At the same time, you must recognise places that are better to avoid. Dark alleys, deserted lanes, lonely bus stops, abandoned buildings, and construction sites can be risky, especially when you are alone. Areas where disturbances, theft, or accidents happen often should also be avoided. Your mental safety map should guide you to choose safer routes, even if they take a little longer. A longer but secure path is always better than a short but unsafe one. By regularly updating your mental safety map, you train your mind to choose safety automatically and become more confident and prepared in everyday life.

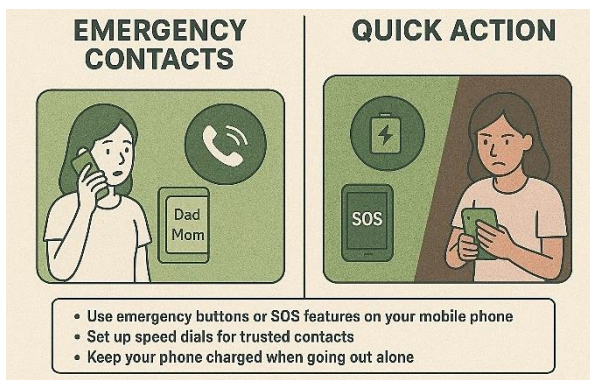
### **Good Safety Map**

A good safety map includes knowing where you can go and whom you can contact during an emergency. These are your safe points-locations or people you trust if something goes wrong. For example, if you feel followed or uncomfortable, your mind should quickly guide you toward a nearby grocery store, a chemist shop, a temple, a police booth, or a neighbour's house.

It is useful to talk with your family about who in the neighbourhood is trustworthy and willing to help. Some students may also identify school staff, educational institution teachers, or auto-rickshaw drivers they regularly interact with as safe points. Knowing that there are trusted people and places around you provides a sense of security.

## Emergency Contacts and Quick Action

Emergency contacts are the people and services you can depend on in dangerous or stressful situations. These may include your parents, guardians, teachers, close relatives, neighbours, school authorities, or the local police. Knowing safe places is important, but knowing whom to contact is equally necessary. During a threat or emergency, people often feel scared, confused, or unable to think clearly. In such situations, searching through your phone for contact numbers can waste valuable time. That is why you should memorise at least two or three important phone numbers, especially of your parents or guardians and a nearby trusted person. Knowing these numbers by heart can help you call for assistance immediately, even if your phone is locked or you are borrowing another phone.



In addition to memorising numbers, you should also learn to use emergency features on your mobile phone. Many smartphones provide SOS or emergency call options that can contact your saved emergency numbers or alert the police with just one button press. Setting up speed dial contacts for trusted people makes calling easier during a crisis. Keeping your phone fully charged and carrying power backup when travelling alone are also important habits because a dead phone can leave you helpless in an emergency. These small but smart actions prepare you to respond quickly and safely. Being ready with emergency contacts gives you confidence and assurance that help is just one call away when every second matters.

**A Practical Example:** Imagine you are walking home from school and sense that someone is following you. Instead of panicking, your mental safety map reminds you that there is a pharmacy two blocks ahead where the owner knows your family. You calmly walk there, tell the shopkeeper what is happening, and call your parents from there. This example shows how having a mental safety plan allows you to take control of a situation calmly and effectively.

## Keep Your Safety Map Updated

Keeping your mental safety map updated is just as important as creating it. Places and surroundings change over time, and an area that once felt safe may not remain the same forever. A shop that you trusted as a safe point may

close, a streetlight may stop working, or a new construction site may make a familiar road risky. As you grow and your routine changes, you may start going to new schools, markets, or public places. Each new place should be added to your mental map along with important safety details. Regular updating helps you stay alert and prepared in every situation.

To keep your mental map accurate, try to observe your regular routes at different times of the day. A road that feels safe during daylight may become uncomfortable at night. Notice which shops remain open in the evening, where people usually gather, and where help can be found quickly. Learn about your neighbours and identify people in your locality who could support you in an emergency. It is also helpful to talk to friends and family about which routes or areas they consider safe and why. Their experiences and advice can improve your own understanding of safety.

Reviewing your mental safety map once in a while helps you stay confident and ready to take smart action. When your mind automatically remembers safe routes and trusted places, you can respond faster during danger. An updated safety map helps you avoid risky situations, choose better paths, and remain calm even during unexpected events. In this way, your mental safety map becomes a strong personal tool that protects you in daily life.

### **Skills in Self-Defence**

Creating and using a mental safety map is not just about avoiding danger; it is also about building confidence. When you know where to go and whom to approach, you feel more secure and independent. You become more aware of your surroundings, and that awareness itself can prevent dangerous situations. People with bad intentions are less likely to target someone who appears confident and alert.

This habit is especially useful for teenagers who are beginning to travel more on their own. Whether you are walking to tuition, going out with friends, or waiting for public transport, a strong mental safety map prepares you to act wisely and without fear.

### **Think Smart, Stay Safe**

A mental safety map is one of the most important tools for personal safety. It prepares your mind to respond calmly and quickly when faced with danger or confusion. By identifying safe routes, avoiding risky areas, knowing where to get help, and memorising emergency contacts, you train yourself to stay one step ahead of trouble.

This habit does not require any equipment just awareness and regular observation. It builds your confidence, improves your independence, and becomes a valuable part of your self-defence training. Remember, when your mind knows where to go, your body follows safely.

## **2.Escape Route Planning and Use of Surroundings**

### **Safe Exit Plan**

In dangerous or uncertain situations, the ability to think quickly and get to safety can often prevent harm. Self-defence is not always about fighting back, it is often about finding the safest way out. That is where escape route planning comes into play. It means identifying and memorising possible paths or exits that allow you to leave a place safely if you sense danger. When this is combined with proper use of your surroundings- objects, people, or places; it becomes a powerful part of your self-defence skills.

Whether you are at school, in a crowded market, travelling alone, or even attending a public event, it is important to have a mental plan: “If something goes wrong, where will I go? How will I get there safely?” This habit of thinking ahead and being aware of your environment keeps you prepared, alert, and in control.

### **Escape Route Planning**

Escape route planning means being mentally prepared to leave a place safely and quickly if danger arises. It involves carefully observing your surroundings and identifying all possible ways to exit a location in case of an emergency. These exits may include doors, staircases, open gates, footpaths, public roads, or any route that leads to a safer area such as a crowded place, security desk, or a trusted location. It also means being aware of alternative exits, in case the main route becomes blocked during an emergency. Having more than one escape option increases your chances of getting out safely.

For example, if you are in a school building and something unsafe happens in a corridor, instead of going toward the danger, you could choose a rear staircase, a different floor, or an outer exit. Similarly, if you are in a crowded market or shopping complex and feel someone is following you, your safest escape route could be through a busy shop, closer to a security guard, or toward a public information desk. In outdoor areas, your escape route may involve choosing well-lit streets and avoiding quiet lanes or shortcuts.

Escape route planning does not require special training or equipment. It is a habit developed by being observant and alert. Whenever you enter a new place, your mind should quietly note where the exits are and which paths feel safer. Over time, this becomes natural and automatic. Planning ahead helps reduce panic because you already know where to go. When your brain has a clear route in mind, you can move quickly and confidently, making escape route planning an essential part of personal safety and self-defence.

### **Recognising and Using Your Environment**

Recognising and using your environment is an important survival skill that helps you stay safe in unfamiliar or risky situations. Your surroundings are full of natural support systems, but they are useful only when you are alert and willing to use them wisely. Being aware of your environment means noticing where you are, who is around you, and what objects or places could help protect you. Buildings, roads, shops, people, and even simple objects can become tools for your safety if you think clearly and act smartly.

Public places such as shops, schools, hospitals, and offices offer safety because they usually have other people, staff, and sometimes security personnel. If you ever feel uncomfortable or followed, entering a shop or a busy public place is a smart decision. A person who intends harm is less likely to act when there are witnesses or cameras. Crowded areas such as markets, bus stands, or festivals also provide protection because being near people creates visibility and support. When you move toward groups, you reduce your isolation, making it harder for anyone to target you.

Objects and physical barriers around you can also play a role in keeping you safe. For instance, standing behind a parked vehicle, table, or doorway can create distance between you and a threat. Even a few seconds gained by placing a barrier can give you time to escape or call for help. Similarly, knowing where staircases, exits, or open gates are located can guide you toward the safest direction. Your goal should always be to move toward light, people, and safety, rather than empty or dark spaces.

Transport points are another useful part of your environment. Being aware of nearby bus stops, metro stations, rickshaw stands, or taxi points gives you quick options to leave an area if needed. These places are often busy and provide quicker movement to safer locations. Also, noticing security guards, police posts, or help desks can make a big difference, as these are places where immediate assistance is available.

The key is not to panic, but to stay present and alert. When something feels unsafe, look around calmly and think of the smartest move. Identify the safest place nearby, move in that direction with confidence, and stay close to people and support systems. Learning to use your environment wisely helps you turn ordinary surroundings into protection and makes you stronger and more prepared in difficult situations.

## **Planning in Different Settings**

Escape route planning is useful in many everyday places. Each location has different features, and your planning should adjust accordingly.

### **1. At School or educational institutions**

- Know where the main and back exits are.
- Identify staircases, windows (if on ground level), and nearby staff rooms.

- Be aware of fire exits and open grounds.

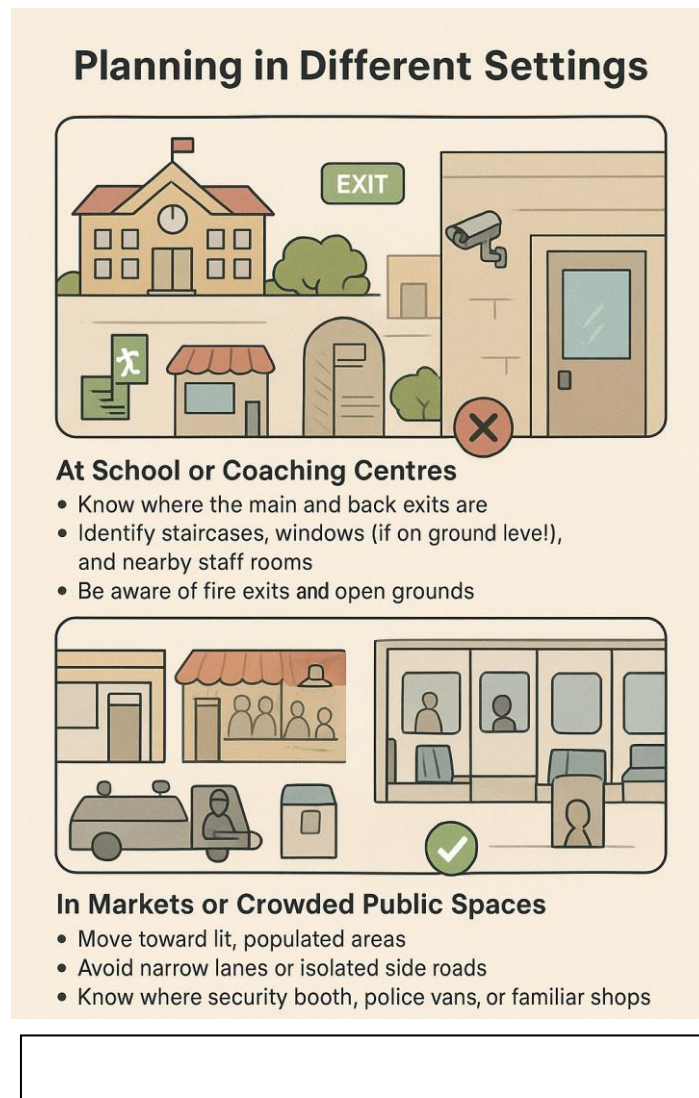
## 2. In Markets or Crowded Public Spaces

- Move toward lit, populated areas.
- Avoid narrow lanes or isolated side roads.
- Know where security booths, police vans, or familiar shops are located.

## 3. In Public Transport

- Choose seats near exits or where the driver or conductor can hear you.
- Avoid travelling in empty compartments or buses late at night.
- In case of discomfort, change buses or inform a nearby authority.

Having different safety plans for different locations ensures that you are never caught off guard. The more you practise thinking this way, the more automatic your response becomes.



## Calm Thinking and Fast Action

When danger appears suddenly, fear is a natural human reaction. Your heart may beat faster, your hands may shake, and your mind may become confused. However, if you have already planned your escape mentally, you are more likely to remain calm and act quickly. A prepared mind does not waste time deciding what to do in the middle of danger because the plan is already clear. This readiness helps you respond faster and smarter, which can make a big difference between safety and harm.

During a stressful situation, it is important to control panic by breathing slowly and deeply. This helps your body relax and allows your brain to think clearly. Try to recall your escape route in your mind and follow it carefully. Move quickly, but do not run blindly in fear, as that may lead you into another risky area. If possible, inform a nearby person or shout loudly for help so that others become aware of your situation. Your voice can attract attention and increase your chances of getting assistance.

Trusting your instincts is equally important. If something feels wrong, you should not wait for proof or confirmation. Your instincts are often stronger than you realise. Leave the place immediately and move toward a safer area such as a crowded place, shop, police station, or the home of a trusted person. Taking fast and sensible action protects you from danger and gives you confidence in handling difficult situations. Preparedness, calm thinking, and quick response are powerful tools in personal safety.

### **Escape Planning and Mental Safety Map**

Escape route planning works best when it is supported by a strong mental safety map. While your safety map gives you information about safe places and trusted contacts, escape route planning focuses on getting to those places quickly. Both tools go hand in hand. For instance, if your mental map tells you a police post is nearby, your escape plan should guide you on the fastest and safest route to reach it.

When both these habits become part of your thinking, you are mentally and physically more prepared to handle unexpected situations.

Planning an escape route is not about expecting danger every day it is about staying ready. Life is unpredictable, and situations can change quickly. But when you make a habit of looking for exits, noticing your environment, and knowing where to find help, you reduce the risk of harm and increase your chances of safety.

This skill is especially useful for teenagers who are beginning to move around independently. You may be confident and alert, but danger can appear

without warning. In such times, your awareness of escape routes and your smart use of surroundings become your silent shield.

Always remember: Your safety is your responsibility. Stay alert, stay calm, and know your way out.

### **Key Points**

1. Mental safety mapping helps individuals memorise safe routes, trusted places, and emergency contacts in their daily surroundings, allowing quick and calm decision-making in unsafe situations.
2. Awareness of environment is critical- students should observe and assess locations they frequent (like school routes, bus stops, and markets) to identify which are safe and which are better avoided.
3. Escape route planning involves mentally identifying alternative exits and safe pathways in various settings such as schools, public places, and transport before an emergency occurs.
4. Using surroundings wisely means recognising how to use available people, objects, and locations (like shops, crowds, barriers) to protect oneself or delay a threat during a crisis.
5. Regular updating of safety plans is necessary as environments change students must revisit their mental safety maps and escape strategies to ensure they remain practical and effective.

### **What Have You Learnt**

1. You have learnt how to create your own mental safety map by identifying safe and unsafe areas, recognising trusted people, and memorising emergency contacts to stay prepared in case of any threat.
2. You understand the importance of planning your escape routes in different situations and how to make smart use of your surroundings such as crowds, objects, or public places to reach safety quickly.
3. You have developed the ability to observe your environment carefully and think ahead, which helps you stay alert, make quick decisions, and avoid unsafe situations in your daily life.

### **PRACTICAL EXERCISE**

#### **Activity 1: Make a list of Safe and Unsafe Areas of Daily Life Surroundings**

##### **Objective:**

To help students identify and differentiate between safe and unsafe areas in their daily environment through direct observation and critical thinking.

**Materials Required:**

- Notebooks or activity worksheets
- Pens or pencils
- A map sketch (optional, for visual learners)
- Access to areas within or around the school (e.g., corridors, gates, canteen, parking lot, nearby streets)

**Procedure:**

1. Begin with a brief class discussion on what makes a place “safe” or “unsafe” (e.g., lighting, visibility, presence of people, surveillance, past incidents).
2. Ask students to think about and list places they visit daily, such as their route to school, playground, tuition centre, or neighbourhood stores.
3. Students will then visit or reflect on these areas and note:
  - Which places feel safe, and why (e.g., crowded, well-lit, near known people).
  - Which places feel unsafe, and why (e.g., isolated, poorly lit, history of incidents).
4. Encourage students to write at least 3 safe and 3 unsafe areas, with short reasons for each.
5. Optional: Students may mark these areas on a rough sketch of their neighbourhood or school area for better understanding.
6. After completing the activity, the class will regroup to share some examples. The instructor will guide a discussion about how to improve awareness and avoid unsafe areas.

**Expected Outcome:**

Students will become more aware of their everyday surroundings, develop the ability to assess safety factors, and take proactive steps to avoid risky locations. This activity will also help lay the foundation for building their personal mental safety map.

**Activity 2: List the Emergency Contacts for Quick Action****Objective:**

To train students to identify, save and organise important emergency contact numbers on their phones or notebooks for quick access during any personal safety incident.

**Materials Required:**

- Smartphones or basic mobile phones
- Notebook/worksheet
- Pen/pencil

- Sample list of common emergency numbers (police, ambulance, fire service, women helpline, local security agencies)

**Procedure:**

1. Instructor explains the importance of keeping emergency contacts ready and accessible for quick response in dangerous or uncertain situations.
2. Instructor shares a sample list of emergency numbers such as:
  - National Emergency Helpline (112)
  - Police Control Room
  - Ambulance Services
  - Fire Services
  - Women Helpline/Child Helpline
  - Local guardians, neighbours, or trusted friends
3. Students open the contact list in their phone or use the provided worksheet to note down at least 5–10 emergency numbers.
4. Instructor demonstrates how to:
  - Save contacts in “favourites” or “speed dial”
  - Label contacts clearly (e.g., “Police Help,” “Nearest Hospital”)
  - Use emergency call features on smartphones (like SOS button)
5. Students practise saving the contacts on their devices or writing them neatly on their worksheet for quick reference.
6. Class concludes with students sharing which new numbers they added and how they plan to keep the list accessible.

**Expected Outcome:**

Students will be able to create and maintain an updated list of emergency contacts on their phones or in a written format, ensuring they can take quick and effective action in case of an emergency.

**Activity 3: Create Safety Map for Daily Purpose**

**Objective:**

To help students identify and mark safe and unsafe areas in their daily routes (home, school, market, or training centre) and create a personal safety map for better planning and quick decision-making.

**Materials Required:**

- A4 sheets or chart paper
- Coloured pens/pencils/markers
- Ruler
- Sample map of a local area (optional)

**Procedure:**

1. Instructor explains what a “Safety Map” is; a simple diagram of a student’s usual routes showing safe places (police station, hospital, friend’s house) and unsafe spots (isolated areas, poorly lit lanes).
2. Students are asked to think about their daily routes (home to school, coaching, playground, etc.) and recall key landmarks.
3. On A4 sheet or chart paper, each student draws a simple map of their daily route with main roads, lanes, and landmarks.
4. Using different colours or symbols:
  - Mark safe areas (e.g., police posts, shops, hospitals)
  - Mark unsafe areas (e.g., dark alleys, deserted parks)
  - Draw possible escape routes and emergency contact points
5. Instructor guides students in refining the maps, checking for clarity and completeness.
6. Students present their maps to the class, explaining why certain areas are marked safe or unsafe and how they would use alternate routes in an emergency.

**Expected Outcome:**

Students will learn to visually identify safe and unsafe zones in their daily environment, enabling them to plan safer routes, avoid risks, and act quickly in emergencies.

**CHECK YOUR PROGRESS**

1. A \_\_\_\_\_ safety map helps you mentally remember safe routes, trusted people, and emergency contacts.
2. You should avoid routes that are poorly lit, isolated, or have a history of \_\_\_\_\_.
3. Escape route planning involves identifying the safest way to \_\_\_\_\_ from a risky or dangerous situation.
4. Using your \_\_\_\_\_ wisely means taking help from your environment, such as crowded places or nearby shops, when you feel unsafe.
5. It is important to regularly \_\_\_\_\_ your mental safety map as places and situations can change over time.

**Multiple Choice Questions**

1. What is the main purpose of a mental safety map?
  - a) To memorise the school timetable
  - b) To locate restaurants and cafes
  - c) To identify safe routes and trusted contacts
  - d) To track physical activity

2. Which of the following is a feature of a safe area?
  - a) Poor lighting
  - b) Presence of people and security
  - c) Isolated surroundings
  - d) Closed or abandoned buildings
3. What should you do if you notice someone suspicious following you?
  - a) Keep walking on the same route
  - b) Move toward a safe and public location
  - c) Confront them immediately
  - d) Take a shortcut through a lonely lane
4. Why is it important to memorise emergency contact numbers?
  - a) Phones may not always be accessible during panic
  - b) You can share them with strangers
  - c) To avoid charging your phone
  - d) For social media updates
5. What is the first step in planning an escape route?
  - a) Observing and knowing your surroundings
  - b) Carrying pepper spray
  - c) Avoiding going out
  - d) Asking others to create one for you
6. When is the right time to update your mental safety map?
  - a) Every year
  - b) Whenever places or routines change
  - c) Only after a dangerous situation
  - d) At the start of each school term
7. Which of the following helps in using surroundings effectively during danger?
  - a) Ignoring people around
  - b) Staying in a hidden spot
  - c) Moving toward shops, crowds, or known places
  - d) Sitting down to wait

### **Subjective Questions**

1. What is a mental safety map? Explain its importance in everyday personal safety with the help of examples from your surroundings.
2. Describe how you can plan an escape route in your school or neighbourhood.
3. Why is it important to stay aware of your surroundings in self-defence?

4. List and explain three features that make an area safe and three that make an area unsafe.
5. Imagine you are in a crowded marketplace and suddenly feel unsafe. Write a short paragraph on how you would apply your mental safety map and escape route planning to handle the situation calmly.

# **UNIT 3: ROLE OF PHYSICAL FITNESS, MENTAL FITNESS AND TECHNIQUES IN SELF DEFENCE**

Self-defence is an important skill that helps individuals protect themselves from danger and unexpected situations. It is not limited to physical strength alone but also depends on mental strength and the correct use of techniques. Physical fitness helps the body remain strong, active, and quick, mental fitness helps a person stay calm, confident, and alert, while self-defence techniques provide practical methods to escape from threats safely. Together, physical fitness, mental fitness, and techniques play a vital role in making self-defence effective and reliable.

## **Session 1: Role of physical and mental fitness in self defence**

Physical and mental fitness play a very important role in self-defence. Physical fitness helps a person develop strength, speed, flexibility, and endurance, which are necessary to protect oneself or escape from danger. A physically fit person can react quickly, maintain balance, and use energy effectively during a threatening situation. Regular exercise and training make the body strong and ready to face sudden challenges.

Mental fitness is equally important in self-defence. It helps a person stay calm, confident, and focused during stressful situations. Mental fitness allows quick decision-making, awareness of surroundings, and control over fear and panic. A mentally strong person can think clearly and choose the safest way to respond to danger. Thus, physical fitness prepares the body, while mental fitness prepares the mind, and together they make self-defence more effective.

### **1. Physical Fitness: Relevance to Self-Defence**

Physical fitness is the ability of an individual to carry out daily tasks efficiently, without undue fatigue, and with enough energy to enjoy leisure activities and meet unexpected physical challenges. It involves a balanced development of health-related (e.g., endurance, strength, flexibility) and skill-related (e.g., agility, speed, coordination) components that support the body's proper functioning and performance.

- A physically fit person typically has:
- A strong and flexible body

- Good stamina and muscular strength
- Sharp coordination and reflexes
- Balanced body composition
- Mental alertness and confidence

### **Relevance of Physical Fitness in Self-Defence**

Physical fitness plays a critical and foundational role in self-defence, as it prepares both the body and mind to deal effectively with physical threats and high-pressure situations. A physically fit individual can react swiftly, exert necessary force, and maintain control during a confrontation. In threatening situations, good physical fitness enhances one's strength to resist, speed to escape, and endurance to sustain effort over time.



For example, muscular strength is essential for pushing an attacker away or breaking free from a grip, such as a chokehold or wrist lock. Cardiovascular endurance enables a person to run for safety or fight off an assailant without becoming easily fatigued. Meanwhile, speed and agility are crucial for dodging attacks, changing position quickly, or escaping danger in seconds a key factor when immediate action is needed to stay safe.

Additionally, muscular and cardiovascular endurance support the body during prolonged defensive action, such as resisting force or staying alert until help arrives. Flexibility helps the body move and twist efficiently, making it easier to escape holds or land safely when pushed or thrown. For example, flexible muscles and joints can prevent injury during a fall or allow someone to slip out of a tight grab.

Balance and coordination further contribute to effective self-defence by helping an individual remain upright, stable, and precise while defending or counterattacking. These abilities are critical for blocking, delivering strikes, and repositioning quickly without losing control or falling.

Maintaining a healthy body composition having a greater proportion of lean muscle and less body fat improves strength, speed, and overall body control. More importantly, physical fitness builds mental confidence and resilience, allowing individuals to think clearly, make quick decisions, and stay calm during dangerous encounters. For instance, confident body language such as standing tall and making direct eye contact can deter a potential attacker even before a confrontation begins.

In conclusion, physical fitness is much more than just having a strong body. It is a comprehensive preparedness physically and mentally that empowers individuals to protect themselves effectively. Whether it involves breaking free from a hold, escaping from danger, or maintaining calm under stress, fitness enhances both the physical capacity and psychological readiness required for successful self-defence.

## **2. Components of Physical Fitness: Health related and Skill related**

Physical fitness is a state of health and well-being that allows individuals to perform daily activities efficiently and participate in sports or physically demanding tasks without undue fatigue. It is not just about having strong muscles or running fast it includes a wide range of physical abilities that contribute to overall wellness, performance, and safety in life situations, including self-defence.

The components of physical fitness are broadly divided into two categories:

1. Health-Related Components
2. Skill-Related Components

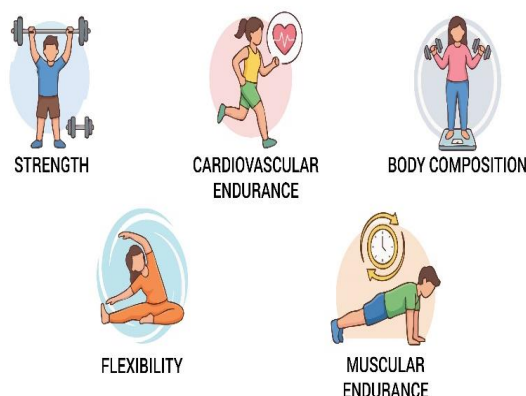
Each component plays a vital role in developing a well-rounded and capable body. Health-related fitness components focus on improving the basic physiological functions necessary for good health and disease prevention, such as endurance, strength, and flexibility. These are essential for maintaining body systems, especially the heart, muscles, and joints. On the other hand, skill-related components are more specific to performance in sports or activities requiring quick reflexes, balance, coordination, and power skills that are also crucial in emergency or defensive situations.

Understanding and developing all components of physical fitness leads to better posture, injury prevention, improved energy levels, and the ability to react effectively in challenging scenarios like self-defence. Whether one is walking to school, participating in a sport, or defending against a threat, these components work together to ensure that the body performs at its best.

### **Health-Related Physical Fitness Components**

- 1. Cardiovascular Endurance:** Cardiovascular endurance refers to the ability of the heart and lungs to deliver oxygen to working muscles during sustained physical activity. In self-defence, this is vital for maintaining energy during prolonged or intense situations, such as running from danger or defending oneself over time. For example, if someone has to sprint to escape an attacker or stay alert during a struggle, good cardiovascular endurance ensures they won't tire quickly.

- 2. Muscular Strength:** Muscular strength is the ability of muscles to exert force. In self-defence, this is necessary for performing actions like pushing an attacker away, holding off a grab, or delivering an effective punch or kick. For instance, being able to break free from a tight grip requires upper body strength, while kicking away an aggressor needs strong leg muscles.



**Fig Health related Physical Fitness Components**

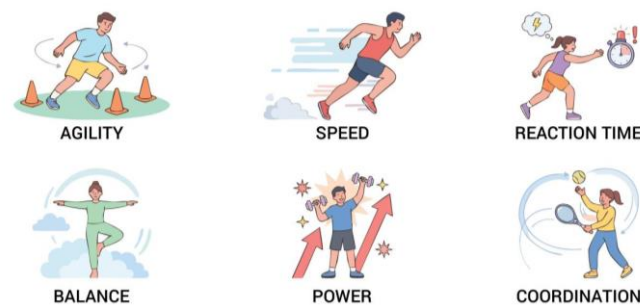
- 3. Muscular Endurance:** Muscular endurance is the ability of a muscle or group of muscles to perform repeated actions without fatigue. This is essential in self-defence, especially in situations where one needs to resist continuously or block repeated attacks. For example, a person with good muscular endurance can keep defending against an attacker until they find an opportunity to escape.
- 4. Flexibility:** Flexibility is the range of motion around a joint. In self-defence, flexibility helps in executing movements like dodging, bending, turning quickly, or escaping from tight positions. A person with flexible joints and muscles can maneuver out of grabs more easily or avoid injuries when falling or rolling during a conflict.
- 5. Body Composition:** Body composition is the ratio of lean mass (muscle, bone, organs) to body fat. A healthy body composition improves mobility, speed, and strength in self-defence situations. For example, a person with a higher muscle-to-fat ratio may be more agile and quicker to respond or recover from a physical encounter, giving them an advantage in defending themselves.

### **Skill-Related Physical Fitness Components**

- 1. Agility:** Agility is the ability to move and change direction quickly and efficiently. In self-defence, agility is crucial to avoid strikes, escape grabs, or reposition yourself quickly. For instance, an agile person can quickly

step aside from an incoming punch or kick, reducing the chance of being hit.

- 2. Balance:** Balance is the ability to maintain stability whether standing still or in motion. Self-defence often involves quick shifts in body weight and sudden movements; good balance prevents falls and keeps the defender steady. For example, a person maintaining balance while blocking an attack can stay on their feet and react quickly without becoming vulnerable.
- 3. Coordination:** Coordination is the smooth and efficient working together of body parts. In self-defence, hand-eye and foot-eye coordination are important for executing techniques accurately like blocking an attack while simultaneously preparing to counter. For instance, striking and defending with both arms or using legs while maintaining awareness requires strong coordination skills.



**Fig. Skill-Related Physical Fitness Components**

- 4. Power:** Power is the ability to exert maximum force quickly (a combination of strength and speed). Self-defence techniques like delivering a powerful knee strike, elbow jab, or a push rely heavily on power. A powerful action can stun or create space from an attacker, giving time to escape.
- 5. Reaction Time:** Reaction time is how quickly you respond to a stimulus. In self-defence, being able to respond instantly to an unexpected grab, sound, or movement is critical. For example, reacting immediately to someone reaching out or approaching aggressively can prevent harm and allow you to act defensively.
- 6. Speed:** Speed is the ability to move the body or body parts quickly. In self-defence, speed allows for quick escape, rapid counter-attacks, or fast repositioning. A person who can run or react quickly is more likely to avoid harm or gain control in a threatening situation.

## **PRACTICAL EXERCISE**

**1. Name of the activity: Practice basic warm-up and strength building exercise.**

**1. General Warm-Up (5–10 minutes)**

**Purpose:** Prepare the body for physical activity, increase heart rate, improve blood flow, and reduce injury risk.

**Exercises:**

- Jogging in Place / Light Jog (2–3 min)- Gentle jogging to warm up muscles and increase heart rate.
- Arm Circles (1 min)- Rotate arms forward and backward, small to large circles.
- Leg Swings (1 min per leg)- Swing legs forward-backward and side-to-side to loosen hips and legs.
- Torso Twists (1 min)- Rotate the upper body side-to-side with feet fixed.
- Neck and Shoulder Rolls (1 min)- Slow, controlled rotations of shoulders and neck to release tension.

**2. Basic Strengthening Exercises (10–15 minutes)**

**Purpose:** Improve overall muscular strength, endurance, and stability.

**Exercises:**

- Push-Ups (Upper Body Strength)- 8–12 reps × 2 sets (can do knee push-ups for beginners).
- Squats (Lower Body Strength & Stability)- 10–15 reps × 2 sets; keep back straight, knees over toes.
- Lunges (Leg Strength & Balance)-8–12 reps per leg × 2 sets; step forward/backward with controlled movement.
- Plank (Core Strength & Stability)- Hold for 20–40 seconds × 2 sets; keep body straight, avoid sagging hips.
- Glute Bridge (Hip & Lower Back Strength)- 10–12 reps × 2 sets; lift hips while keeping shoulders on the floor.
- Shadow Punches / Arm Strikes (Functional Upper Body Strength)- 10–15 punches or palm-heel strikes per side × 2 sets; maintain proper stance and controlled movements.

**3. Cool-Down (3–5 minutes)**

- Light walking or marching in place
- Stretching major muscle groups (hamstrings, quads, shoulders, arms)
- Deep breathing exercises to relax and recover

**Outcome**

- Muscles and joints are warmed and ready for further practice.

- Strength, balance, and endurance are enhanced.
- Students develop confidence and readiness for more dynamic exercises or self-defence drills.

## **2. Name of the activity: Perform the “Push-Escape-React” Drill to practice reaction, escape and recovery techniques.**

### **Objective:**

To enhance reaction time, balance, agility, and confidence in responding to a sudden threat through a simulated self-defence movement.

Targeted Fitness Components: Skill-Related: Reaction Time, Agility, Coordination, Balance and Health-Related: Muscular Endurance, Strength, Cardiovascular Endurance

### **Materials Required:**

- Open space or gym area
- Cones or markers
- Stopwatch
- Soft mat (optional for falls)

### **Procedure:**

**1. Warm-Up (5 mins):** Light jogging, arm circles, leg swings.

#### **2. Setup:**

- Place two cones 5 meters apart.
- One student stands at the start cone in a ready stance.
  - A partner stands behind the student and gently pushes them to simulate a threat.
  - As soon as the push is felt, the student must:
    - Regain balance quickly.
    - Turn and sprint to the second cone.
    - At the cone, the student performs 3 straight punches into the air (shadow boxing).
    - Then return to starting cone using a zigzag run (simulating obstacle avoidance).

#### **3. Rotation:**

- Students rotate roles (pusher and responder).
- Each student gets 3 turns to practice and improve.

#### **4.**

### **Assessment Criteria:**

Criteria	Excellent (5)	Good (3)	Needs Improvement (1)

Reaction Time	Quick & alert	Moderate	Slow response
Balance Recovery	Immediate & stable	Minor wobble	Falls or unstable
Sprint & Zigzag Run	Fast & accurate	Moderate	Hesitant or uncoordinated
Punch Technique	Strong & focused	Average	Weak or uncoordinated
Participation & Effort	Enthusiastic	Participated	Low engagement

### **Cool Down (3–5 mins):**

Deep breathing, forward bends, side stretches.

### **Outcome:**

Students will develop quick reaction time, improve balance and agility, and gain basic self-defence skills to respond effectively in sudden threat situations.

## **3. Mental Fitness: Relevance to Self-Defence**

Mental fitness refers to the ability of a person to think clearly, manage emotions effectively, handle stress, stay focused, and respond to challenges with resilience and confidence. Just as physical fitness keeps the body strong and functional, mental fitness strengthens the mind's ability to perform well under pressure, adapt to changing situations, and maintain a balanced emotional state.

- A mentally fit person is capable of:
- Managing stress without becoming overwhelmed
- Thinking critically and making decisions in high-pressure situations
- Controlling emotions like fear, anger, or anxiety
- Remaining positive and motivated during challenges
- Recovering quickly from setbacks or failures (resilience)



Mental Fitness

Mental fitness includes key psychological abilities such as emotional regulation, self-awareness, attention control, confidence, and mental flexibility. It can be developed and improved through regular practices like meditation, visualization, self-reflection, mental rehearsal, problem-solving tasks, and stress management techniques.

In daily life, mental fitness helps you stay calm in traffic, prepare for exams, speak confidently in public, or handle personal problems wisely. In high-risk situations, such as emergencies or self-defence, it allows you to stay composed, act quickly, and make the right decisions for your safety.

### **Relevance of Mental Fitness in Self-Defence**

Mental fitness is a vital part of self-defence because it strengthens a person's ability to stay calm, make quick decisions, control emotions, and act confidently in threatening situations. While physical techniques may help stop an attacker, it is mental strength that determines whether a person can recognize danger early, respond effectively, or escape safely. Mental fitness allows an individual to think clearly under pressure, avoid panic, and use both verbal and physical responses appropriately.



Mental Fitness in Self-Defence

For example, imagine a Neha walking alone at night who notices someone following her. A mentally fit person Neha remains calm, trust their instincts, and quickly move toward a safer location such as a well-lit area or a crowded place. And this situation she may also call someone or alert a nearby shopkeeper actions that come from staying focused rather than panicking. This is an example of situational awareness and decision-making under pressure.

In another case, if Tribhuvan is grabbed suddenly, and because Tribhuvan with good emotional control will not freeze or scream uncontrollably. Instead, he might remember to strike a weak point (like the attacker's groin or eyes), break free, and run. His ability to manage fear and apply learned techniques comes from mental training like visualization and stress rehearsal.

Confidence another key aspect of mental fitness can help prevent a confrontation before it starts. A person who walks confidently, makes eye contact, and speaks firmly (e.g., saying "Stay back!" or "Leave me alone!") may appear strong and aware, which can discourage potential attackers. For instance, a student who has practiced assertive communication may be able to stop bullying or harassment by using a loud, clear voice instead of remaining silent or submissive.

Furthermore, resilience is important after a self-defence situation. A mentally fit person will recover emotionally, learn from the incident, and feel empowered to handle future threats, rather than becoming overly fearful or

traumatized. For example, a woman who successfully escaped from an attacker may feel shaken at first, but with mental strength, she will bounce back and may even start helping others learn self-defence.

Mental awareness helps in recognizing unsafe people or situations at an early stage, which allows a person to take preventive action. Confidence and emotional control enable a person to respond firmly and appropriately to uncomfortable or threatening behaviour instead of feeling helpless or afraid. A mentally fit person is more likely to trust inner judgement, set personal boundaries, and seek help from others when necessary. Mental fitness also supports clear thinking and calm behaviour during stressful moments, reducing the chances of panic or poor decisions. For vulnerable groups, mental fitness builds courage, self-belief, and alertness, which are essential for maintaining personal safety and protecting oneself in daily life.

In conclusion, mental fitness enhances every part of self-defence. It helps individuals to remain alert, respond quickly, control fear, and protect themselves wisely. Whether it's recognizing a threat, choosing the right action, or recovering after an incident, mental fitness ensures that a person can defend not just their body but also their mind and confidence in the face of danger.

### **Training Methods to Improve Mental Fitness for Self-Defence**

#### **Meditation and Mindfulness**

Meditation and mindfulness help a person develop a calm, balanced, and focused mind, which is very important for self-defence. Meditation trains the mind to remain peaceful even in stressful or dangerous situations, while mindfulness helps a person stay fully aware of the present moment and surroundings. Regular practice helps in controlling negative thoughts, fear, and panic. Mindfulness improves alertness and allows a person to notice early warning signs of danger, such as suspicious behaviour or unsafe situations. A calm and aware mind can prevent many threats before physical action is required, making meditation and mindfulness an important method for improving mental fitness in self-defence.

#### **Breathing Exercises**

Breathing exercises play a major role in controlling fear, anxiety, and panic during emergencies. In threatening situations, breathing often becomes fast and irregular, which affects clear thinking and decision-making. Breathing exercises train a person to slow down the breath, relax the body, and calm the nervous system. When breathing is controlled, the mind becomes stable and fear reduces. Regular practice builds confidence and helps a person remain composed under pressure. This ability to manage fear through

breathing improves mental strength and supports effective self-defence responses.

### Visualization of Self-Defence Situations

Visualization is a mental training technique in which a person imagines different self-defence situations and mentally prepares appropriate responses. By visualizing staying calm, alert, and confident during danger, the mind learns to react positively instead of panicking. This method reduces fear of unexpected situations and improves decision-making ability. Visualization allows a person to mentally practice escaping safely, seeking help, or using basic self-defence techniques. When a real situation occurs, the mind feels prepared and familiar, which reduces confusion and fear. Thus, visualization strengthens mental readiness and confidence for self-defence.

### Regular Physical Activity

Regular physical activity helps improve both physical fitness and mental strength. Activities such as walking, running, yoga, and sports reduce stress and improve emotional balance. Exercise increases blood flow to the brain, which improves alertness, concentration, and thinking ability. A physically active person usually feels more confident, energetic, and positive. Physical activity also helps in controlling anger, frustration, and anxiety, which are common during stressful situations. A fit body supports a strong and stable mind, making regular exercise an important part of mental fitness training for self-defence.

### Self-Defence Drills with Mental Focus

Self-defence drills become more effective when they are practiced with full mental focus. Mental focus helps connect the mind and body, improving coordination, awareness, and reaction time. These drills train a person to stay calm, alert, and confident while performing self-defence movements. Practicing with attention reduces fear and hesitation and improves presence of mind. A person learns to observe the situation, think clearly, and act wisely instead of reacting blindly. Self-defence drills with mental focus build confidence and mental strength, making a person better prepared to handle real-life threats safely.

## **3.4 Components of mental Fitness**

Mental fitness is a key aspect of overall well-being, especially in situations that demand focus, courage, and quick thinking such as self-defence. Just like physical fitness strengthens the body, mental fitness enhances the

strength and stability of the mind, enabling individuals to stay calm, think clearly, and act effectively under pressure.

The components of mental fitness are the building blocks that support a person's ability to manage stress, control emotions, make fast decisions, and recover from challenges. These include self-awareness, emotional



control, confidence, focus, resilience, situational awareness, decision-making ability, and mental rehearsal. Each of these components plays a unique role in helping a person handle fear, assess threats, and respond assertively in dangerous or high-stress situations.

Understanding and developing these components improves not just a person's mental toughness but also their everyday problem-solving, communication, and self-control making them better prepared to face both routine challenges and real-life emergencies. In the context of self-defence, strong mental fitness helps ensure that physical techniques are supported by the right mindset, focus, and emotional stability.

### **The components of Mental Fitness are:**

#### **Self-Awareness**

Self-awareness is the ability to recognize and understand your own thoughts, emotions, and physical reactions in any situation. In self-defence, this helps you notice fear, stress, or hesitation early, so you can stay in control and

respond appropriately. For instance, if you feel uncomfortable while walking alone and notice your heart rate rising, your self-awareness helps you trust your instinct and move to a safer location. It's the foundation for staying mentally prepared in threatening environments.

### **1. Emotional Control**

Emotional control means managing strong feelings like fear, anger, or panic during high-pressure situations. In self-defence, staying emotionally steady helps you respond instead of react. For example, if someone suddenly grabs you, emotional control allows you to think clearly and apply an escape technique rather than scream or freeze. It ensures that your actions are driven by logic and training not panic or fear.

### **2. Confidence**

Confidence is the belief in your ability to handle challenges, protect yourself, and take control of a threatening situation. A confident person shows assertiveness in voice, posture, and attitude, which can prevent a conflict from even starting. For example, simply making firm eye contact and saying "Leave me alone" with a strong voice may make an attacker think twice. Confidence often acts as a powerful non-verbal defence tool.

### **3. Situational Awareness**

Situational awareness is the ability to stay alert and observe what's happening around you. This skill helps in identifying risks early and avoiding danger before it escalates. In self-defence, a person with good awareness might notice someone following them and change direction or seek help before the situation becomes threatening. It's the first line of mental defence spotting trouble before it starts.

### **4. Focus and Attention Control**

This component refers to your ability to stay focused and attentive in a stressful or dangerous situation. It helps prevent distractions and allows you to make precise decisions during a conflict. For example, during a confrontation, focusing on the attacker's body language and hands can help you anticipate a move or weapon. Without focus, even well-trained individuals can make mistakes under pressure.

### **5. Decision-Making Under Pressure**

In a self-defence situation, quick and correct decision-making can mean the difference between safety and harm. This component involves evaluating your surroundings, understanding the threat, and choosing the best response within seconds. For instance, deciding to shout for help, use pepper spray, or run can't take long. Practicing mental drills improves this ability and helps you act instead of freeze.

## 6. Resilience

Resilience is your mental strength to recover after trauma, failure, or a frightening experience. In self-defence, even after an encounter, resilience helps you regain confidence and return to normal life without long-lasting fear. For example, a person who was harassed may report it, seek support, and take up self-defence training rather than living in constant fear. It's the key to long-term mental fitness and recovery.

## 7. Visualization / Mental Rehearsal

Visualization is the mental practice of imagining how you would respond in a threatening situation. This prepares the mind to act quickly and confidently when the real scenario occurs. For example, mentally rehearsing how to escape a wrist grab or shout for help conditions your brain to react without hesitation. It builds muscle memory in the mind and reduces fear when action is needed.



Mental fitness is a critical pillar of effective self-defence, as it equips individuals with the ability to stay calm, think clearly, and act wisely during high-pressure situations. While physical techniques may help stop an attacker, it is mental strength that allows a person to recognize threats early, control fear, and make smart decisions in real-time. Each component such as self-awareness, emotional control, confidence, and quick decision-making plays a unique role in enhancing overall safety. For example, Riya, a college student walking home, noticed a suspicious person following her. Thanks to her situational awareness and confidence, she changed her route and entered a shop, avoiding a potentially dangerous encounter. In another instance,

Aman, during a self-defence workshop, was grabbed unexpectedly during a drill. His emotional control and mental rehearsal helped him apply a wrist-release technique without panic. Similarly, Meena, who had once been a victim of street harassment, showed resilience by learning self-defence and mentoring others, turning her trauma into empowerment.

These examples show that mental fitness does not just help during a threat it also aids in prevention, response, and recovery. When developed alongside physical training, mental fitness makes self-defence truly effective, giving individuals the confidence and clarity they need to protect themselves and others in real-life situations.

### **PRACTICAL EXERCISE**

#### **1. Name of the activity: Perform the “Freeze, Decide, Speak!” Drill to enhance mental reaction and verbal assertiveness.**

##### **Objective:**

To develop quick thinking, emotional control, and verbal assertiveness under pressure.

##### **Procedure:**

1. The teacher gives students mock threat scenarios verbally (e.g., “Someone grabs your bag from behind,” or “You are followed by a stranger”).
2. The student must:
  - Pause (Freeze) for 2 seconds to stay calm.
  - Decide on a self-defence response (e.g., shout, run, block).
  - Speak aloud their response confidently using assertive language (e.g., “Stop right there!”, “Help!”, “Leave me alone!”).
3. Each student gets 2-3 different scenarios to respond to.

##### **Outcome:**

Students will learn to stay calm, think fast, and respond confidently in threatening situations using mental and verbal strategies.

#### **2. Name of the activity: Practice “Focus Under Pressure” Drill to improve concentration and decision-making under distractions.**

##### **Objective:**

To enhance concentration, decision-making, and stress tolerance in a noisy or confusing environment mimicking real-life distractions during a threat.

**Procedure:**

1. Create a controlled noisy environment (students clapping, soft music playing, or background chatter).
2. One student stands at the center.
3. The teacher calls out quick commands (e.g., "Raise hand!", "Turn left!", "Shout 'No!'", "Step back!").
4. The student must:
  - Listen carefully
  - Ignore distractions
  - Respond only to the right command (if a "trick" command is given like "Sit down!" when not part of the drill, they must not react).
5. Repeat for different students; increase the speed and noise gradually.

**Outcome:**

Students will improve their ability to concentrate, stay calm, and make correct decisions under pressure and distractions key mental skills for self-defence.

**Point to remember**

1. Physical fitness is the ability to perform daily tasks efficiently with enough energy for emergencies or leisure. It includes strength, endurance, flexibility, speed, and coordination.
2. Physical fitness supports self-defence by improving strength to resist, speed to escape, and stamina to endure threats without quick fatigue.
3. Health-related components like cardiovascular endurance and muscular strength help maintain performance during prolonged or forceful confrontations.
4. Skill-related components such as agility, reaction time, and balance are critical for dodging, escaping, and striking effectively in self-defence.
5. A physically fit body enhances mental alertness, confidence, and body control, all of which are essential to self-defence success.
6. Mental fitness is the ability to stay calm, think clearly, and make quick decisions under pressure, crucial for threat recognition and response.
7. Key components of mental fitness include self-awareness, emotional control, confidence, focus, and decision-making under pressure.
8. Practicing visualization and mental rehearsal prepares the mind to act decisively in real situations, reducing panic and increasing reaction speed.
9. Situational awareness helps individuals detect danger early and avoid high-risk environments before a threat escalates.

10. Both physical and mental fitness together make self-defence effective allowing a person to act smartly, move quickly, and recover confidently after a crisis.

### **What have you learned**

1. Physical fitness enhances strength, endurance, and agility, which are essential for performing self-defence actions effectively.
2. Health-related and skill-related components of fitness contribute to overall body control, speed, and reaction during threats.
3. Mental fitness enables calm thinking, emotional control, and quick decision-making in high-stress self-defence situations.
4. Confidence, focus, and situational awareness play a vital role in preventing, responding to, and managing real-life dangers.
5. Effective self-defence is achieved through a combination of physical readiness and mental resilience for total protection.

### **CHECK YOUR PROGRESS**

#### **Fill in the blanks Questions**

- a) \_\_\_\_\_ fitness helps a person perform daily tasks efficiently and respond effectively in emergency situations.
- b) \_\_\_\_\_ endurance is essential in self-defence to sustain energy during intense or prolonged physical activity.
- c) The ability to remain calm, focused, and confident during a threat is a part of \_\_\_\_\_ fitness.
- d) Quick movement and direction change in self-defence is possible through the component called \_\_\_\_\_.
- e) The mental ability to recover from stress or trauma after a threat is known as \_\_\_\_\_.
- f) The ability to stay aware of your surroundings and identify danger early is called \_\_\_\_\_ awareness.

#### **Multiple Choice Questions (MCQs)**

1. Which of the following is a health-related component of physical fitness?
  - a) Agility
  - b) Power
  - c) Muscular Strength
  - d) Coordination

2. What does mental fitness primarily help with during a self-defence situation?
  - a) Punching with more power
  - b) Staying calm and making decisions
  - c) Running faster
  - d) Building muscle strength
3. Which component helps you change direction quickly during a threat?
  - a) Balance
  - b) Endurance
  - c) Flexibility
  - d) Agility
4. Situational awareness means:
  - a) Reacting with panic
  - b) Knowing where you are and what is happening around you
  - c) Ignoring danger
  - d) Practicing fitness regularly
5. Which of the following is NOT a component of mental fitness?
  - a) Confidence
  - b) Flexibility
  - c) Focus
  - d) Resilience
6. The ability to respond quickly to a sudden movement or attack is called:
  - a) Speed
  - b) Power
  - c) Reaction Time
  - d) Endurance

### **Subjective Question**

1. Explain the importance of physical fitness in self-defence with suitable examples.
2. Describe any three components of mental fitness and how they help in managing a real-life threat.
3. How do health-related and skill-related fitness components complement each other in self-defence situations?
4. What is situational awareness, and why is it considered the first line of mental defence?
5. Give an example of how confidence and emotional control can prevent or reduce the impact of a self-defence situation.

## **Session 2: Integration of Techniques in Self Defence**

The integration of techniques in self-defence plays a crucial role in ensuring personal safety. Self-defence techniques involve the proper use of movements, skills, and strategies to protect oneself from danger. When techniques are well integrated, a person can use strength, speed, balance, and timing together effectively. These techniques help in escaping from holds, blocking attacks, maintaining safe distance, and using minimum force to create an opportunity to get away from the threat.

Integrated self-defence techniques also combine physical actions with mental awareness. A person learns when to react, how to control movements, and how to stay alert during risky situations. Proper training helps individuals apply techniques naturally and confidently without panic. Thus, the integration of self-defence techniques improves coordination, confidence, and safety, making a person better prepared to handle dangerous situations wisely and effectively.

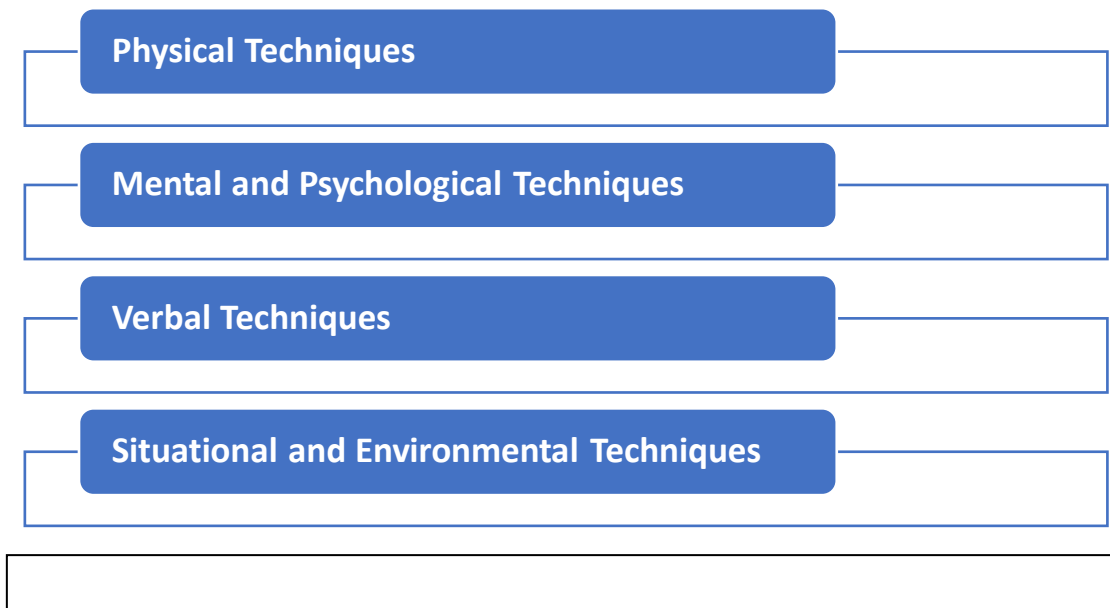
### **Techniques in Self Defence**

Self-defence techniques are structured actions and strategies used to protect oneself from physical, verbal, or psychological harm in dangerous or threatening situations. These techniques are not just limited to physical moves like strikes or escapes they also include mental preparedness, verbal assertiveness, situational awareness, and the use of everyday objects for protection. The goal of self-defence is not to fight, but to prevent conflict, escape danger, or stop an attack effectively and safely.

Self-defence techniques are taught in a variety of forms, including physical techniques (like kicks, blocks, or wrist releases), verbal techniques (such as assertive communication), and mental techniques (like fear control and quick decision-making). For example, shouting “Stop!” with a firm voice, breaking free from a wrist grab, or noticing suspicious behavior early are all valid forms of self-defence.

In essence, self-defence techniques empower individuals regardless of age or strength to respond confidently and effectively to threats, giving them a sense of safety, independence, and control in real-life situations.

The techniques for self-defence are:



### **1. Physical Techniques**

Physical self-defence involves using the body to strike, block, or escape from an attacker. These techniques focus on targeting vulnerable areas to create an opportunity to escape. Example: A palm strike to the attacker's nose can stun them long enough for you to run to safety.

### **2. Mental and Psychological Techniques**

These techniques involve staying calm, aware, and mentally prepared. They help you recognize danger early and react wisely under stress. Example: By practicing situational awareness, you may notice someone following you and cross the street to avoid them.

### **3. Verbal Techniques**

Verbal self-defence uses your voice to assert boundaries, stop a threat, or draw attention. It can prevent escalation before physical defence is needed. Example: Shouting "Stay back!" firmly while making eye contact may intimidate the aggressor and attract help.

### **4. Situational and Environmental Techniques**

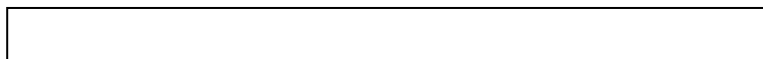
These techniques use your surroundings or common objects to aid in protection. They also include avoiding danger by planning ahead. Example: Holding your bag up to block a strike or using keys to defend yourself when attacked unexpectedly.

Self-defence is not limited to fighting techniques; it is a combination of physical strength, mental readiness, quick thinking, verbal control, and environmental awareness. Practicing these techniques regularly not only enhances safety but also builds confidence, resilience, and independence,

enabling individuals to protect themselves effectively in real-world situations.

### 3. Physical Techniques and its types

Physical self-defence techniques involve using the body strategically to protect oneself from harm. These techniques include striking, blocking, escaping, and using body leverage to disable or evade an attacker. The focus is on speed, accuracy, targeting vulnerable areas, and using minimal force for maximum effect. Physical techniques are often taught in martial arts like karate, Taekwondo, judo, kick-boxing, wushu, Jiu-Jitsu, boxing, Krav-Maga, kalaripayattu and modern self-defence programs.



#### Objectives of Physical Self-Defence

1. Escape from the threat as quickly and safely as possible.
2. Protect vital organs and sensitive body parts.
3. Disable or distract the attacker momentarily.
4. Gain control of the situation to allow escape.
5. Build confidence and reduce panic during confrontation.

#### Principles of Physical Self-Defence

1. Target Weak Points: Focus on eyes, throat, nose, groin, knees.
2. Use Natural Weapons: Use elbows, palms, knees, and feet instead of fists.
3. Act Quickly: Use surprise and speed; hesitation can increase danger.

4. **Keep Balance:** Maintain a stable posture and stance to avoid falling.
5. **Escape Over Engagement:** The goal is not to fight but to survive and escape.

## **Types of Physical Self-Defence Techniques**

### **1. Striking Techniques**

#### **a) Palm Strike**

The palm strike is performed by driving the base of your palm (heel of the hand) upward into the attacker's nose or chin. It's safer for your wrist and knuckles than a punch and can cause disorientation or pain, giving you time to escape.

**PHOTOS  
OF EACH  
TECHNIQUES**

Example: Sneha, while walking to her car in the evening, was approached by a man reaching for her. She used a quick palm strike to his nose, which startled him and gave her the chance to flee to safety.

#### **b) Elbow Strike**

Elbow strikes are powerful at close range and can target the jaw, temple, or ribs. This technique is useful when an attacker is within arm's reach or grabs you from the side.

**PHOTOS  
OF EACH  
TECHNIQUES**

Example: Ravi was practicing self-defence with a partner during a college workshop. When his partner simulated a grab from the side, Ravi delivered a swift elbow strike to the ribs, breaking the hold instantly.

#### **c) Knee Strike**

The knee strike involves thrusting your knee forcefully into the attacker's stomach, groin, or thigh. It's especially useful in face-to-face grabs.

**PHOTOS  
OF EACH  
TECHNIQUES**

Example: Priya was suddenly grabbed by a man while entering an auto-rickshaw. She delivered a strong knee strike to his groin, causing him to release her, and she quickly escaped into a nearby shop.

#### **d) Groin Kick**

A groin kick is delivered with the front of your foot or shin to the attacker's groin area. It can disable them quickly and buy precious time.

Example: Aman, during a staged simulation, reacted to an attacker's advance by delivering a groin kick. The aggressor bent over in pain, demonstrating how effective the move can be in real situations.

**PHOTOS  
OF EACH  
TECHNIQUES**

**e) Hammer Fist**

This technique uses the bottom edge of a clenched fist in a downward or sideways motion, like swinging a hammer. It's good for hitting soft targets like the collarbone or nose.

Example: Neha was grabbed from behind during a night drill. She instinctively swung a hammer fist backward into the attacker's ribs, giving her time to turn and escape.

**PHOTOS  
OF EACH  
TECHNIQUES**

**2. Blocking Techniques**

**a) Forearm Block**

Forearm blocks defend against incoming punches or pushes by raising your forearm across your body to absorb or redirect the attack.

Example: Manav, while walking through a crowded market, saw a fist coming toward him during a sudden argument. He raised his forearm just in time to block the punch and push the attacker away.

**PHOTOS  
OF EACH  
TECHNIQUES**

**b) Leg/Shin Block**

Used to stop low-level attacks like kicks or sweeps, leg blocks are done by lifting the leg and absorbing the impact with the shin or thigh.

Example: Zara, during a martial arts class, reacted quickly when her partner attempted a leg sweep by lifting her shin, blocking the attack and maintaining her balance.

**PHOTOS  
OF EACH  
TECHNIQUES**

**3. Escape Techniques**

**a) Wrist Grab Release**

To escape a wrist grab, pull your arm in the direction of the attacker's thumb—the weakest part of their grip.

Example: Ritika was grabbed by the wrist on a narrow street. She remembered her training and sharply twisted her wrist toward the attacker's thumb, freeing herself and running to safety.

**PHOTOS  
OF EACH  
TECHNIQUES**

**b) Choke Hold Escape**

In this technique, you lower your body, tuck your chin, and use elbows or strikes to vulnerable areas like the groin or eyes to break a chokehold.

Example: Aarav was grabbed from behind in a mock training. He bent his knees, tucked his chin, and delivered an elbow to the side, loosening the attacker's grip and stepping away.

**PHOTOS  
OF EACH  
TECHNIQUES**

**c) Hair Grab Release**

When your hair is grabbed, trap the attacker's hand with both hands, reduce pain, and counter with a strike or escape movement.

Example: Meena, during a women's self-defence class, was grabbed by the ponytail. She held the attacker's wrist to control the pain and delivered a palm strike to the attacker's face.

**PHOTOS  
OF EACH  
TECHNIQUES**

**4. Pushes and Redirects**

**a) Two-Hand Push**

This push is used to forcefully move the attacker backward and create space. It is especially helpful in crowd or escape scenarios.

Example: Kiran was blocked at the building entrance by an aggressive stranger. She shoved him using both hands on his chest and rushed inside before he recovered.

**PHOTOS  
OF EACH  
TECHNIQUES**

**b) Redirect / Parry**

Redirection techniques involve guiding the attacker's motion away from your body using minimal force and using that opening to strike or escape.

Example: Aditya saw a punch coming toward him during training. He redirected the punch with a light hand movement and followed with a palm strike to the chest.

## PHOTOS OF EACH TECHNIQUES

### 5. Joint Locks and Control Techniques

#### **Joint Lock (Wrist Lock / Elbow Lock)**

Joint locks manipulate the attacker's limbs to cause pain and control their movement. They are effective for controlling, not necessarily harming, the attacker.

Example: Simran, an experienced martial artist, demonstrated a wrist lock on an attacker who grabbed her shoulder. She twisted his wrist inward, forcing him to bend down in pain and let go.

## PHOTOS OF EACH TECHNIQUES

These physical self-defence techniques are practical, learnable, and can be adapted by individuals of all ages and strength levels. With regular practice and presence of mind, anyone—like Sneha, Ritika, or Aman—can protect themselves effectively in real-world situations.

### **Basic Escape Technique: Back Step and Elbow Push**

The **Back Step and Elbow Push** is a fundamental physical self-defence technique designed to help students escape safely from someone grabbing their wrist or shoulder. The main objective of this activity is to teach a simple yet effective method to create distance from an aggressor while minimizing risk of injury. Learning such basic techniques builds confidence and awareness, enabling students to respond quickly and efficiently in real-life situations.

In this exercise, students work in pairs, with one student acting as the "attacker" and the other as the "defender." The attacker gently grabs the defender's wrist or shoulder to simulate a physical threat. The defender then responds by taking a quick backward step to create space. This movement is combined with a slight sideways turn and a gentle push using the elbow against the attacker's arm. The defender then steps aside and assumes a safe stance with hands raised and body alert. Practicing this step-by-step ensures

that students understand the mechanics of the movement and can perform it safely without causing harm.

The exercise is initially practiced slowly to allow students to focus on proper form and coordination. Once comfortable, the movement is repeated multiple times, usually three to five rounds per pair, before switching roles so each student experiences both defending and attacking positions. Safety is a key concern: all grabs should be gentle, no actual strikes are delivered, and supervision is maintained to prevent imbalance or falls.

The expected outcome of this activity is that students will learn to use their body effectively to escape from a grab while maintaining balance and alertness. This technique emphasizes the importance of combining movement, leverage, and awareness rather than relying on strength alone. By practicing the Back Step and Elbow Push, students develop practical self-defence skills, build confidence in their ability to handle threatening situations, and learn how to create safe distance from a potential aggressor.

This practice reinforces the principle that self-defence is about **protection and escape, not confrontation**, making it a safe and empowering skill for students.

### **PRACTICAL EXERCISE**

#### **1. Name of the activity: Demonstrate the Back Step & Elbow strike to escape from a physical grab or hold.**

##### **Objective:**

To teach students a simple backward step and elbow push technique to escape from someone grabbing their wrist or shoulder.

##### **Procedure:**

1. Pair up students.
2. One student (the "attacker") gently grabs the wrist or shoulder of the other student (the "defender").
3. The defender must:
  - Take one quick step backward to create space.
  - Turn slightly sideways and use their elbow to gently push the attacker's arm away.
  - Step aside and move into a safe stance (hands up, alert).
4. Practice slowly at first, then repeat 3–5 times per pair.
5. Switch roles.

##### **Safety Guidelines:**

- Grabs should be gentle and non-aggressive
- Ensure students do not actually strike with force
- Supervise to avoid imbalance or falls

**Outcome:**

Students will learn a basic escape technique using backward movement and elbow push to free themselves from a grab and create safe distance.

## **Mental and Psychological Techniques and its types**

Mental and psychological techniques are an essential part of self-defence, often more crucial than physical strength. These techniques equip individuals with the awareness, confidence, decision-making ability, and emotional control necessary to respond effectively in threatening situations. A calm, alert, and mentally prepared person can often avoid conflict altogether or react quickly and appropriately under pressure. These skills can be developed through practice, training, and real-life simulations.



### **Types of Mental and Psychological Self-Defence Techniques**

#### **1. Situational Awareness**

Situational awareness is the ability to observe your surroundings and identify potential threats before they escalate. This involves being alert, avoiding distractions (like phones), and reading people's body language.

Example: Aditi, while walking to her hostel at night, noticed a man following her from a distance. Because she was aware, she changed her route and walked toward a nearby shop, avoiding a possible confrontation.

## **2. Fear Management**

Fear is a natural response to danger, but panic can paralyze action. Fear management involves learning to control your emotional response so you can think clearly and act decisively. Techniques include deep breathing, focus training, and repeated exposure to simulated stress (known as inoculation).

Example: Rahul, during a mock self-defence drill, initially panicked when grabbed. But through regular training, he learned to breathe deeply, stay calm, and apply an escape technique confidently.

## **3. Mental Rehearsal / Visualization**

This technique involves mentally practicing how you would react in various threatening situations. By visualizing responses to scenarios like someone grabbing your wrist or blocking your way your brain builds muscle memory and improves reaction time.

Example: Neha, a teacher, regularly visualized herself using self-defence techniques while traveling alone. When a real incident occurred at a bus stop, she instinctively reacted with a wrist release and escaped confidently.

## **4. Assertiveness and Boundary Setting**

Assertiveness is the ability to communicate confidently and set personal boundaries. Verbal self-defence is rooted in this skill. An assertive voice and strong posture can deter potential attackers.

Example: Ritika, a student, was approached by a stranger insisting on helping her with her bag. She looked him in the eye and firmly said, “No, I don’t need help,” which made the man back off.

## **5. Quick Decision-Making Under Stress**

This involves choosing the safest and most effective action in a split second whether to run, shout, fight, or hide. It depends on mental clarity and training.

Example: Aditya, during a confrontation in a parking lot, quickly assessed the exit route and ran toward it instead of engaging the attacker, avoiding harm through quick thinking.

## **6. Confidence Building**

Confidence is a mental asset that can deter attackers. People who appear self-assured are less likely to be targeted. Regular practice, fitness, and mindset training help build this self-belief.

Example: Pooja, after attending a self-defence workshop, noticed she walked taller and more confidently. One evening, a man approached her but retreated when she made strong eye contact and stood her ground.

## **7. De-escalation Tactics**

Sometimes, the best defence is avoiding conflict. Verbal and behavioral de-escalation includes staying calm, not provoking aggression, and using a non-threatening tone to reduce hostility.

Example: Kabir was confronted by two men over a parking issue. Instead of yelling back, he kept his voice low, apologized calmly, and avoided eye contact preventing the argument from turning physical.

Mental and psychological self-defence techniques provide the inner strength needed to stay safe without always resorting to physical action. When individuals like Aditi, Neha, or Kabir use awareness, confidence, and calm thinking, they become harder targets and better protectors of themselves and others. These techniques are best developed through structured self-defence training and mental conditioning programs.

### **PRACTICAL EXERCISE**

**1. Name of the activity: Practice “Breathe – Visualize – Respond” Drill to build psychological readiness through breathing and mental rehearsal.**

**Objective:**

To train students in controlled breathing, mental visualization, and calm response under pressure, improving psychological readiness for real-life threats.

**Procedure:**

1. Students sit or stand in a relaxed posture.
2. The teacher guides them through the following 3-step exercise:

Step 1: Breathe (2 minutes)

- Deep breathing: Inhale through the nose (count 1–4), hold (2 seconds), exhale slowly (count 1–6).
- Focus on the breath to reduce anxiety and gain emotional control.

Step 2: Visualize (2–3 minutes)

1. Students are asked to mentally picture a common threat situation (e.g., walking alone and being followed).

2. They are guided to imagine themselves:

- Aware of surroundings
- Calm and alert
- Making smart choices (e.g., calling for help, walking to a crowded area)

Step 3: Respond (2 minutes)

- Students open their eyes and verbalize or write their response to the situation:
- What action they took mentally
- How they controlled fear
- What helped them stay confident

Type	Technique Practiced in Activity
Mental Preparation	Visualization and rehearsal of threat scenarios
Emotional Control	Breathing to manage fear and anxiety
Stress Management	Calm thinking under imagined pressure
Confidence Building	Mental success rehearsal

**Outcome:**

Students will learn to use breathing and visualization to stay calm, build confidence, and mentally prepare for self-defence situations.

## Verbal Techniques and its types

Verbal self-defence techniques are strategies used to defuse conflict, assert boundaries, or deter aggression through speech, tone, and body language. Unlike physical defence, verbal techniques can prevent a situation from becoming violent. These methods are crucial for self-protection in daily life,



particularly in situations involving harassment, bullying, or threats. A confident voice, firm language, and calm demeanor can often stop an aggressor in their tracks especially when physical action is not yet necessary or possible.

### Types of Verbal Self-Defence Techniques

#### 1. Assertive Communication

Assertive communication involves expressing your needs, boundaries, or refusal in a firm, confident, and

respectful tone. It helps convey strength and resolve without being aggressive.

Example: Neha, when approached by a stranger who stepped too close, maintained eye contact and said firmly, “Please step back. I don’t feel comfortable.” The man hesitated and walked away, sensing her confidence.

## **2. Boundary Setting Statements**

These are clear verbal statements used to establish personal limits and prevent unwanted behavior. They are short, direct, and non-negotiable.

Example: Ravi, when a group of peers started making inappropriate jokes, said, “That’s not okay. I don’t want to hear that.” His calm but clear boundary-setting made them stop.

## **3. Use of Commanding Voice / Loud Verbal Cue**

Shouting or using a commanding voice in a threatening situation can startle the attacker, attract attention, and give you time to prepare or escape.

Example: Priya, when someone tried to grab her bag, shouted “Back off!” loudly. The attacker was startled, and nearby people turned to help, making the assailant run away.

## **4. De-escalation Talk**

This involves using calm, respectful language to reduce the aggressor’s anger or tension. Tone, word choice, and body language are key.

Example: Kabir accidentally bumped into someone in a crowd. The man became aggressive, but Kabir calmly said, “I didn’t mean to. Let’s just move on,” and the situation cooled down.

## **5. Use of Repetitive Phrases (Broken Record Technique)**

This technique involves calmly repeating your point or boundary without getting emotional or argumentative. It shows firmness and discourages manipulation.

Example: Zara, when pressured by a salesperson to buy something, repeated: “I’m not interested. Thank you.” After a few attempts, the person gave up.

## **6. Distraction or Redirection**

Sometimes, distracting or changing the subject can neutralize tension or avoid escalation. It can confuse or surprise the aggressor.

Example: Aman noticed someone becoming hostile during a heated discussion. He changed the topic by saying, “Hey, isn’t that your friend over there?” The shift in attention reduced the tension.

Verbal self-defence is a powerful non-violent tool that empowers individuals to stay safe using words, tone, and presence. Techniques like assertive speech, firm boundaries, and loud cues can deter attackers, especially in public spaces. Individuals like Neha, Kabir, and Priya prove that the right words at the right time can prevent harm and project confidence. These skills are especially useful for children, women, and vulnerable individuals in everyday settings.

## **Developing Assertive Communication for Verbal Self-Defence**

The activity **“Voice Power Roleplay”** is designed to help students develop assertive verbal communication, tone control, and voice projection, which are essential skills for verbal self-defence. The main objective of this activity is to enable students to respond confidently and safely in situations where words can prevent or de-escalate potential threats. By practicing verbal self-defence, students learn that communication can be a powerful tool to protect themselves without resorting to physical confrontation.

In this exercise, the class is divided into pairs or small groups, and each student takes turns participating in mock scenarios that simulate threatening situations. Examples include someone following you from a distance, a stranger attempting to touch your bag, or a classmate teasing or bullying. During the roleplay, students are encouraged to use verbal self-defence techniques such as speaking in a firm and confident voice, delivering short and clear commands like “Back off!” or “Leave me alone!”, maintaining direct eye contact, and holding an upright, assertive posture. These skills help convey confidence and deter potential aggressors effectively.

After each scenario, the group provides constructive feedback on each student’s tone, body language, and overall assertiveness, ensuring that the responses are firm but not aggressive. This step is important because verbal self-defence relies not only on the words spoken but also on the way they are delivered. By practicing repeatedly in a controlled environment, students gradually build confidence, improve their communication skills, and learn to stay calm and composed under pressure.

The expected outcome of this activity is that students will develop the ability to assert themselves verbally in threatening or uncomfortable situations. They gain confidence, enhance their situational awareness, and understand how to use voice and body language effectively to protect themselves. This exercise emphasizes that self-defence is not just physical—it also involves using assertive communication to stay safe and in control.

## **PRACTICAL EXERCISE**

**1. Name of the activity: Perform “Voice Power Roleplay” to practice verbal self-defence using strong, assertive communication.**

**Objective:**

To help students practice assertive verbal communication, tone control, and voice projection to de-escalate or deter threats using words.

**Procedure:**

1. Divide the class into pairs or small groups.
2. Each student takes turns performing mock scenarios where they must respond verbally to a threat.
3. Example roleplay situations:
  - “Someone is following you at a distance.”
  - “A stranger tries to touch your bag.”
  - “A classmate is teasing or bullying.”
4. The student must respond using verbal self-defence techniques:
  - Use a firm voice: “Back off!” / “Don’t touch me!” / “Leave me alone!”
  - Maintain eye contact and posture.
  - Use clear, short commands.
5. The group gives feedback on:
  - Tone (firm, not aggressive)
  - Body language
  - Clarity and effectiveness of the message

<b>Type</b>	<b>Example Phrase</b>	<b>Purpose</b>
<b>Assertive Voice</b>	“Leave me alone!”	Sets clear boundary
<b>Refusal Technique</b>	“No, I don’t want to go.”	Resists manipulation or peer pressure
<b>Calling for Help</b>	“Help! Call the police!”	Attracts attention, increases safety
<b>Commanding Tone</b>	“Step away from me now!”	Shows authority and confidence
<b>Broken Record</b>	Repeating “No!” firmly	Prevents escalation through repetition

**Outcome:**

Students will learn to use firm, clear, and confident verbal communication to set boundaries, resist threats, and seek help effectively in self-defence situations.

## **Situational and Environmental Techniques and its types**

Situational and environmental self-defence techniques involve using awareness, smart decision-making, and available surroundings to prevent or respond to threats. These techniques are based on the principle that being prepared and alert is often more effective than fighting. Knowing how to avoid danger, escape risky situations, or use nearby objects as tools can greatly increase safety, especially when physical action isn't an immediate option. These methods are essential for real-life scenarios like walking alone, using public transport, or navigating unfamiliar areas.



### **Types of Situational and Environmental Techniques**

#### **1. Avoidance and Prevention**

This involves recognizing dangerous situations and avoiding them before they escalate. It includes staying away from dark, isolated areas, not taking shortcuts through alleys, or refusing to engage in arguments with aggressive strangers.

Example: Riya, instead of taking a shortcut through a secluded lane at night, chose to walk along the well-lit main road, even though it took a few extra minutes.

#### **2. Environmental Awareness**

Being aware of your environment means knowing your exits, who's around you, and what objects are nearby that could be used for protection. This skill allows you to act quickly and make smart choices.

Example: Karan, waiting at a bus stop, noticed a group acting suspiciously. He mentally noted the CCTV camera and a nearby store, ready to run there if needed.

#### **3. Using Everyday Objects as Improvised Weapons**

In an emergency, items like keys, pens, umbrellas, mobile phones, or handbags can be used as defensive tools to strike or block an attacker.

Example: Megha, when confronted by a man trying to snatch her purse, used her metal water bottle to hit his arm and escaped by running into a crowded shop.

#### **4. Walking and Moving Confidently**

Walking with purpose, head up, and eyes scanning your environment gives the impression of confidence, which often discourages attackers looking for vulnerable targets.

Example: Tanya, walking back from college, maintained an upright posture and firm pace. When a man began following her, her confident demeanor and sudden turn into a busy street made him stop.

#### **5. Strategic Positioning**

This means choosing safe locations to stand or sit like near exits, in visible spots, or facing the entrance so you can react quickly if needed.

Example: Arjun, in a café, chose a seat near the door with his back to the wall so he could see who entered and leave easily in case of danger.

#### **6. Using the Crowd or Public for Safety**

Staying close to groups of people or moving toward a crowd when sensing danger can deter attackers and provide safety.

Example: Ananya felt uneasy in an isolated metro station area. She walked toward a group of commuters and stood near a family, reducing her risk.

#### **7. Use of Technology and Emergency Tools**

Using phone apps, GPS tracking, SOS buttons, and emergency contact features can alert others and assist escape.

Example: Nikhil used a safety app to alert his sister when he noticed someone following him late at night. She tracked his location in real time and stayed on a call until he reached home safely.

### **Conclusion**

Situational and environmental techniques focus on being smart, alert, and prepared. Instead of relying only on physical strength, individuals like Riya, Megha, and Ananya used awareness, smart choices, and available resources to protect themselves. These techniques are especially vital for people who travel alone, live in urban areas, or face potential everyday

risks. When taught alongside physical and mental strategies, situational self-defence creates a strong, realistic, and effective safety system.

### **Points to Remember**

#### **1. Self-defence is holistic**

It combines physical, mental, verbal, situational, and environmental strategies to avoid or escape danger safely.

#### **2. Physical techniques focus on survival**

Striking, blocking, and escaping target vulnerable body parts to create space for escape, not to fight.

#### **3. Mental preparation is crucial**

Staying calm, alert, and confident can prevent panic and help make smart decisions under stress.

#### **4. Verbal assertiveness deters threats**

Using a loud, firm voice with strong body language can set boundaries and attract help before physical force is needed.

#### **5. Situational awareness builds safety**

Knowing your surroundings, exit points, and potential risks helps avoid danger before it begins.

#### **6. Use of everyday objects is smart defence**

Keys, bottles, or bags can become protective tools when used with quick thinking in emergencies.

#### **7. Confidence discourages attackers**

Walking upright, making eye contact, and projecting self-assurance reduces your chances of being targeted.

#### **8. Escape is the primary goal**

Self-defence is not about winning fights it's about survival, creating distance, and reaching safety.

#### **9. Practice builds readiness**

Regular drills in striking, blocking, voice control, and mental visualization increase effectiveness in real situations.

#### **10. Technology can support safety**

Safety apps, SOS alerts, and emergency contacts help stay connected and enhance real-time protection.

### **What have you learned**

- 1. Self-defence is multidimensional**, including physical, mental, verbal, situational, and environmental strategies to ensure safety in threatening situations.
- 2. Physical techniques like strikes, blocks, and escapes** are designed to target vulnerable areas and help individuals break free or disable an attacker temporarily.
- 3. Mental and psychological readiness** such as situational awareness, fear control, and decision-making under stress is critical for preventing and responding to danger effectively.
- 4. Verbal techniques empower individuals** to assert boundaries, de-escalate threats, and attract attention using tone, posture, and confident language.
- 5. Situational and environmental awareness** enables smart choices, such as avoiding risky areas, using objects for defence, and leveraging crowds or technology for safety.

### CHECK YOUR PROGRESS

#### Fill in the blanks Questions

- a) Physical self-defence techniques aim to target the attacker's \_\_\_\_\_ areas to create a chance to escape.
- b) The ability to observe and understand one's surroundings to detect threats is known as \_\_\_\_\_.
- c) The technique where you use a loud voice to deter an attacker is a part of \_\_\_\_\_ self-defence.
- d) A strike using the base of the hand aimed at the chin or nose is called a \_\_\_\_\_ strike.
- e) Objects like keys, pens, or bags used in defence are called \_\_\_\_\_ weapons.
- f) The main goal of self-defence is not to fight but to \_\_\_\_\_ danger or stop an attack safely.

#### Multiple Choice Questions (MCQs)

1. Which of the following is a physical self-defence technique?
  - a) Visualization
  - b) Boundary setting
  - c) Palm strike
  - d) De-escalation.
2. What is the primary goal of self-defence?
  - a) To win a fight
  - b) To disable the attacker permanently

- c) To escape safely and prevent harm
  - d) To show martial arts skills
3. Which mental technique helps in identifying threats early?
- a) Fear management
  - b) Assertiveness
  - c) Situational awareness
  - d) Confidence building
4. What is a common tool used in verbal self-defence?
- a) Keys
  - b) Shouting “Back off!”
  - c) Wrist lock
  - d) Elbow strike
5. Which of the following is an example of environmental self-defence?
- a) Using deep breathing
  - b) Practicing punches
  - c) Avoiding isolated alleys
  - d) Screaming loudly
6. Which physical move is useful for close-range defence?
- a) Groin kick
  - b) Hammer fist
  - c) Elbow strike
  - d) Wrist grab release

### **Subjective Question**

1. Explain the importance of combining physical, mental, and verbal self-defence techniques.
2. Describe any three physical self-defence techniques and give suitable examples for each.
3. What role does mental rehearsal or visualization play in preparing for real-life threats?
4. How can situational awareness help in avoiding dangerous situations? Provide a real-life example.
5. Discuss the significance of verbal assertiveness in self-defence and how it can prevent escalation.

## **Unit 4: Situational Simulation & Legal Awareness**

Every day, we move through places that seem totally normal until they're not. That sudden change - when an everyday moment turns into something scary - is what this unit called Situational Simulation & Legal Awareness is all about. In this unit, you'll learn to spot danger before it gets really bad and understand what the law says about your right to protect yourself. Think of it as two sides of the same coin: one sharpens your mind and body to react the right way, while the other gives you confidence to know exactly what you're allowed to do under the law.

Why put simulation and legal study together? Because real threats don't usually announce themselves. A crowded bus might feel safe until someone's anger breaks the calm. A dark street can seem fine until words turn to pushes. By practicing pretend scenarios - role-plays and guided exercises - you build muscle memory and mental habits that kick in when stress hits hard. Meanwhile, understanding the parts of The Bharatiya Nyaya Sanhita 2023 (BNS) about self-defence makes sure you stay within legal limits, so your actions remain reasonable and fair.

Over the next sections, we'll start by looking at the basics of defence and aggression: what drives an attacker, how to figure out when someone means harm, and the simplest but most powerful ways to defend your personal space. Then, we'll dive into clear, real-life examples that show theory in action. After that, we'll break down Sections 34-44 of BNS, where the law spells out when and how you can use force. Finally, through different case studies, you'll develop legal awareness - the ability to weigh risk, necessity, and how much force is appropriate in high-pressure moments

### **Session 1: Fundamentals of Defence and Aggression**

When we talk about self-defence, we're looking at two forces meeting—defence and aggression. Defence is how we keep ourselves and others safe from harm or disrespect. It can be saying "No," stepping back, using your voice, or asking for help. Aggression is the opposite—it's when someone crosses boundaries and tries to hurt us through words, actions, or threats. Aggression means starting trouble or making things worse through force, shouting, or harmful

teasing. When these forces meet, our choices matter. Understanding both helps us handle difficult situations better and make safer, smarter decisions.

## **1. Overview and Difference between defence and aggression**

### **1.1 Defence: Protecting Boundaries**

Defence is any action or thought aimed at keeping you or someone else safe. It begins with noticing a possible threat—like feeling a hand brush you roughly in a crowded bus. You pause and ask yourself, “Was that an accident, or is someone trying to harm me?” Then you take only the steps needed to stop danger. This might mean stepping back, raising a hand, or speaking firmly. Defence is always measured and ends when the threat ends. There’s no satisfaction beyond relief; you don’t celebrate or chase the other person once you’re safe.

### **1.2 Aggression: Pushing Limits**

Aggression is almost the opposite. It’s about using force or intimidation to get your way. Instead of steadying yourself when bumped, you might lash out—swinging a bag or shouting insults. Aggression starts with strong emotion: anger, wounded pride, or a need to control. It doesn’t stop when the moment passes. Verbal jabs can turn into physical blows, and a glare can turn into stalking. The goal is dominance, not safety.

### **1.3 Key Differences**

**Intent:** Defence aims to neutralize danger and then stop. Aggression seeks to dominate or punish.

**Proportionality:** Defence uses just enough force to stay safe. Aggression often goes beyond what’s needed.

**Emotional Drive:** Defence is guided by clear thinking under stress. Aggression is driven by anger, fear, or pride.

**Outcome:** Defence ends with safety restored. Aggression can spiral into more conflict and harm.

Understanding these differences helps you choose responses that keep situations calm and protect everyone involved.

## **2. Understanding Reactionary gap**

A reactionary gap is the small space you keep between yourself and someone who seems aggressive. It’s usually about an arm’s length, just enough room for your brain to kick in and your body to move safely. Aggression can show up in many ways—a hard shove on a busy train, a cold glare that makes your skin crawl, or a sharp insult meant to scare you.

Spotting these signs early gives you those extra seconds to choose what to do next. You might step back to widen the gap, raise a calm but firm voice to set a boundary, or shift your stance so you're ready to move. By holding that buffer, you avoid getting trapped too close, and you give yourself time to think, stay safe, and decide whether to speak up, back away, or call for help.

#### **Examples-1:**

Priya on the Playground: When Raj shoves her by accident, Priya calmly raises her hand to stop the push and says, "I need some space, please," rather than yelling at him.

Aarav in the Cafeteria: Hearing someone threaten his friend, Aarav steps between them with a steady voice—"Let's not do this here"—instead of grabbing or shoving the aggressor.

Sneha on the Train: After someone bumps her bag, she shifts sideways and locks eyes with the person, firm but polite: "Watch your bag," then moves away, refusing to let anger dictate her response crowded train. Other times, it's an icy stare or pointed insult meant to intimidate.

Recognizing aggression early gives you precious seconds to choose your response. You might step back, raise a calm-but-firm voice, or position your body in a non-threatening but alert stance. In every case, the goal is to keep your reactionary gap—that invisible buffer of roughly arm's length—intact, so your brain has the time to decide your next move.

#### **Example-2:**

Aggression doesn't always look like a fight scene in a movie—it can be subtle, like a sharp glare across a classroom or a whispered insult meant to throw you off. Imagine you're on a crowded metro, and someone suddenly bumps into you hard, then gives you a threatening look. In that moment, how you respond matters more than what just happened. Instead of snapping back, you take a small step back, stand tall, and keep your voice calm but firm. This helps you maintain what's called a *reactionary gap*—about an arm's length of space that gives your brain time to think instead of just react. Whether it's a tense situation in a school corridor or a heated exchange in a marketplace, recognizing these signs of aggression early helps you stay in control. It's not about being afraid—it's about staying aware, using your body language wisely, and giving yourself the best chance to handle things safely.

### **3. Types of aggression**

There are two broad categories of aggression you'll encounter:

**3.1. Reactive Aggression:** This type happens when emotions explode suddenly. The person isn't thinking clearly - they're just reacting to something that made them angry, scared, or frustrated. Their face might turn red, they could start yelling, or they might even swing without warning. But here's the thing about reactive aggression: it usually burns out fast, like a match that flares up and then dies down. Picture a passenger who flips out after being jostled. The moment is fiery, but often over quickly. In these instances, denying the aggressor attention or using a calm verbal de-escalation—"Let's cool down"—can defuse tension. If words fail, minimal physical actions (a quick redirection of their force) can break the escalation.

**3.2. Proactive Aggression:** This is the scarier type because it's planned. The person has thought about what they want to do, and they're using aggression as a tool to get something - money, power, or just to hurt someone. They stay calm while being threatening, which makes them more dangerous. Think of a mugger targeting someone in a poorly lit street. Here, aggression is premeditated. Your best defence is pre-planning: scan exits, note safe zones (shops, lit windows), and adopt a posture that signals confidence. Should escape become necessary, those mental landmarks guide you to safety.

At the core of an effective defence is your mindset. A survivor's mindset means you believe you can protect yourself. It shows in your posture—shoulders down but chest forward—and in your voice, which is clear and steady. This alone can warn off attackers before you even speak. On the other hand, a fearful stance—hunched over with darting eyes—can make you a target.

Physical principles come next. Maintaining distance is your first line. From a relaxed, open-hand stance, a subtle push can restore space. If forced to defend, apply controlled aggression: a targeted palm-heel strike to the attacker's nose or throat area, just enough power to cause surprise and pain, but not enough to escalate into uncontrolled violence. Precision beats power every time.

Why precision? Wild, sweeping swings waste energy and leave you off-balance. Instead, learn to use natural weapons—elbows, knees, open palms—and aim for vulnerable points like the eyes, solar plexus, or kneecaps. Each technique isn't about teaching you to fight like a martial artist; it's about giving you simple, effective tools you can instinctively deploy under duress.

Simultaneously, training your peripheral vision and situational awareness ensures you notice red flags: a person loitering too close, a vehicle slowing

alongside you, an argument growing more heated. In simulation drills, students practice scanning 360 degrees while responding to cues—footsteps behind, verbal threats in front—so that in the real world, these responses become second nature.

Yet, the smartest defence often lies in the avoidance of violence altogether. Your voice is a powerful tool. A firm command—“Stop!”—delivered with conviction can freeze an aggressor in place. Maintaining eye contact, albeit brief, signals you’re tuned in and ready. Backing away diagonally keeps you facing the threat, rather than turning your back.

## **4. Psychological Factors Behind Aggression and Defence**

### **4.1. What Makes People Aggressive**

Have you ever wondered why some people blow up over small things while others stay calm even in tough situations? The answer lies in our psychology - the way our minds work and react to different situations.

Fear is one of the biggest reasons people act aggressively. Sometimes people attack because they're actually scared and think the best way to protect themselves is to strike first. It's like a cornered animal that bites because it can't see any other way out. Pride also plays a huge role. If someone feels disrespected or embarrassed, especially in front of others, they might lash out to save face. Think about fights that start over something silly like someone cutting in line - it's not really about the line, it's about feeling small.

Past experiences shape how we react too. Someone who was bullied might become aggressive to avoid feeling helpless again. Or they might go the opposite way and avoid conflict completely. Stress from home, school, or work can make people more likely to snap. When you're already feeling overwhelmed, even a small annoyance can feel like the last straw.

### **4.2. How Defence Psychology Works**

On the defence side, our reactions depend a lot on how we see ourselves and the world around us. Some people have what we call a "survivor mindset" - they believe they can handle whatever comes their way. These people tend to stay calmer and think more clearly when trouble starts. Others might have low confidence and either freeze up or overreact because they don't trust their ability to handle the situation properly.

Your upbringing matters a lot too. If you grew up in a house where people talked through problems, you're more likely to try talking first. But if you saw family members solve things with shouting or violence, that might feel normal to you. Cultural background also influences how we handle conflict -some cultures value avoiding confrontation while others see standing up for yourself as essential.

Hormones and brain chemistry affect our responses as well. When we feel threatened, our bodies release adrenaline, which can make us stronger and faster but can also make it harder to think clearly. Some people's brains are naturally better at staying calm under pressure, while others get flooded with emotion.

#### **4.3. Why Understanding This Helps**

Understanding these psychological factors helps in two ways. First, if you know what triggers aggressive behavior in others, you can sometimes spot warning signs early and avoid or de-escalate situations. Second, understanding your own psychological patterns helps you prepare better responses. Maybe you know you tend to freeze up, so you can practice specific techniques to overcome that. Or maybe you know you get angry quickly, so you can work on breathing techniques to stay in control. The key is recognizing that both aggression and defence are normal human responses that come from somewhere real. Once you understand the "why" behind these behaviors, you can start working with your natural tendencies instead of against them.

Finally, remember that self-defence isn't a test of strength but of judgment. When you combine mental readiness, clear tactics for distance and precision, and a refusal to be an easy target, you build layers of defence that stack in your favor. Offense isn't the answer; smart, measured responses are. In the next segment, we'll see how these fundamentals play out in simulated scenarios—realistic role-plays that bind theory to action, and prepare you for the split-second decisions that keep you safe.

### **5. Principles of Self-Control**

Self-control is the foundation of self-defence. For a self-defence trainer, it is not only about teaching physical techniques but also about guiding students to regulate their emotions, thoughts, and actions in stressful situations. In emergencies or aggressive encounters, people often react without thinking, which may worsen the problem. A trainer must therefore model self-control and teach learners how to stay calm, act wisely, and

make safe decisions. This quality is essential in ensuring that defence techniques are used only when necessary and in the right manner.

### **5.1. Understanding Self-Control in Defence Training**

In the context of self-defence, self-control means using strength and skills responsibly. It prevents unnecessary aggression and ensures that actions are defensive rather than offensive. For example, if a student is provoked by harsh words, the natural impulse may be to retaliate aggressively. A trained individual, however, learns to pause, assess the situation, and respond with calmness—either by walking away, using their voice assertively, or applying minimum defensive techniques if absolutely required.

For a trainer, teaching self-control involves helping learners recognise their emotional triggers, such as fear, anger, or frustration. By being aware of these triggers, students can respond thoughtfully instead of reacting impulsively. This awareness not only prevents escalation but also builds confidence in handling real-life threats.

### **5.2. Staying Calm and Practising Discipline**

A calm mind is the strongest weapon in a crisis. Trainers who remain composed in front of their students set an example of leadership. Calmness helps in observing the environment, identifying escape routes, and applying the least force necessary. In training sessions, when learners face pressure during drills or role-play, the trainer must reinforce the habit of staying calm and thinking clearly before acting.

Discipline is another aspect of self-control that trainers must cultivate in both themselves and their learners. Regular practice, punctuality, following safety rules, and respecting fellow trainees strengthen self-control. These habits also prepare learners to use defensive techniques with precision and responsibility in real situations. A disciplined trainer can inspire discipline in students, creating a structured and safe learning environment.

### **5.3. Importance for Self-Defence Trainers and Learners**

For a self-defence trainer, self-control is not optional—it is a professional requirement. Trainers must demonstrate patience while dealing with students of different abilities and temperaments. They must also handle stressful situations, such as mock drills or live demonstrations, without losing focus or balance. In real emergencies,

their self-control ensures that they lead others effectively, prevent panic, and guide people to safety.

For learners, developing self-control under the guidance of a trainer prepares them for real-life scenarios. It teaches them to recognise when to use their skills and when to avoid confrontation. Self-control is the heart of self-defence training. It allows trainers and learners to channel their skills in the right direction, ensuring safety without unnecessary harm. By staying calm, managing emotions, and practising discipline, trainers prepare students not only for physical defence but also for making wise and responsible choices. In every session, self-control reinforces the true spirit of self-defence: protection, responsibility, and respect for life.

## **6. Conflict Triggers and Role of Environment**

Understanding how conflicts start and how the environment influences behaviour is an important skill for self-defence trainers. Everyday situations, surroundings, and social conditions can create stress or tension, which may lead to aggression. By becoming aware of these triggers and learning to use the environment wisely, individuals can prevent conflicts or respond to them more effectively.

### **6.1. Everyday Conflict Triggers**

Conflicts often begin with small incidents that may seem unimportant at first. For example, misunderstandings in communication, competition for space, or disrespectful behaviour can easily grow into arguments. In schools, students may experience conflicts over sharing benches, standing in queues, or sports-related disagreements. At workplaces, miscommunication, deadlines, or differences in opinion may become triggers.

Personal emotions also play a big role. Anger, frustration, and stress lower patience and increase the chance of conflict. A simple accident, such as stepping on someone's foot, may lead to aggression if the person is already stressed. Recognising such everyday triggers helps in controlling situations before they escalate. A self-defence trainer must be able to guide learners to identify these signs and encourage calm responses.

### **6.2. Impact of Surroundings on Behaviour**

The environment around us strongly affects the way people behave. Crowded places, loud noises, poor lighting, and high temperatures can create irritation and impatience. For instance, in a crowded

market or during public events, people may push or shout more than usual. Similarly, poorly lit streets or isolated areas may increase fear and suspicion.

Positive surroundings, such as clean and open spaces, good ventilation, and proper organisation, reduce stress and support calmer behaviour. A disciplined classroom or training hall allows learners to focus, while chaotic settings may distract them and cause frustration. For self-defence training, understanding this impact is important because the same individual may react differently depending on the environment.

### **6.3. Environmental Awareness for Safety**

Being aware of the environment is a key principle of self-defence. It helps individuals identify risks early and take preventive action. For example, when walking in a new area, noticing escape routes, security guards, or CCTV cameras increases safety. Similarly, avoiding dark alleys or deserted paths reduces the chance of facing threats.

Self-defence trainers teach students to use “situational awareness” at all times. This means observing people’s behaviour, keeping track of exits, and avoiding distractions such as loud music in earphones or looking at phones while walking. Small habits like standing with one’s back to the wall in crowded places or keeping valuables hidden can prevent unnecessary conflict. Awareness allows a person to act before danger escalates.

Conflicts do not happen suddenly; they often begin with small triggers and are shaped by the environment around us. Understanding these factors allows individuals to prevent escalation, remain calm, and stay safe. By staying aware of their surroundings and learning to use them effectively, students develop both confidence and responsibility. For self-defence trainers, teaching these skills ensures that learners are better prepared to handle challenges in daily life with discipline and awareness.

#### **Points to Remember:**

1. Defence functions like a shield, giving you reactive protection aimed at keeping you safe rather than getting back at someone.
2. Aggression acts like a hammer, initiating or escalating force to dominate or cause harm.
3. Always keep roughly an arm’s-length distance—that reactionary gap buys you the crucial seconds to decide what to do next.

4. When aggression is reactive and emotional—like a sudden shove—you can often cool things down with a calm, firm phrase instead of matching anger with anger.
5. Proactive aggression is calculated and goal-driven—think of a mugger looking for an easy target—so your priority is to move quickly toward pre-identified safe zones.
6. In a physical encounter, precision beats power: aim for vulnerable spots (eyes, throat) with controlled strikes using palms or elbows rather than wild punches.
7. Your voice is also a weapon: a sharp, loud “STOP!” can interrupt an attacker’s momentum and buy you time.

### **What have you learned?**

1. Defence starts with awareness—always assess potential threats before you act.
2. Keeping a reactionary gap gives you the critical seconds needed to choose de-escalation or make an escape.
3. Different types of aggression call for different tactics: with reactive aggression, use calm authority to defuse the situation; with proactive aggression, move toward pre-scanned exits to evade.
4. Your most effective tools aren’t brute strength but your voice, your posture, and your precision.
5. Self-defence isn’t about “winning”; it’s about getting out of harm’s way unharmed and staying within legal boundaries.

## **PRACTICAL EXERCISE**

### **Activity-1: Non-Aggressive Defence Using Objects and Voice**

#### **Objective:**

To enable students to use common objects and their voice effectively for non-aggressive self-defence in school, public places, or workplaces. This exercise helps develop confidence, awareness, and safe responses without physical confrontation.

#### **Materials Required:**

- Everyday objects (pen, book, umbrella, handbag)
- Whistles or personal alarm devices
- Role cards (defender, attacker, observer)
- Observation checklist

#### **Exercise Procedure:**

##### **1. Introduction & Demonstration (30 mins):**

Instructor explains the concept of non-aggressive defence and demonstrates using objects and loud voice commands (e.g., “Stop!”, “Help!”) to deter threats.

**2. Roleplay Practice (90 mins):**

Students practice scenarios like a stranger approaching, an attempt to grab belongings, or intimidation in school. They use objects and assertive voice commands to create distance and alert others.

**3. Group Discussion & Reflection (45 mins):**

Students reflect on what worked, how they felt, and the importance of staying calm and confident. Instructors emphasize that safety comes first, and confrontation is a last resort.

**Learning Outcomes:**

Students will learn to use everyday objects and voice for self-defence, develop situational awareness, and apply confident, non-aggressive actions to stay safe in emergency situations.

**Activity 2:- Group Discussion on Types of Aggression and Psychological Factors**

**Objective:**

To help students understand different types of aggression and the psychological factors behind aggressive behavior through interactive group discussion. The exercise enhances critical thinking, awareness of human behavior, and practical understanding of managing aggression in real-life situations.

**Materials Required:**

- Whiteboard and markers
- Printed case study examples
- Role cards (facilitator, presenter, participant, observer)
- Note sheets for observations and reflections

**Exercise Procedure:**

**1. Introduction & Briefing (30 minutes):**

Instructor explains the types of aggression:

- **Physical Aggression** (e.g., fights in school)
- **Verbal Aggression** (e.g., shouting, insulting)
- **Passive Aggression** (e.g., silent treatment, ignoring someone)

Psychological factors such as stress, frustration, peer pressure, mental health issues, and lack of communication skills are introduced with real-life examples (e.g., student fights due to exam pressure, road rage incidents).

## **2. Case Study Review (45 minutes):**

Small groups are given different real-life case studies such as:

- A student getting aggressive after failing exams.
- A shopkeeper using harsh words at a customer.
- A group of people ignoring a distressed person in a public place.

Groups analyze the type of aggression and identify psychological factors involved.

## **3. Group Discussion & Role Play (60 minutes):**

Each group discusses their case study and presents their analysis, covering:

- Type of aggression observed
- Psychological causes
- Possible non-aggressive solutions (communication, seeking help, stress management techniques)

## **4. Reflection & Instructor Feedback (45 minutes):**

After presentations, the instructor leads a discussion on the importance of managing aggression peacefully, the role of empathy, and seeking help when needed. Students reflect on personal experiences and how they can apply learning in real life.

### **Learning Outcomes:**

Students will understand different types of aggression and their psychological causes, develop empathy, improve communication skills, and learn peaceful ways to manage conflicts in everyday situations.

## **CHECK YOUR PROGRESS**

### **Fill in the Blanks**

1. Keeping an arm's-length distance is called the \_\_\_\_\_, which gives you time to decide your next move.
2. \_\_\_\_\_ aggression is hot-blooded and impulsive, often erupting in response to a perceived provocation.
3. Under BNS Sections 34-44, any force used in self-defence must be \_\_\_\_\_ to the level of the threat.
4. In a confrontation, your voice, posture, and \_\_\_\_\_ are more effective than brute strength.
5. Self-defence isn't about winning; it's about exiting \_\_\_\_\_ and staying within legal boundaries.

### **Multiple Choice Questions (MCQs, 7)**

1. Which of the following best illustrates proactive aggression?  
A. Shoving someone in the heat of the moment  
B. Planning to mug a stranger at gunpoint

- C. Yelling back when insulted
  - D. Stepping back to cool down
2. The primary goal of defence is to:
    - A. Punish the attacker
    - B. Hurt the aggressor
    - C. Protect yourself without escalation
    - D. Win at all costs
  3. Which technique is recommended for de-escalating reactive aggression?
    - A. Matching anger with anger
    - B. Swift, powerful strikes
    - C. Calm verbal assertion (“Let’s cool down”)
    - D. Turning away silently
  4. A sharp, loud “STOP!” during an attack primarily serves to:
    - A. Intimidate bystanders
    - B. Distract or interrupt the attacker’s momentum
    - C. Provoke the aggressor further
    - D. Signal legal authority
  5. Maintaining situational awareness helps you to:
    - A. Always stay in one place
    - B. Scan for exits and potential threats
    - C. Ignore minor aggressions
    - D. React only after an attack
  6. The “reactionary gap” refers to:
    - A. The time you spend negotiating
    - B. The distance that gives you decision-making time
    - C. A legal provision in self-defence law
    - D. The emotional space after an incident

### **Subjective Questions (5)**

1. Explain in your own words how the concepts of aggression and defence differ in both intent and outcome.
2. Describe a real-life scenario (with imagined names) where maintaining a reactionary gap prevented an escalation.
3. Discuss why precision is more important than power in a self-defence situation, and provide two examples of precision-based techniques.
4. Reflect on the survivor mindset statistic (detering 80% of aggressors). How might posture and voice contribute to this, and why do you think aggressors back down?

## **Session-2- Introduction to BNS Sections 34 to 44**

The Bharatiya Nyaya Sanhita (BNS), 2023, under Sections 34 to 44, addresses the right of private defence. These sections empower individuals to protect their body or property from unlawful acts like theft, robbery, or assault, without being subjected to criminal liability. For students learning self-defence, understanding these provisions is crucial for making informed, legally sound decisions in threatening situations. The law permits reasonable force, proportionate to the threat, ensuring actions remain preventive, not punitive. This chapter explores when and how you can legally defend yourself or your property, ensuring clarity and safety.

### **1. BNS and the Importance of Legal Awareness in Self-Defence**

#### **1.1. The Bharatiya Nyaya Sanhita (BNS)**

The Bharatiya Nyaya Sanhita, or BNS for short, is India's new criminal law that came into effect recently. Think of it as an updated rulebook that tells us what actions are crimes, what is the punishment, how they are punished. It replaced the older Indian Penal Code, which was written a long time ago—over 160 years! The BNS was created to make the law clearer, simpler, and more suited to today's world. It uses modern language and provides punishment for new types of crimes that didn't exist before, like cybercrimes. It also provides with a new kind of punishment of Community Service in cases of certain offences. So, whenever we hear about crimes and punishments now, they're mostly defined by the BNS. Knowing about this law helps us understand what is right and wrong in our society and what consequences follow from breaking the rules.

#### **1.2. Why Was BNS Introduced**

The old law was written during colonial times and didn't fully match the way India lives today. Times have changed a lot, and so have the kinds of crimes people commit. The BNS was introduced to fix this gap. It made the rules easier to understand and fairer. It removed some outdated laws that no longer made sense, and it added new ones to deal with modern problems. For example, it removed laws that unfairly punished some groups and included protections against crimes involving technology and the environment. The goal was to have a law that everyone can understand and that protects people better. This new law also organizes related crimes together, making it easier to find and follow the rules. So, the BNS helps keep the law up-to-date, clear, and ready for today's challenges.

## **Why there is a Right of Self-Defence**

Observing the current form of our societal structure we can easily find that, citizens surrender certain kinds of freedoms and in exchange the State is duty bound to provide security and justice to every individual by maintaining the law and order. So, the state is responsible for prevention of crimes, conducting criminal prosecutions, executing the punishments of offenders and so on. But no matter how resourceful a State is, it is practically impossible to deploy police forces on each and every place to prevent a crime being committed. It gives origin to the right of Self-Defence as an exceptional right, when immediate help from the State is not available to prevent the crime. The right is a restricted right and need to be exercised with due care and caution. It is important to understand the boundaries in Self-Defence else it can defeat the overall purpose.

## **Why Self-Defence Education Needs Legal Awareness**

Learning how to protect yourself physically is important, but it's not the only part of the story. Knowing what the law says about self-defence is just as crucial. The law gives you the right to defend yourself and even your property if someone attacks you. This is called the "right of private defence." Simply put, if someone tries to harm you or steal from you, you are allowed to protect yourself—without breaking the law.

But there's a catch. The law also sets limits. You can only use as much force as necessary to stop the attack. For example, if someone pushes you, you can push them back to protect yourself. But if they run away, you should not keep hitting them. Using too much force can get you into trouble with the law. This is why legal knowledge is so important in self-defence. It teaches you where to draw the line between protecting yourself and crossing into harmful or unlawful behaviour.

Knowing the law helps you stay safe in more ways than one. When you understand your rights, you gain confidence. You know you're allowed to protect yourself, and that gives you courage in tough situations. At the same time, you learn that every action has consequences. Using force recklessly can lead to legal problems, so you learn to think before you act. You learn to choose smart options like calling for help or stepping away if you can, instead of rushing into a fight.

This combination of physical skills and legal knowledge makes self-defence training powerful. Imagine you're being threatened after school. If you only know how to fight but don't understand the law, you might act in ways that get you into trouble later. But if you know your rights and the limits of self-defence, you can protect yourself effectively and responsibly. You will also know when and how to seek help from authorities without fear.

Legal awareness is not just about avoiding trouble; it's about feeling empowered. When you know the law supports you if you act correctly, you feel safer and more in control. That's why many experts say teaching self-defence should always include lessons about legal rights and responsibilities. It's not just about fighting back; it's about knowing how to protect yourself wisely and within the law.

Self-defence education isn't complete without understanding the law behind it. The BNS gives us clear rules about what we can and cannot do when defending ourselves. When you learn both self-defence techniques and legal knowledge, you gain real power: the power to stay safe, make smart choices, and protect yourself and your loved ones—all while staying on the right side of the law.

## **2. Overview of BNS Sections 34 to 44**

Sections 34 to 44 of the Bharatiya Nyaya Sanhita (BNS) deal with a very important idea in law— “of right of Private Defence”. These sections explain about the right of Self-Defence, domains in which it can be exercised and most importantly what are the restrictions on this right.

There are certain conditions where the right of Private Defence is limited and restricted which will be dealt in detail in your next class.

Let's break it down a little. Section 34 talks about Private Defence, if some action is done while exercising the right of private defence then no criminal liability will be imposed. But we need to understand that the right of private defence is not an absolute right and comes with restrictions and if your actions are not justified within the restrictions then you have to face the legal consequences.

**Section 35** deals with in what domains the right can be exercised. A person is entitled to protect his own body, body of another person, property of himself or any other person. Again, it is required to understand that it can be exercised in any kind of threat against body and property but subject to restrictions.

**Section 36** deals with the cases when the action of attacker is protected under law due to conditions like unsoundness of mind, reason of youth, want of maturity, and intoxication; but still those actions are a threat for you. So, in those cases even the actions of attacker do not constitute a criminal act, but you have a right to private defence against those cases.

**Section 37** deals with the cases when there is no right of private defence. Further Sections 38 and 41 deal with the description of cases when the right of private defence extends to causing death of the assailant. Sections 39 and 42 deals with the description of cases when it extends to causing any harm other than death.

**Section 40** and **43** deals with the time frame in respect to apprehension of danger in which the right of private defence can be exercised. Lastly **Section 44** deals specifically with the cases when there is an assault which reasonably causes apprehension of death and your exercise of right of private defence can cause risk of harm to an innocent person.

So, in simple words, these eleven sections—34 to 44—talk about:

What is the right of private defence?

What can be protected while exercising the right of private defence?

What is the gravity of damage which can be caused to the assailant?

What is the time frame in which the right of private defence can be exercised?

And yes, all of this matters when we talk about self-defence, because your response must be correct not just in action, but also in legal understanding. The law will always check why you acted, how far you went, and who else was involved.

***NOTE: The restrictions on the right of private defence are a bit technical in nature so they will be dealt in detail in your next class.***

## **1. Legal Do's and Don'ts in Self-Defence Situations**

Self-defence is your legal right—but only when used wisely and within limits. The law gives you permission to protect yourself, others, and even your property, but not to take the law into your own hands. That's where the “do's and don'ts” come in. Let's break it down in a way that makes sense and sticks with you when you need it most.

### **a. What You Should Do (The “Do's”)**

#### **1. Act only when there is a real threat.**

The law allows self-defence when there is a clear and present danger to your body, someone else's body, or your property. It could be someone trying to hit you, snatch your bag, or break into your house.

#### **2. Use just enough force to stop the threat.**

The key word is “reasonable.” You are allowed to push, strike, or block someone—but only to the extent needed to protect yourself. If someone slaps you and you respond with a deadly weapon, that's no longer self-defence; it becomes excessive.

#### **3. Defend others too, if needed.**

The law protects you when you act to save someone else. If a friend or even a stranger is being attacked and you step in to stop it reasonably, the law backs you up.

#### **4. Try to escape or call for help.**

If there's a chance to avoid the conflict or call police, that's always preferred. Self-defence doesn't mean you must fight—it means you are protecting yourself only when there's no safer choice.

#### **5. Speak confidently and stand firm.**

Sometimes, a strong voice like “STOP RIGHT THERE!” or changing your posture to appear alert and confident can defuse a threat before it begins. Your voice is also part of your defence.

### **b. What You Shouldn't Do (The “Don'ts”)**

#### **1. Don't use more force than necessary.**

If the attacker backs off or runs away, you have to stop. Chasing or harming them after the threat is gone becomes revenge, not defence—and that's punishable.

#### **2. Don't carry illegal weapons.**

Carrying knives, rods, or harmful chemical sprays without legal permission can land you in trouble—even if you claim it's for safety.

#### **3. Don't act out of anger or ego.**

Self-defence is not about “teaching a lesson.” If your response is driven by rage or pride, it may be considered aggression in the eyes of the law.

#### **4. Don't make false claims.**

Misusing the right of self-defence to escape blame or cover up a fight can lead to serious legal consequences.

## **2. Know Your Rights and Responsibilities**

### **Your Rights in Self-Defence**

Everyone has the right to feel safe. And when that safety is under threat—whether it's your body, someone else's, or your property—the law allows you to act. This is called your Right of Private Defence. It's clearly mentioned in the Bharatiya Nyaya Sanhita, and it says you can defend yourself if someone tries to harm you or take your belongings.

You don't have to wait to be hit first. If there's a clear and immediate danger, you can take action to protect yourself. The law also says you can defend others—your friend, sibling, or even a stranger—if they're in danger. You're also allowed to protect your home or personal things from damage or theft. And as long as your response is honest and reasonable, the law will stand by you.

## **Your Responsibilities While Defending Yourself**

With great power comes great responsibility—and self-defence is no exception. While you have the right to protect yourself, you also have to act within the limits set by the law.

First and foremost, you must use only the force necessary to stop the threat. If someone slaps you and you respond by hitting them with a stone, that could be seen as going too far. The idea is simple: stop the threat, not punish the attacker. Your job is to protect, not to take revenge.

Second, self-defence doesn't give you a free pass to break the law. You can't carry harmful or banned items in the name of protection. And if the attacker runs away or backs off, you must stop too. Continuing to attack after the threat is over could get you into legal trouble.

You also have a duty to report the incident if needed—especially if someone is injured. Whether you go to a teacher, call the police, or talk to a parent, taking the next legal step shows maturity and ensures safety for everyone.

### **3. Case studies: legal Consciousness and Right of Private Defence**

#### **Case Study 1: Woman's Quick Thinking in Car Saves Her Background Situation:**

On a busy evening in Akola, a 22-year-old woman working at a private health firm found herself alone in a parked car with a male colleague. He began making unwanted moves and tried to force himself on her.

#### **How She Responded:**

In that sudden, frightening moment, she reacted instinctively—she kicked him in the groin, unlocked the car, and ran to safety. She didn't hold back or overthink. Her action was urgent, precise, and directly targeted at stopping the threat so she could escape.

#### **Legal Outcome:**

The police filed a case using relevant BNS sections dealing with assault and private defence, and arrested the man. Because her response was clearly defensive and proportionate, the law supported her and opened an investigation into her attacker.

#### **Key Takeaways:**

She had a right to defend herself when attacked.

Her response was immediate and targeted—not excessive.

She escaped harm, sought help, and let the law handle the criminal side.

## **Case Study 2: Security Guard at Windmill Plant**

### **Situation Outline:**

At a windmill plant in Beed, Maharashtra, a group of armed robbers attacked after smashing windows and pelting stones. The security guard—a trained ex-serviceman—fired his licensed weapon in the air and once toward the robbers. One attacker died.

### **Legal Challenge:**

Even though he had a gun, his licence, and faced a dangerous situation, he was charged under a BNS section (culpable homicide not amounting to murder). Why? Because the law doesn't simply give blanket permission to use deadly force. Instead, it examines whether the guard acted within reasonable and necessary limits.

### **Legal Analysis:**

The guard had the right to defend himself and the property.

He used only one shot in the air and one at the attackers—reasonable under sudden, life-threatening danger.

The case will focus on whether he needed to fire at all, but under legal principles of private defence, his split-second choices could be excused.

### **What These Case Studies Teach Us**

1. Instant Protection is Lawful
2. Both situations involved real threats. The law permits force when it's the most reasonable—and only—option to keep safe.
3. Proportionality Matters
4. Kicking to disable and firing one warning shot—each action was measured to stop the threat, not escalate it. The law looks for this balance.
5. After Action—Report and Let Law Take Over
6. In each case, the defender didn't linger or seek revenge. They reported the event, let authorities intervene, and trusted the legal process.
7. Legal Awareness Counters Fear and Mistakes
8. Understanding your right of private defence helps you act wisely—not freeze or overreact. You act to protect, not to punish

### **Points to Remember**

1. BNS is India's new criminal code, replacing the old IPC and offering clear, modern definitions of crimes and punishments.
2. Self-defence is legally protected when force is necessary, reasonable, and stopped once the threat ends.
3. You must know both your rights and limits—the law empowers you to protect yourself, but also places clear boundaries on your actions

### **What You Learned Points**

1. You learned what the Bharatiya Nyaya Sanhita is and why it replaced the IPC.
2. You learned how self-defence is protected legally under the provisions of BNS.
3. You learned what basically section 34-44 of BNS talks about.
4. You explored the rules of legal self-defence—when it's allowed and what's considered excessive force.
5. You learned practical do's and don'ts for self-defence, including using only necessary force, knowing when to stop, and reporting incidents.

### **PRACTICAL EXERCISE**

#### **Activity-1: Workshop and group discussion on Group Liability & Abetment in Real Life.**

##### **Objective:**

Help students understand how BNS Sections 34–44 apply in everyday scenarios by way of practical activities.

##### **Material Needed**

- Paper and pens for each student
- Scenario cards (pre-written situation descriptions)
- Classroom space for small-group discussion

##### **Procedure**

#### **1. Scenario Reading & Group Discussion**

- Divide students into small groups (4–5 per group).
- Each group receives a different scenario card, such as:
  - 1. Schoolyard Prank:** “Anshu and Rohit plan to hit Ramesh in the schoolyard. When Ramesh was alone, they started hitting him. On the screams of Ramesh, Sumit reached there and in order to save Ramesh reasonably hit Anshu and Rohit.”
  - 2. Street Harassment:** “A group of friends watches as one member takes a wallet from someone's unattended bag. Another member of group tries to stop him and for that purpose hits him.”
  - 3. Intervention with Help:** “Maya was walking in park with her friend and suddenly got attacked by an attacker, her friend intervenes and hit the attacker.”
- Groups spend 10 minutes discussing:
  1. What happened?
  2. What sections from sections 34–44 will apply here?
  3. Whether the acts of Ramesh, another member of group and Friend of Maya come under the right of private defence or not?

## **2. Group Presentations**

- Each group presents its scenario and answer.
- Class votes on whether others agree or offer alternative views.

## **3. Teacher-Led Clarification**

- Teachers explain legal terms:
  - **Section 34-44** Overview of right of private defence.

### **Learning Outcome:**

Students will be able to explain the practical application of BNS Sections 34–44 in everyday situations, demonstrate awareness of their legal rights and responsibilities, and apply appropriate actions in self-defence scenarios following the law.

## **CHECK YOUR PROGRESS**

### **Fill in the Blanks**

1. Section 34 states that nothing is an offence if done in the exercise of the right of \_\_\_\_\_.
2. Right of private defence can be exercised to protect \_\_\_\_\_ and \_\_\_\_\_.
3. You must use only \_\_\_\_\_ force to protect yourself or someone else—no more.
4. If the threat ends, you should immediately \_\_\_\_\_ defending and withdraw.

### **Multiple Choice Questions**

1. Which section of BNS declares that actions in private defence are not offences?  
A) Section 35  
B) Section 34  
C) Section 39  
D) Section 44
2. Which section deals with the right of private defence when the wrong doer is of unsound mind?  
A) Section 42  
B) Section 38  
C) Section 36  
D) Section 39
3. Under the right of private defence you are entitled to protect body of  
A) Yourself  
B) Your Friend and Family  
C) Stranger  
D) All of the above

4. Which Section of BNS deals with the cases when there is no right of private defence
  - A) Section 35
  - B) Section 37
  - C) Section 39
  - D) Section 43
5. In self-defence, once the threat has passed, you should:
  - A) Continue any defensive action
  - B) Celebrate
  - C) Stop immediately
  - D) Call it a day

**Subjective Questions**

1. What is Bharatiya Nyaya Sanhita (BNS)?
2. Why was BNS introduced to replace the IPC?
3. What do Sections 34 to 44 in BNS talk about?
4. Give one “Do” and one “Don’t” in self-defence according to the law.

## References

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4. Pillai, P. S. A., & Vibhute, K. I. (2023). *Criminal Law* (16th ed.). LexisNexis India.
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# UNIT 1 – INTRODUCTION TO SELF-DEFENCE

## Session 1: Overview of Self-Defence

### Fill in the Blanks

1. avoid
2. proportional
3. imminent
4. verbal
5. risk

### MCQs

1. c) Palm strike
2. c) To escape safely and prevent harm
3. c) Situational awareness
4. b) Shouting “Back off!”
5. c) Avoiding isolated alleys
6. c) Elbow strike

## Session 2: Gender Influences & Types of Threats

### Fill in the Blanks

1. self-defence
2. proportional
3. imminent
4. psychological
5. risk

### MCQs

1. b) Proportional use of force
2. b) Someone grabbing your arm forcefully
3. c) A dark alley at night
4. b) Slippery school staircase
5. b) It helps stay calm and make quick decisions

## UNIT 2 – FUNDAMENTALS OF PERSONAL SAFETY

### Session 1: Awareness and Recognition

#### MCQs

1. b) Standing straight with eye contact
2. a) Lack of confidence
3. b) Saying “Don’t come closer!” loudly and clearly
4. a) It helps you identify safe and unsafe areas quickly
5. a) Hesitation while speaking
6. c) Using a loud and firm voice to say “Stop!”

### Session 2: Planning and Practical Response

#### Fill in the Blank

1. Safe
2. Assertive
3. Passive
4. Verbal assertive
5. Aware

#### MCQs

1. c) To identify safe routes and trusted contacts
2. b) Presence of people and security
3. b) Move toward a safe and public location
4. a) Phones may not always be accessible during panic
5. a) Observing and knowing your surroundings
6. b) Whenever places or routines change
7. c) Moving toward shops, crowds, or known places

## UNIT 3 – ROLE OF FITNESS & TECHNIQUES

### Session 1: Physical and Mental Fitness

#### Fill in the Blanks

1. Physical
2. Muscular
3. Mental
4. Agility
5. Resilience

## 6. Situational

### MCQs

1. c) Muscular Strength
2. b) Staying calm and making decisions
3. d) Agility
4. b) Knowing where you are and what is happening around you
5. b) Flexibility
6. c) Reaction Time

## Session 2: Techniques In Self-Defence

### Fill in the blanks

- a) vulnerable
- b) situational awareness
- c) verbal
- d) palm
- e) improvised
- f) avoid

### MCQs

1. c) Palm strike
2. c) To escape safely and prevent harm
3. c) Situational awareness
4. b) Shouting "Back off!"
5. c) Avoiding isolated alleys
6. c) Elbow strike

## UNIT 4 – SITUATIONAL SIMULATION & LEGAL AWARENESS

### Session 1: Fundamentals of Defence and Aggression

### Fill in the Blanks

1. reactionary gap
2. reactive
3. proportional
4. body language
5. safely

### MCQs

1. B – Planning to mug a stranger at gunpoint
2. C – Protect yourself without escalation
3. C – Calm verbal assertion (“Let’s cool down”)
4. B – Distract or interrupt the attacker’s momentum
5. B – Scan for exits and potential threats
6. B – The distance that gives you decision-making time

## Session 2: Introduction Of BNS Sections 34 to 44

### Fill in the Blanks

1. private defence
2. body and property
3. reasonable / proportional
4. stop

### MCQs

1. B) Section 34
2. C) Section 36
3. D) All of the above
4. D) Section 43
5. C) Stop immediately

## 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

