

# COMMUNITY UNIT SCHOOL DISTRICT 200

## Self-Defense

### High School – Grade: 12

### Intermediate Level – Multiple Semesters

### Elective

- 1. Subject Expectation (State Goal 19)**      **The student will acquire movement skills and understand concepts needed to engage in health-enhancing physical activity.**

<b>Essential Learning 1 (Learning Standard A)</b>	<b>Demonstrate physical competency skills in individual and team sports, creative movement, leisure and work-related activities</b>
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- Critical Content      19.A.5    a. demonstrate knowledge and skills in a self-selected individual sport, a team sport, creative movement and work-related activities
- demonstrate knowledge and skill related techniques in self-defense
  - learn and demonstrate movement patterns used in a variety of self-defense strategies and techniques
  - engage in movement/patterns that emphasis self-defense tactics and techniques necessary to defend oneself
  - demonstrate and execute proper self-defense techniques such as grab/release techniques, punches and kicks

<b>Essential Learning 2 (Learning Standard B)</b>	<b>Analyze various movement concepts and applications</b>
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- Critical Content      19.B.5    a. apply the principles of efficient movement to evaluate personal performance
- fitness training - the ability to understand and apply correct bio-mechanical training methods and techniques necessary to achieve lifetime fitness (with fitness equipment)
  - understand and practice the biomechanics for basic skills in self defense such as punch, kicks, evasive maneuvering, grab and release techniques, jujitsu ground assault, tae kwon-do

<b>Essential Learning 3 (Learning Standard C)</b>	<b>Apply the knowledge of rules, safety and strategies during physical activities</b>
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- Critical Content      19.C.5a    a. select components which increased awareness and recognition of unsafe situations and their avoidance
- utilize components within the environment to enhance
    - safety equipment choice and usage

- environmental conditions and adaptations
  - individual strengths (maximizing situations)
  - mental awareness
  - not becoming a target
- 19.C.5b b. analyze and apply complex fitness training components
- select and apply proper safety and strategies for fitness training
    - spot each other on free weight lifting techniques
    - use a progressive training periodization in weight training
    - apply a personal pace to long distance cardiovascular running
    - use a heart rate monitor or the RPE scale in monitoring one’s heart rate during aerobic conditioning
    - establish progression in exercise workouts by using current fitness assessment data
    - use correct bio-mechanical position and methods in exercise training sessions

**2. Subject Expectation (State Goal 20)      The student will achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.**

**Essential Learning 1 (Learning Standard A)      Know and apply the principles and components of health-related fitness**

- Critical Content      20.A.5 a. implement an individualized health-related fitness plan which includes the principles of training
- design and implement an individualized health-related fitness plan; including the components of health-related fitness, associated health benefits and corresponding principles of training
    - flexibility training
    - muscle fitness training
    - cardiovascular endurance training
    - lifestyle modifications necessary to change and/or maintain health status and wellness behaviors
  - students will understand and implement a self-defense plan
    - have a plan
    - deny privacy
    - attract attention
    - take action

**Essential Learning 2 (Learning Standard B)      Assess individual fitness levels**

- Critical Content      20.B.5a a. collect and interpret health-related fitness data over a period of time, with and without the use of technology
- prepare an individual health-related fitness profile based on wellness assessment protocols obtained through TriFIT Wellness Technologies including:
    - strength/endurance muscle assessments
    - flexibility assessment

- cardiovascular assessment
- \* • assess and evaluate health-related fitness data over a period of time by comparison of a pre/post analysis, such as:
  - comparison of cardiovascular max VO2 fitness category between a pre/post test in the 12 min. run; 12 min. bike test; or other CV testing protocol
  - comparison of resting, active and recovery heart rates using a Polar Heart Rate Monitor over a training period

<b>Essential Learning 3 (Learning Standard C)</b>	<b>Set goals based on fitness data and develop, implement and monitor an individual fitness improvement plan</b>
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| Critical Content | 20.C.5a | a. set realistic, long-term, health-related fitness goals based on an individual profile <ul style="list-style-type: none"> <li>• identify personal stress agents and inhibitors involved with initiating and maintaining a fitness plan</li> <li>• identify personal motivational strategies, benchmarks, and behaviors necessary to modify the student’s plan.</li> </ul>   |
|                  | *       | <ul style="list-style-type: none"> <li>• interpret the results of physical fitness assessments, utilizing the information to develop individual fitness long term goals specifically in the areas of cardiovascular health, muscle fitness improvement, and weight management strategies, such as:           <ul style="list-style-type: none"> <li>– cardiovascular fitness improvement to show increase in F.I.T. training design so as to move a student into at least the “good” fitness category.</li> <li>– muscle fitness improvement to show an increase in the F.I.T. training principles so as to move a student’s result into at least the “good” fitness category.</li> <li>– weight management strategies will demonstrate a plan to improve body composition fitness level, blood pressure screening results, lower any high-cholesterol levels, increase quality and quantity of exercise sessions.</li> </ul> </li> </ul> |
|                  | 20.C.5c | b. use profile data to monitor an individual wellness/fitness plan <ul style="list-style-type: none"> <li>• utilize the profile data and assessments in monitoring an individual wellness plan with TriFIT technologies, nutritional programs, strength training programs and health risk appraisal surveys</li> </ul>  |

**3. Subject Expectation (State Goal 21)      The student will develop team-building skills by working with others through physical activity.**

<b>Essential Learning 1 (Learning Standard A)</b>	<b>Demonstrate individual responsibility during group physical activities</b>
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| Critical Content | 21.A.5 | a. demonstrate individual responsibility through use of various team-building strategies in physical activity settings (e.g., etiquette, fair play, self-officiating, coaching, organizing a group activity) <ul style="list-style-type: none"> <li>• demonstrate individual leadership skills through the various team-building strategies in physical settings, such as displaying:           <ul style="list-style-type: none"> <li>– etiquette of martial arts during participation</li> </ul> </li> </ul> |
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- fair play of martial arts
- self-officiating
- coaching of others
- organizing a group effort (i.e. team strategies, dance group choreography)
- cooperative efforts in activities

<b>Essential Learning 2 (Learning Standard B)</b>	<b>Demonstrate cooperative skills during structured group physical activity</b>
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| Critical Content | 21.B.5 | <ul style="list-style-type: none"> <li>a. demonstrate when to lead and when to be supportive to accomplish group goals               <ul style="list-style-type: none"> <li>• demonstrate cooperative team skills during self defense group environments such as:                   <ul style="list-style-type: none"> <li>- teenage group attacks/ stalking harassment</li> <li>- family environmental attacks</li> <li>- male vs. female, female vs. female, male vs. male</li> <li>- home invasions</li> <li>- property crimes</li> </ul> </li> </ul> </li> </ul> |
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**4. Subject Expectation (State Goal 22)      The student will understand principles of health promotion and the prevention and treatment of illness and injury.**

<b>Essential Learning 1 (Learning Standard A)</b>	<b>Explain the basic principles of health promotion, illness prevention and safety</b>
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| Critical Content | 22.A.5b | <ul style="list-style-type: none"> <li>a. evaluate the effectiveness of health promotion and illness prevention methods using data from actual situations (e.g., impact of worksite health promotion programs)</li> <li>b. identify risk environments, list potential preventative measures to consider in implementing strategies to overcome attacks:               <ul style="list-style-type: none"> <li>• have a plan</li> <li>• deny violation of personal space</li> <li>• attract attention</li> <li>• take action</li> </ul> </li> </ul> |
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