

R.A.D.ICAL SELF-DEFENSE EMPOWERING TEENAGERS

BEYOND THE PHYSICAL

Oak Park and River Forest High School

Linda Carlson



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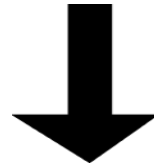
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WHO WOULD YOU FIGHT FOR?

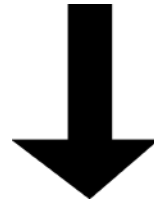


Why Radical?

BELIEFS



BEHAVIORS



RESULTS

Like A Girl



Can A Truck Make You More Handsome?



“ACT LIKE A LADY”

Quiet

Polite

Passive

Nice

Not bossy

Not too sexy

Not sexual – one partner

Emotional

Can't be too athletic

Long hair

Skinny

“BE A MAN”

No emotions

Strong

Leader

Take control

Lots of sexual encounters

Abs

Muscles

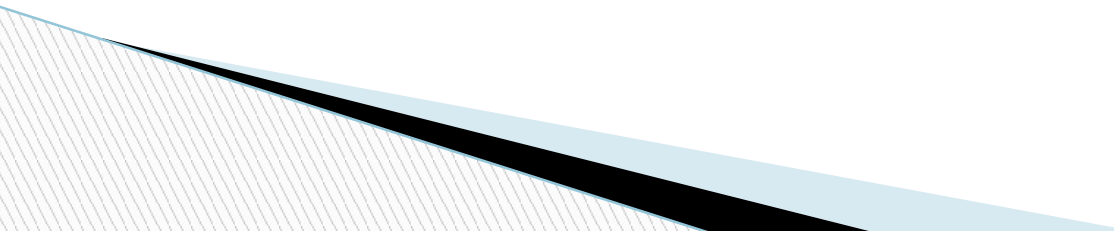
Love sports

Athletic

Short hair

Heterosexual

GENDER ROLES

- Who **determines** these gender roles?
 - What happens if someone “**steps**” out of the box?
 - How can they **impact self-esteem**?
 - How can they **impact romantic relationships**?
- 

Internalized Messages

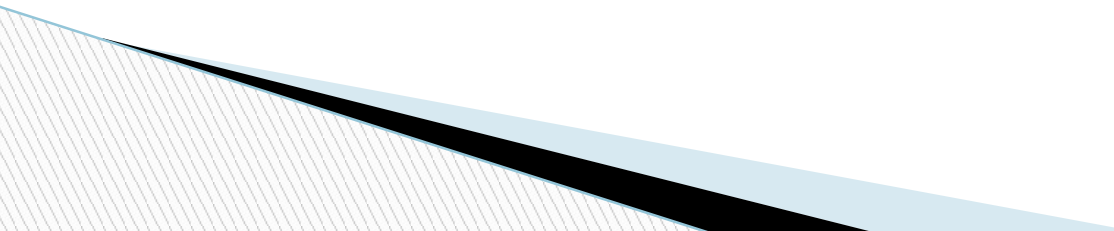
Generally speaking, GIRLS/WOMEN in our culture have been raised from childhood to be the passive gender, even though they are the victims of countless violent attacks. Most GIRLS are not taught as they grow up, to be assertive or to defend themselves physically.

Rape Aggression Defense Systems



Internalized Messages Cont.

Generally speaking, BOYS/MEN in our culture have been raised from childhood to be the aggressive gender. Most BOYS are taught to take what they want.

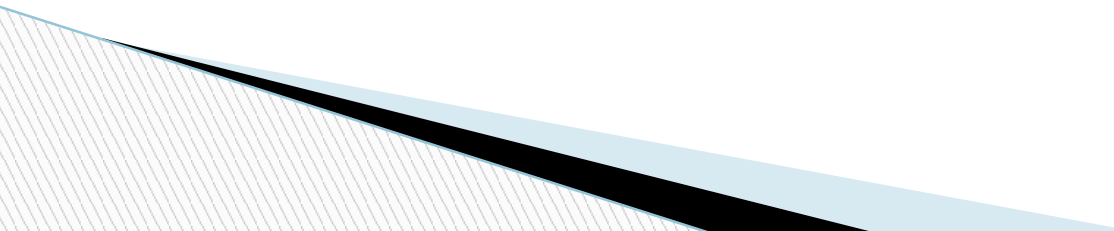


TED TALK - Tony Porter “A Call to Men”



BEYOND THAN PHYSICAL

(the first 6 weeks)

- Gender Roles
 - Self-esteem: building their internal voice
 - Bullying
 - Cyber-safety
 - Sexual harassment
 - Healthy vs. unhealthy relationships
 - Dating and domestic violence
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BEYOND THE PHYSICAL (cont.)

- Consent
- Victim blaming
- Sexual assault
- Coping strategies
- “Traditional” risk reduction strategies

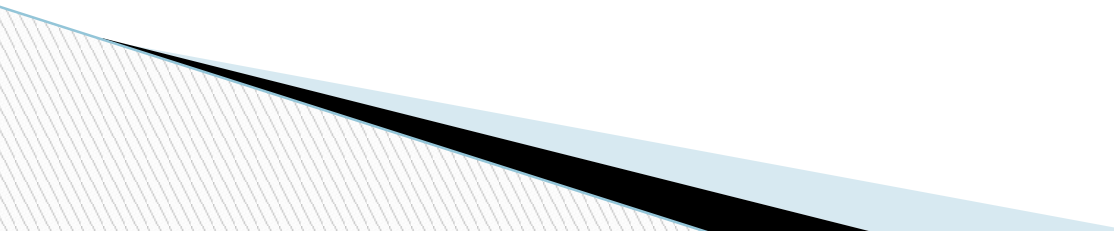
90% of self-defense is mental!
Teach Risk Reduction Strategies to
Empower Decision Making Skills!



DISEMPOWERING STUDENTS

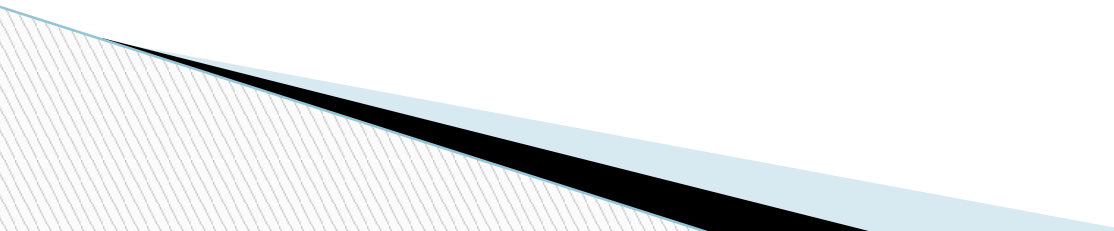
- Not a clear physical skills curriculum
- Teaching too much, too fast, too little time
 - Teaching universal techniques and strategies

EMPOWER STUDENTS

- Teaching from a structured curriculum
(decreases liability)
 - A balance of technique and time
 - Vulnerable locations/Personal Weapons
 - Goals: Avoidance and Escape
 - Realistic application of strategy
 - Meets all of the National Coalition Against Sexual Assault (NCASA) guidelines for a SD class
- 

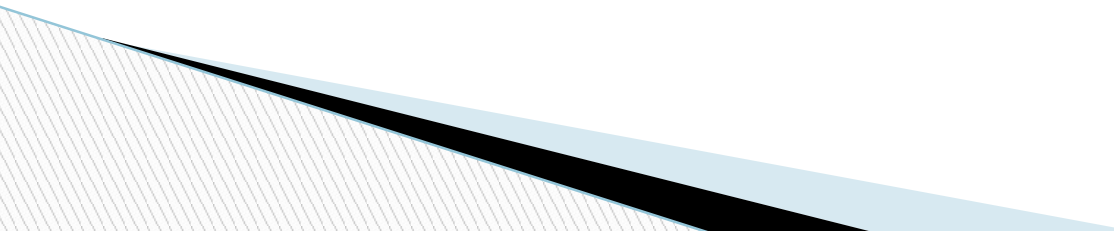
NCASA GUIDELINES

1. **Women do not ask for, cause, invite, or deserve to be assaulted.** Women and men sometimes exercise poor judgment about safety behavior, but that does not make them responsible for the attack. **Attackers are responsible for their attacks and their use of violence to overpower, control, and abuse another human being.**



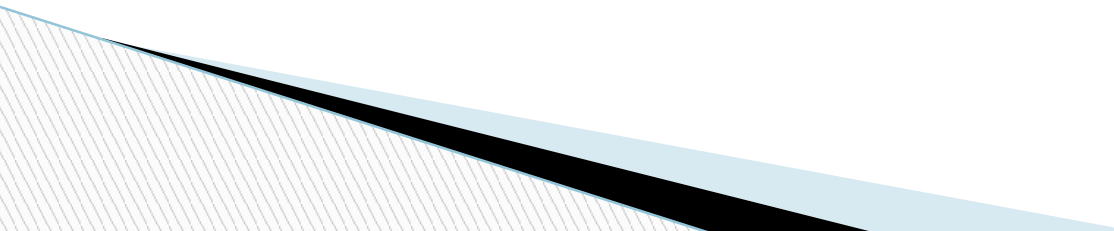
NCASA GUIDELINES

2. Whatever a woman's decision in a given self-defense situation, whatever action she does or does not take, she is not at fault. A woman's decision to survive the best way she can must be respected. Self-defense classes should not be used as judgment against a victim/survivor.



NCASA GUIDELINES

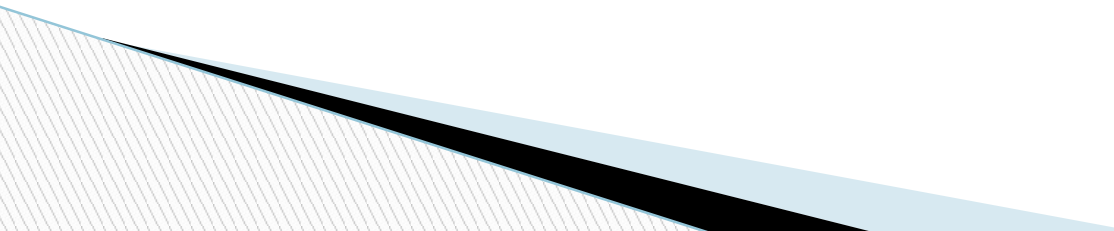
3. Good self-defense programs do not "tell" an individual what she "should" or "should not" do. A program should offer options, techniques, and a way of analyzing situations. A program may point out what USUALLY works best in MOST situations, but each situation is unique and the final decision rests with the person actually confronted by the situation.



SAO LASSAO LASSAO LASSAO LASSAO



SENSITIVE, EDUCATED AND SUPPORTIVE INSTRUCTORS NEEDED

- There will be disclosures
 - Triggers for students
 - Triggers for instructor
 - Social workers, guidance counselors, etc.
 - Providing resources for students
- 

To Create a “Safe Space”...

1. One MC One Mic

2. Use “I” statements

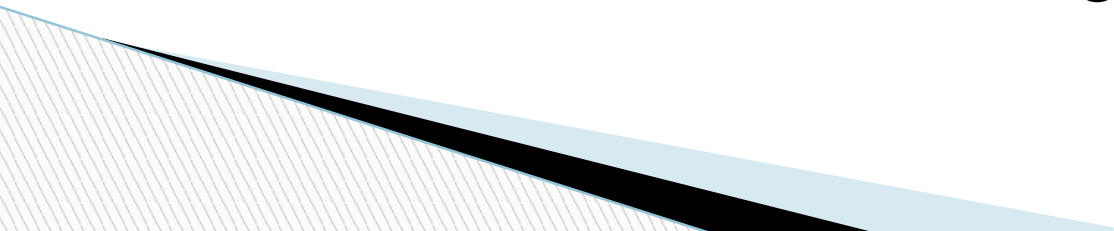
**3. Remember there are *SURVIVORS*
in this room**

4. Keep Confidentiality

R.A.D. (Rape Aggression Defense)

PHYSICAL SKILLS

(the last 3 weeks)

- Goal is to escape!
 - Locate vulnerable locations
 - Identify & use personal weapons
 - Unique Plan of Action
 - Teach/practice skills for 3 weeks
 - Circle drills
 - Pad drills
 - Simulation is optional
- 

PHYSICAL OBJECTIVES

- Women: Defense Against Abduction “To develop and enhance the options of self defense, so they may become viable considerations to the women who is attacked.”
- Men: “To provide responsible information and tactical options of self defense for men who find themselves in confrontational situations.”

Instructional Objectives from RAD systems



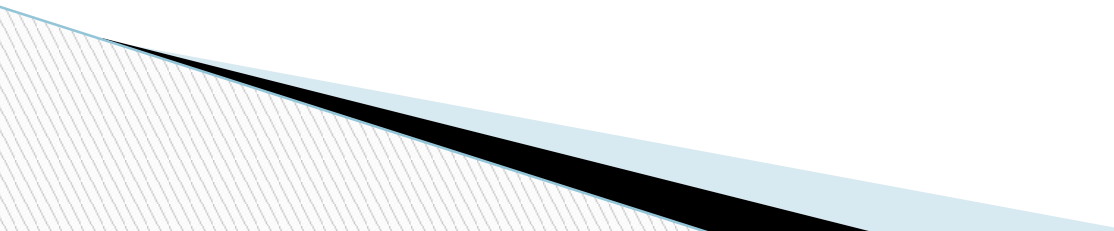
Self Defense and the Law

- The defensive actions must be **required** in order to extract oneself from the situation.
- The defensive actions must be **objectively reasonable** under the circumstances.
- An individual must be **protecting themselves** from imminent harm of injury, sexual assault and/or unlawful detention or abduction.
- The force used in defense must be responding to an **ongoing or presently imminent threat**.

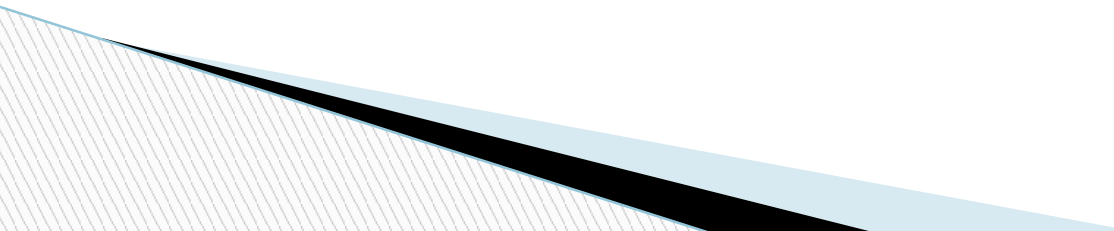




FEMALE REACTION

- Most useful class I've taken in H.S.
 - I feel safer – physically and emotionally
 - The empowerment I feel as a woman is exhilarating!
 - I'm a survivor!
 - I can help victims of violence.
 - I know it wasn't my fault now!
- 

MALE REACTION

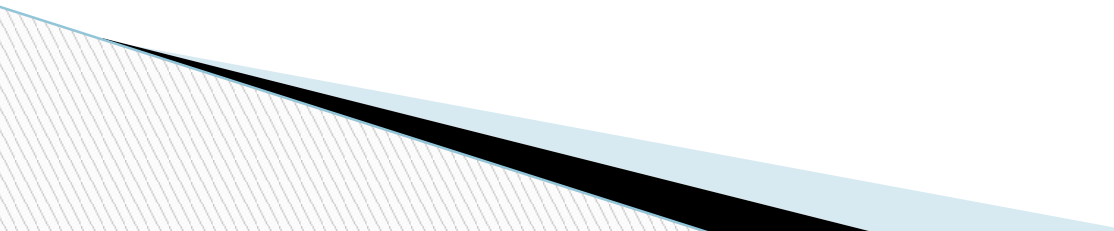
- Learned a lot of things I didn't know about sexual assault and consent.
 - I'm working to get out of the man box.
 - Not what I expected, in a good way.
 - My mind was blown
 - Hating the idea of this class at first but now realize how much it is needed.
 - Favorite class of the day, Mr. S is awesome.
- 

**You have the right
to feel emotionally
and physically
safe in school**

People Are Here to Help

See your counselor,
SID, or social worker in
room 272, 207, 208, or
308

OPRFHS RADical CURRICULUM

- Empowering SD class for Teens 25 years plus
 - Health Freshmen year
 - Now required for all Sophomores - 9 week class
 - “College Lens” 11th and 12th grades Wellness Classes
 - Consent Review Jr & Sr
- 

QUESTIONS?

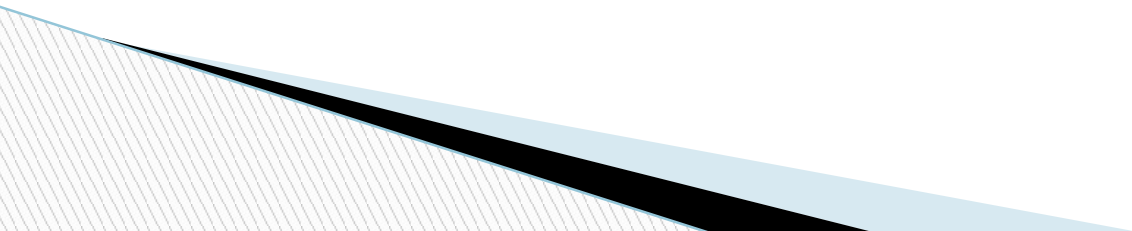
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