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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Law, Public Safety, Corrections, & Security |
| **Course Name** | Correctional Services |
| **Lesson/Unit Title** | Self Defense Pressure Points |
| **TEKS Student Expectations** | **130.333. (c) Knowledge and Skills**  (11) The student applies technical skill procedures of correctional staff to effectively manage day-to-day operations of correctional facilities.  (B) The students is expected to demonstrate protocol designed to restrain individuals placed into custody without violating personal rights or jeopardizing personal safety |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | The student will be able to:  1. Identify the proper way to use pressure point techniques.  2. List situations when these pressure points could be used.  3. Demonstrate the pressure points.  4. Assess the use of force continuum in relation to pressure points.  5. Apply the concepts learned in a student created scenario. |
| **Rationale** | The use of force is a necessary part of a police officer’s job. There are times that an officer must know good self-defense techniques to safely make an arrest. |
| **Duration of Lesson** | 2-3 hours |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | **Pressure Point**  **Knowledge Knot**  **Tactic**  **Steady Pressure Technique**  **Sudden Impact Technique**  **Jabbing Technique** |
| **Materials/Specialized Equipment Needed** | * Self Defense Pressure Points Exam and Key * Discussion Rubric * Individual Work Rubric * Research Rubric * Role Play Rubric |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | List the use of force situations where pressure points would be justified. Use the following questions for discussion. If you wanted a person to sit down but they insisted on getting up, how would you force them to stand down? How would you force someone to stand up when they will not get out of their seat, etc.? Use the Discussion Rubric for assessment. |
| **Direct Instruction \*** | Use the Outline and the Key Terms to teach students the appropriate pressure point techniques. Have students take notes. Encourage student discussion.  I. Self-defense pressure point tactics  A. Are lower measures of force that a person can use in self-defense, or in the defense of another person, as alternatives to escalated force, when bodily injury or serious bodily injury is not an alternative  B. Can create enough pain to create a release opportunity from your assailant  C. Can temporarily immobilize your assailant, enabling you to escape and contact the authorities  D. Can help you avoid becoming a victim  E. May save your life  II. Examples  A. Base of skull (knowledge knot)  B. The ear area  C. Under the nose  D. Under the jaw bone  E. The neck  F. The thigh nerve area  III. Impact to the knowledge knot   1. Use to remove an assailant from another victim 2. Is at the base of the skull right where the spine meets the back of the skull 3. When done properly, will cause a reaction that disables your opponent for approximately 15-20 seconds 4. Hit the actor on the knowledge knot with your closed fist 5. Consider the potential consequences before you choose to use a hard impact weapon in this area. A blow from a hard weapon could cause serious bodily injury or death 6. Remain aware of your requirement for escalating force   IV. Pressure to the ear area   * 1. Motivates people to cease an action or gets them to move from their present position   2. Induces severe, momentary pain   3. Upon release of the pressure, the pain goes away immediately   4. Apply with a hard object such as a pen, pencil, or your knuckle   5. Maintain pressure until the assailant agrees to stop his or her assault and leave the scene  1. Pressure under the nose    1. Apply pressure by locking your hand just under the nose, or by using a hard impact weapon against the area just under the nose    2. Apply force toward the back of the head until the assailant succumbs to the pain    3. Upon the release of pressure, the pain goes away immediately    4. Do not impact this area. This is a pressure tactic only. Impacting this area could cause serious bodily injury   VI. Pressure under the jaw bone   1. Points are located under the jaw bone (one point on each side) 2. Use for pulling an assailant off of a victim 3. Works best when you are above the actor 4. Using all of the fingers on both hands, dig your fingers under the jaw bone on both sides and pull upward with extreme force 5. Upon release of the pressure, the pain goes away immediately   VII. Impact to the neck   1. Strike a blow to the neck area, halfway between the bottom of the ear and the top of the shoulder 2. Hits a primary nerve that runs the length of the neck, centered on both sides 3. Use any point, from a closed fist, to any hard portion of your forearm, up to and including your elbow, for impact 4. A hard blow to this area may knock the assailant unconscious for a period 5. Do not use a hard weapon unless you feel serious bodily injury is justified 6. A hard-enough blow from a blunt object may kill or seriously injure a person   VIII. Impact to the thigh nerve area   1. Use to stop a person who is advancing against you, or is about to assault you 2. Use this technique when you are facing your assailant 3. To initiate the blow, step forward and swing one leg forward so that you impact a blow against the actor’s outside thigh area, about halfway between the knee and the hip, centered vertically 4. The impact should be from your shin bone, anywhere between the ankle and the knee 5. Note that an impact instrument could cause serious bodily injury and should only be used in a case where serious bodily injury is justified according to the law   IX. Conclusion   1. Use these only in defense of others or yourself 2. If you use them to assault another without justification, you take the position as the actor/criminal, and you may be arrested for assault 3. Remember there is no tolerance for bullying. If you are seen using these techniques in any manner other than those stated in this lesson, you may be arrested for assault 4. Use your knowledge strictly to help defend the defenseless and to ward off unwanted contact from another |
| **Guided Practice \*** | Pair up the students as partners. Have the students try the pressure points on each other. It is best to guide them through this and have them do the pressure points one at a time on each other. Use the Individual Work Rubric. |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Place the students into groups and have them create scenarios where they alternate the roles of assailant and restraining officer, using the pressure points. Assess the students based on the using the correct pressure point effectively at the appropriate time. The Role Play Rubric may be used. Consider the level of activity for the students playing the role of assailant. |
| **Lesson Closure** |  |
| **Summative/End of Lesson Assessment \*** | * Participation in Role Play with Scenarios * Participation in using Pressure Points with a Partner * Research Self-Defense Secret Techniques Point Pressure * Self Defense Pressure Points Exam and Key * Discussion Rubric * Individual Work Rubric * Research Rubric * Role Play Rubric   **Accommodations for Learning Differences:**  For reinforcement, students will list each pressure point on a piece of paper, and identify what part of the body they would apply pressure to. They will also give an example of when an officer would need to use the pressure point. Use the Individual Work Rubric for assessment. |
| **References/Resources/**  **Teacher Preparation** | Do an Internet search for self-defense secrets techniques point pressure |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** | Cross-disciplinary Standards  I. Key Cognitive Skills  A. Intellectual curiosity   * 1. Accept constructive criticism and revise personal views when valid evidence warrants.   C. Problem solving   * 1. Analyze a situation to identify a problem to be solved.   2. Develop and apply multiple strategies to solve a problem. |
| **Recommended Strategies** | |
| **Reading Strategies** |  |
| **Quotes** |  |
| **Multimedia/Visual Strategy**  **Presentation Slides + One Additional Technology Connection** |  |
| **Graphic Organizers/Handout** |  |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** |  |
| **Communication**  **90 Second Speech Topics** |  |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | For enrichment, students will research how many pressure points the body has and the other ways they are used (ex. medical reasons, massages, etc). Use the Research Rubric for assessment. |
| **Family/Community Connection** |  |
| **CTSO connection(s)** | SkillsUSA |
| **Service Learning Projects** |  |
| **Lesson Notes** |  |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)