

Innovation in education: the implementation of self-defense in the curriculum

Dora Lapková

Faculty of Applied Informatics
Tomas Bata University in Zlín
Zlín, Czech Republic
dlapkova@fai.utb.cz

Jiří Svoboda

Mark2 Corporation Czech a.s.
Zlín, Czech Republic
Pimprnel@seznam.cz

Abstract—Daily reports show that crime does not avoid children or adolescents. There are two types of crimes: crimes against them and crimes committed by them. One of the important questions of these days is how to stop this state or minimize. The aim of this article is to show the possibility of reduction of violence against children and adolescents. One of the possible ways is the implementation of self-defense in the curriculum. In this article are also mentioned the most common ways of attacking, risk groups and the consequences for the victim.

Keywords—education; school; self-defense; safety

I. INTRODUCTION

Self-defense is a complex of behavior, which intends to protect and defend themselves, as well as the others. Primary motive is to ensure the safety. That includes the theory of attack and defense, legal issues, psychology, anatomy, knowledge of the practical techniques of defense, the use of defense equipment and weapons etc.

The aim of this article is to discuss the implementation of self-defense in the curriculum. Violence against children and adolescents is an indisputable part of the modern world. These cases do not get to the public so often, because media do not deal with them and that is one of the main mistakes. The result is an underestimation of the current state. A serious problem is also the violence committed by children and adolescents. One of the main issues is if these young offenders are able to remedy and if they can integrate into everyday life in the future.

The introduction of self-defense in the curriculum is one of the possible ways to solve this problem. Children and adolescents will not be longer victims, who cannot defend themselves in the most cases. An important argument is that the young offenders will become more efficient attackers. This article aims to provide arguments defending the introduction of self-defense in the curriculum, and to show that the advantages prevail the disadvantages.

This idea appeared also in other European countries, namely the UK [1] and Sweden [12]. There were also raised the arguments for and against in order to find solutions of increasing crime among young people and in particular solutions of chicanes in schools.

At the beginning it is important to define some basic terms, in particular children and adolescents. *Child* is characterized by birth to the beginning of pubertal development. The article deals mainly with children who already attend to school. The term *adolescent* is bounded at the beginning and at the end of pubertal development.

II. WAYS OF ATTACK BY CHILDREN, ADOLESCENTS AND ADULTS

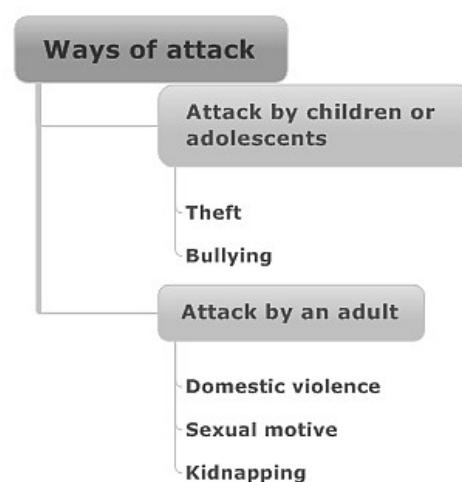


Fig. 1: Methods of attack

A. Attacks committed by children or adolescents

Attacks committed by children or adolescents are specific by young offender and also by motive itself. The main problem here is the fear that victim has, that is why victim does not report an attack, defend them or also can be ashamed. The most common way of assault is theft or bullying.

The aim of robbing is material profit. Mostly it will be the theft of money. Younger children mostly do not have much money, so offender cannot expect a large profit. That is the reason why theft is a part of a longer-term bullying, where is the aim to humiliate, intimidate and gain dominance over the victim. On the other hand offender can expect larger sum of money a valuable things like mobile phone, laptop, jewelry, etc. by adolescents.



Fig. 2: An example of theft [7]

Bullying is any behavior that is designed to harm, threaten, humiliate or intimidate another person or group of people. Bullying is a serious aggressive disorder of behavior occurring in the social environment from early childhood to old age. Bullying is an age-unlimited. It is kind of torture, for which is important a sense of power over the victim. [6] Children and adolescents are often confronted with bullying at school. In most cases, the aggressors are classmates or a group of children. In exceptional cases the attacker is a teacher. The most common examples of chicanery are attacks on weaker person and attacks due to race and ethnicity.

The Safety Line made the statistics in 2000-2005 which showed that 4,612 children have experiences with chicanery.



Fig. 3: Bullying [11]

B. Attacks committed by adults

Attacks by an adult are especially domestic violence, violence with sexual motive or kidnapping.

Domestic violence can be defined as repeated, long-term and usually escalating violence of physical, psychological, sexual, social and economic problems, which creates an asymmetrical relationship and leads to a stable distribution between two roles: violent person and person at risk. [2]



Fig. 4: Example of domestic violence [4]

Sexual motive can be found in adults as well as adolescents. If the attacker is an adult and child is the victim, it is mostly a mental disorder of sexual preference, called pedophilia. In general speaking, the issue of sexual assault is too wide. Attacks can be very brutal and the consequences for the victim are long-term.



Fig. 5: Example of assault with sexual motive [3]

Kidnapping is mainly for two reasons. The first reason is to obtain a ransom, which is more concerned with the wealthier families or celebrities. The second reason is the sexual motive, where kidnapping is just a mean to be with the child or adolescent alone without the risk of getting caught.



Fig. 6: Kidnapping [13]

Methods and motives of attack can be different, if the offender is suffering from mental disorder (e.g. schizophrenia, depression, etc.). These attackers are hard to predict.

III. RISK FACTORS

Determination of risk factors helps to determine which child or adolescent may become victim of violence. Secondary prevention is mainly focused on this issue (shown below).

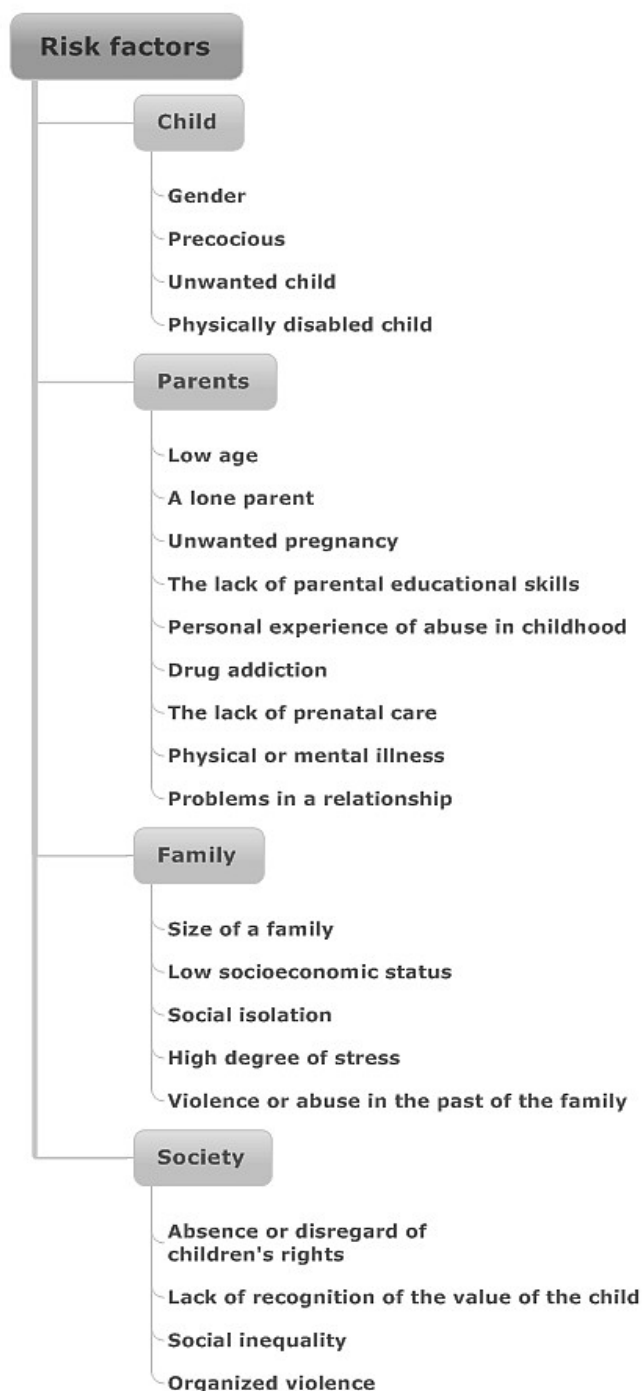


Fig. 7: Risk factors

IV. CONSEQUENCES FOR THE VICTIM

The consequences for the victim are characterized by syndrome CAN (Child Abuse and Neglect). CAN syndrome is defined as damage to physical, psychological and social status and development of the child, which is due to any non-

accidental act of parents or other adults and these act is in the society rated as unacceptable. Symptoms of CAN are active harm or lack of care. Adult aggressor exploits physical strength and mental superiority and power over subordinate and dependent child. [5]

According to the Health Commission of the Council of Europe from 1992 CAN includes the following categories: mental and physical abuse, sexual abuse, neglect, bullying, system abuse, secondary victimization and Münchhausen syndrome by proxy. The common denominator of all these phenomena is that the child is hurt by mental or physical suffering and its further development is in danger. [5]

TABLE I. THE CONSEQUENCES F HUMILIATION, ABUSE AND NEGLECT OF CHILDREN

| Age | Consequences |
|------------|---|
| 6 – 12 | Learning disorders Behavioral problems: <ul style="list-style-type: none"> • Passivity, becoming withdrawn • Aggressive Psychosomatic symptoms: <ul style="list-style-type: none"> • Headaches • Abdominal pain • Heart palpitations Feelings of guilt and self-judgment Isolation and alienation Reduced self-esteem |
| Adolescent | Long-term uncertainty and anxiety Possibility of reversal of aggression against each other - self-harm Resistance to school and parental authority Truancy Asocial display: <ul style="list-style-type: none"> • Thefts • Sexual promiscuity Alcohol and Drugs |

Consequences should always be taken seriously and cannot be underestimated. When these consequences will not take effect immediately after committing of violence they may occur after several years. There are great differences in children and adolescents, which is mainly due to awareness of the seriousness of the situation. For younger children it is more difficult to understand what is going on and sometimes they do not even know that something wrong is happening. For adolescents is the awareness of violence far higher.

V. PREVENTION

Prevention can be divided into three basic groups. Primary prevention aims to prevent the emergence of violence or suppress it in the very beginning. Secondary prevention deals with forecasting of risk groups and risk situations. There is also an effect on these target groups to minimize the risk of violence. Tertiary prevention deals with situations where violence has occurred and is need to ensure that there was no repetition, and minimize the consequences.

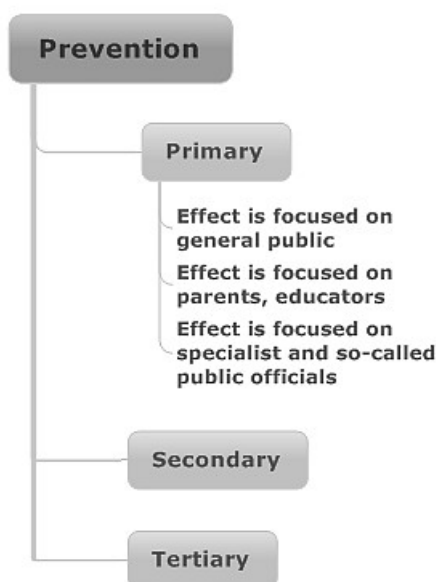


Fig. 8: Prevention

Part of primary prevention is the area of education. The introduction of self-defense in the curriculum would be helpful in suppressing the violence from its inception. Under the guidance of an experienced instructor is possible to prevent the emergence of conflict.

C. Arguments for self-defense of children and adolescents:

- They are able to effectively resist the attacker – they will not be passive victims.
- This will enhance their self-confidence and faith in their own abilities.
- They will better recognize violence in the beginning and they can respond immediately. In some cases (e.g. bullying) is a problem that the child or adolescent let the situation go too far. In the end the child does not start fight back or even do not tell to anyone for help.
- They will be able to protect the other people.

D. Arguments against self-defense of children and adolescents:

- They will learn aggression. *Aggression takes several forms. This aggression learned under the guidance of an experienced instructor has a positive impact on children and adults. They will learn to target it against the offender and use it to mobilize required forces for defense.*
- In the event that the aggressors are children or adolescents they can learn to commit violence more effectively and it will be harder to defend against them. *If self-defense is implemented as a voluntary course or club, experience has shown that attackers will not go into them to learn. If self-defense is implemented as a compulsory subject, then yes, they can learn a better technique to attack, but on the other hand, there will be less number of potential victims, because these victims will be able to effectively defend themselves.*

The condition of self-defense in schools is good quality of trained instructors, who will not only have excellent knowledge of self-defense, but also will be able to work with children. The basis is the knowledge of psychology. At present is the situation in the Czech Republic such that children and adolescents can attend a large number of courses of combat sports or martial arts. There is usually one instructor to the entire group. Dividing by age is usually into two groups: children and adults. The problem with this dividing is that the „children“ are both children and adolescents. But teach them the same technique is inappropriate, because there will be a different kind of attack to each group and each of these groups has different options of defense.

Above mentioned disadvantages can be reduced by good quality instructor. If aggression is aimed on right direction, and children and adolescents will learn to control it, it can suppress the need to use it on other people. Practice also gives children and adolescents the possibility of movement and the ability to get out of „the bad“ emotions under the supervision of an instructor.

VI. TECHNIQUES OF DEFENSE

The aim is to teach children and adolescents effective techniques of defense that will work in the most cases and against the most of offenders. It is unrealistic to have defense technique which will work 100%. But self-defense will teach children and adolescents to improvise and to deal with difficulties. Their defense techniques are different from adult techniques for several reasons:

- different motives to attack them,
- specific ways of attacking,
- less physical strength,
- higher flexibility and speed of movement.

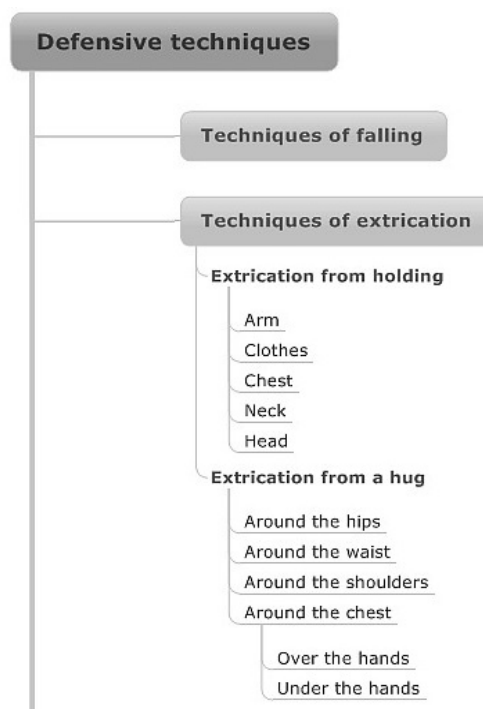




Fig. 9: Techniques of defense

All of the above defense techniques are suitable for adolescents. For children, it is necessary to modify the scheme to their own specific ways of attack. Generally the weapons are more used against adolescents (e.g. rape) than against a child (the only case is domestic violence and there are used improvised weapons).

Defense techniques can be different according to nationality. Each of them has their preferred moves, which can be seen especially in the instinctive technique. This is such a technique, which has an untrained person and started with the attack when the situation is "escape or defense" and he chooses defense. Technique is not well thought and is not usually effective.

VII. CONCLUSION

Self-defense in schools certainly has its place. If children and adolescents have to get a comprehensive education, self-defense should not be left out especially in terms of the current state of crime in the world. The aim of self-defense is not just a fight with an opponent "face to face", but generally to take care about their safety. Check the surroundings in which we move, the people around us, if they are dangerous etc. Almost all parents teach their children to do not talk to strangers, do not get in the stranger's car or ignore offered candy etc. Basis of security is given them by their family and school should help them and expand this education.

It is proven that active defense against violence has a great chance of success, even if it is not unprofessional. Offender will think twice if he wants to keep fighting with the victim, or if he will find another more passive. But it also helps in dealing with the consequences of the attack. If the victim knows that she did everything she could to defend itself, it is easier to overcome. If victim gave up without a fight, then later can come compunction and speculation, if that could end in another way.

Unfortunately, at the assault on children there is always considerable physical superiority of adult. In these cases is important to know at least the basics of self-defense, because active but unprofessional attempt to resist will not be enough.

The proposed variant of the solution of this problem, implementation of self-defense in the curriculum, is one of the ways to gradually reduce violence and crime in society. If citizens are victims whose goal is active resistance during the attack, then offenders will think twice if they will attack.

REFERENCES

- [1] COX, Daryl. Should the School PE Curriculum Include Self-Defence Lessons?. *The Evans Review* [online]. 2011 [cit. 2013-05-30]. Dostupné z: <http://evansreview.org/blog/2011/10/should-the-school-pe-curriculum-include-self-defence-lessons/1835>
- [2] ČÍRTKOVÁ, Ludmila. *Modern psychology for lawyers: Domestic violence, stalking, prediction of violence*. 1. vyd. Praha: Grada Publishing, a.s., 2008. 160 s. ISBN 978-80-247-2207-8.
- [3] ČTK. Man kidnapped mother with children to Germany, following the path he raped her. *Lidovky.cz: News website of Lidove noviny* [online]. 2009 [cit. 2013-03-28]. ISSN 1213-1385. Available from: http://www.lidovky.cz/muz-unesl-matku-s-detmi-do-nemecka-po-cestech-znasilnil-pi8-/zpravy-domov.aspx?c=A090728_152117_ln_domov_glu
- [4] Domestic violence against children - Illustration. *České noviny.cz: News website ČTK* [online]. 2005 [cit. 2013-03-28]. ISSN 1213-5003. Available from: http://www.ceskenoviny.cz/tema/index_img.php?id=78858
- [5] HUBÁČKOVÁ, Jitka. Syndrom CAN - characteristics. *NICM: National Resource Center for Youth* [online]. 2008 [cit. 2013-03-28]. Available from: <http://www.nicm.cz/syndrom-can-charakteristika>
- [6] KAŠPAROVÁ, Blažena. What is bullying?. SMARTWARE S.R.O., Publishing system MultiCMS. *Life buoy* [online]. 2009 [cit. 2013-03-28]. Available from: http://www.zachranny-kruh.cz/rizikove_chovani/co_je_to_sikana.html
- [7] KOLINA, Josef. Pickpockets are mainly from Romania. *Lidovky.cz: News website of Lidove noviny* [online]. 2007 [cit. 2013-03-28]. ISSN 1213-1385. Available from: http://www.lidovky.cz/kapsari-jsou-hlavne-z-rumunska-dmi-/zpravy-domov.aspx?c=A070911_092230_ln_praha_hlm
- [8] LAPKOVÁ, Dora and Zdeněk MALÁNÍK. Dividing of weapons and personal defense equipment. LUKÁŠ, Luděk et al. *Security technologies, systems and management II.: Theory and practice of asset protection and physical security*. Zlín: VerBum, 2012, s. 142-155. ISBN 978-80-87500-19-4.
- [9] LUNDOVÁ, Ilona. *Child abuse as a crime*. Brno, 2008/2009. Diploma thesis. Faculty of Law, Masaryk

University, Department of Criminal Law. Supervisor prof. JUDr. Jaroslav Fenýk, Ph.D., CSc.

- [10] MALÁNÍK, Zdeněk. Preliminary issue of professional defense. LUKÁŠ, Luděk et al. *Security technologies, systems and management I.: Theory and practice of asset protection and physical security*. 1. vyd. Zlín: VeRBuM, 2011, s. 247-259. ISBN 978-80-87500-05-7.
- [11] *MojeCelebrity.cz: ...encyclopedia of celebrity world* [online]. 2008-2013 [cit. 2013-03-28]. Available from: <http://www.mojecelebrity.cz/clanek/hruzna-nehoda-v-aute-zemrela-matka-s-chlapcem-4-video-239532>
- [12] SVENSSON, Thérés. Self defence in school?. *Freeway* [online]. 2001 [cit. 2013-05-30].

Dostupné z:
http://www.freeway.org/issue14/Sweden/self_defence.html

- [13] The Home kidnapping. *Czech Film Center: Propagace českého filmu v zahraničí* [online]. 2002 [cit. 2013-03-28]. Available from: <http://filmcenter.cz/cz/film/detail/202-unos-domu>
- [14] ZVĚŘINOVÁ, Petra. *Chicane among children*. Brno, 2006. Available from: http://is.muni.cz/th/68631/pedf_m/Sikana-diplomka2.pdf. Diploma thesis. Masaryk University. Supervisor PhDr. Jana Skácelová.

Creative Commons Attribution License 4.0 (Attribution 4.0 International, CC BY 4.0)

This article is published under the terms of the Creative Commons Attribution License 4.0
https://creativecommons.org/licenses/by/4.0/deed.en_US