

Self-Defense for Girls
Girl Scout Patch Program Guidelines
By Alexandra Newmark



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Goals of the **Self-Defense for Girls** Patch Program

- To teach girls about the importance and benefits of self-defense.
- To build girls' confidence and security.
- To teach basic protection and life-based skills.
- To strengthen girls' awareness skills in their everyday lives.

These goals will be accomplished with interactive activities which allow girls to have a great deal of fun while still learning how martial arts relates to their own lives.

Requirements for the **Self-Defense for Girls** Patch

There are three main categories of activities that comprise the **Self-Defense for Girls Patch**:

1. Discover Activities: These are short activities that introduce self-defense and martial arts to each age group.
2. Connect Activities: These activities allow girls to start to form connections between the research and information they have uncovered in the Discover Activity and how self-defense can impact girls' lives.
3. Take Action Activities: The Self-Defense for Girls Patch Program also contains several simple videos and other activities that allow girls to explore self-defense and ways to defend themselves.

To earn the Self-Defense for Girls Patch, girls must complete the below-listed number of activities:

1. Daisies and Brownies: Two (2) Discover Activities, Two (2) Connect Activities, and Two (2) Take-Action Activities.
2. Juniors and Cadettes: Three (3) Discover Activities, Three (3) Connect Activities, and Three (3) Take-Action Activities.
3. Seniors and Ambassadors: Four (4) Discover Activities, Four (4) Connect Activities, and Four (4) Take-Action Activities.



Introduction

Self-defense is a vital aspect of personal security and safety. Whether you are learning self-defense for fun or for safety, it can be a determining factor in your safety one day. Self-defense is frequently taught in conjunction with martial arts. Both teach vital life skills and lessons. In this patch, you will learn about various ways to defend yourself and have fun while doing so!

Self-defense is the practice of defending oneself from harm. It should never be used to start a fight or harm another person.

Disclaimer: This patch is not a substitute for training in martial arts and self-defense. By completing this patch program, you are responsible for any potential risks and damages that could occur.



Discover Activities

There are many things to consider and learn about when talking about both self-defense and martial arts. In this step, girls will discuss what they already know and explore the importance of self-defense and martial arts.

To complete this badge, Daisies and Brownies must complete at least two (2) Discover Activities, Juniors and Cadettes must complete at least three (3) Discover Activities, and Seniors and Ambassadors must complete at least four (4) Discover Activities.

- ☐ **What is Self-Defense?** Ask the girls if they have ever heard of self-defense before. Have them brainstorm any ideas they may have and share them with the group. After completing the brainstorming, have the girls discuss why self-defense is important and why it is important to learn about it.
 - Have them fill out the Bubble Map handout sheet to help them organize their thoughts!
- ☐ **Self-Defense vs. Martial Arts:** Have the girls discuss and complete basic research about the similarities and differences between self-defense and martial arts. *Both worksheets can be found in the handout section of this patch.*
 - For Younger Girls: Have them complete the attached **Self-Defense vs. Martial Arts** worksheet.
 - For Older Girls: Have them complete the attached **Self-Defense vs. Martial Arts Venn Diagram** to organize their thoughts!
- ☐ **Read a Book:** Have the girls read a book about self-defense in the manner that works best for your troop. Discuss how this book relates to self-defense. Here are some recommended books:
 - For Daisies and Brownies:
 - *A Kid's Guide to Staying Safe on the Streets*, By: Maribeth Boelts
 - For Juniors and Cadettes:
 - *Stick Up for Yourself!: Every Kid's Guide to Personal Power and Positive Self-Esteem*, By: Gershen Kaufman, Lev Raphael
 - While not explicitly about self-defense, this book teaches vital self-esteem skills. These skills are heavily connected to self-confidence and other skills that are tied to being able to defend yourself.

- Reading Chapters 1 and 2 is a great starting point. Your troop does not need to read the entire book to complete this step.
 - For Seniors and Ambassadors:
 - *Common Sense Self-Defense: 7 Rules That Can Save Your Life*, By: David Garcia and Stewart Smith
 - Reading the chapters, Rules #1 and Rules #2 is a great starting point. Your troop does not need to read the entire book to complete this step. However, reading the entire book is great if there is an interest in learning more.
 - *Every Woman's Guide to Self Defense*, By: Kathleen Hudson
 - Pick a few scenarios that are unpacked in the book. Read at least three of them and discuss them as a Troop.
- ☐ **History and Research:** Ask the girls to perform some basic research about a style of martial arts and its history. *Both worksheets can be found in the handout section of this patch*
- For Younger Girls: Complete the attached **Martial Arts Origins** worksheet. This worksheet will ask the girls to match the martial art with its correct country of origin.
 - For Older Girls: Have the girls complete basic research on a martial art of their choice. Have them explore its origins and roots and complete the attached **History of a Martial Art** worksheet.
 - Some good martial arts to research are: Karate, Kung Fu, Jeet Kune Do, Judo, Capoeira, Boxing, Taekwondo, Dambe, Krav Maga, Tai Chi, Aikido, and more.
- ☐ **How to Avoid Bad Situations:** Ask the girls to discuss what they have been taught about bad situations and how to avoid them. This can include topics like **Stranger Danger**, **360 Degree Awareness** (paying attention to your surroundings all around you at all times), and **yelling “fire” to draw attention to a situation**. After you have discussed this, read the following paragraph.
- “Being aware of your surroundings is a vital part of self-defense. It is important not to get caught in a bad situation because you weren’t paying attention. Being unaware is becoming increasingly more common as more and more people walk while texting or playing on their phones. This causes a distraction and leads to people ending in dangerous situations because they were not being alert to any potential dangers and their surroundings.”

- These concepts will be further addressed in the **Connect Activities**.

☐ **For Older Girls:** Talk about why self-defense is important, especially on College Campuses. Have them research statistics on domestic violence and abuse on college campuses and in everyday life. Have them discuss any preventative tips they may have been taught while growing up. Encourage them to ask questions that seem daunting, this is a tough but vital subject.

Connect Activities

In these activities, girls will start to connect what they have learned about self-defense with how self-defense can appear in their daily lives. Many of these activities initially seem unrelated to self-defense, yet upon further reflection demonstrate clear connections.

To complete this badge, Daisies and Brownies must complete at least two (2) Connect Activities, Juniors and Cadettes must complete at least three (3) Connect Activities, and Seniors and Ambassadors must complete at least four (4) Connect Activities.

- ☐ **The Floor is Lava:** Believe it or not, playing **The Floor is Lava** has self-defense applications! Find the rules in the attached handout section, and feel free to adjust them as needed for your group. Play the game and then have the girls discuss how this game relates to self-defense. After the discussion has ended, read the following paragraph, and ask the girls how the paragraph connects to what they have already discussed.
 - “**The Floor is Lava** has many self-defense applications. This game teaches the concept of being aware of your surroundings. To successfully play the game, you had to know where objects and obstacles were located so that you could safely navigate the room. You also had to know where the person who was “IT” was so that you could avoid being tagged. This awareness is super important in self-defense. The first step to self-defense is avoiding dangerous situations. By being aware of your surroundings, you are avoiding potential harm. If you apply the same awareness you had while playing **The Floor is Lava** to real life, then you will be much safer and more prepared to avoid/ deal with any dangerous situations. **The Floor is Lava** also emphasizes the importance of balance. Having strong balancing skills strengthens your ability to defend yourself. It is much harder to defend yourself if you get knocked over. Having a strong sense of balance helps prevent this and allows you to more successfully defend yourself. By playing **The Floor is Lava** you have learned about the importance of self-defense skills of awareness and balance!”
- ☐ **Avoid the Ball:** Additionally, the game **Avoid the Ball** connects to self-defense! Play the game (instructions can be found in the handout sections) and then have the girls discuss how this game relates to self-defense. After the discussion has ended, read the following paragraph, and ask the girls how the paragraph connects to what they have already discussed.

- **“Avoid the Ball** teaches the importance of being aware. Just like **The Floor is Lava**, **Avoid the Ball** stresses how important it is to be aware of your surroundings. In order to avoid the soft foam balls, you had to be aware of when balls were coming at you. This allowed you to successfully avoid getting hit by a ball. This concept connects with the vital self-defense skill of dodging and evading. Part of self-defense is ensuring that you don’t get hit by any attacks. Being aware of the balls allows you to successfully dodge them, just like how you would dodge an attack. These two self-defense concepts are heavily intertwined.”
- ☐ **The Marker Game:** Have the girls play the **Marker Game**! Instructions can be found in the handouts sections. After completing the game, have the girls discuss how this game relates to self-defense. After the discussion has ended, read the following paragraph, and ask the girls how the paragraph connects to what they have already discussed.
 - “By playing this game, you saw how dangerous self-defense situations can be. The best way to stay safe is to avoid a scenario where you are in danger altogether. By staying alert, you can limit your risk of getting hurt. However, if you do get into trouble, you should run away as fast as possible if you can safely do so. This ensures that you do not get hurt. If you can not run away, you should comply with your attacker's demands (within reason. This is for situations like a mugging or a robbery not for kidnapping). If you are held up at knifepoint, you should give them your money or wallet by throwing it as far away from you as possible. This will force them to release you so that they can pick it up. After that, run as fast as you can in the opposite direction of where they are facing. This further buys you time, as if they were going to chase after you, they would have to turn around to do so, giving you additional time to escape. **Remember you can always replace anything in a wallet, you can not replace your life. It is best to learn ways to limit the possibility of getting harmed.**”
- ☐ **Ninja:** Have the girls play the game **Ninja**! Find the rules in the attached handout section, and feel free to adjust them as needed for your group. Play the game, and then have the girls discuss how this game relates to self-defense. After the discussion has ended, read the following paragraph, and ask the girls how the paragraph connects to what they have already discussed.
 - “Like many other games, **Ninja** has many real-world self-defense applications. Ninja teaches how staying alert correlates with

reaction time. In order to avoid getting hit by your opponent, you had to pay attention to their body language. You likely didn't even notice that you were. However, you were closely observing their body for any tells that would alert you to which direction or how they planned to attack. This awareness then allowed you to speedily make a choice and hopefully avoid their attacks. This same idea applies in real life. By staying aware and alert, you can avoid and evade dangerous situations and attacks. ”

- **Self-Defense Situations:** Have the girls discuss possible scenarios in which self-defense skills could be needed. After coming up with a couple of different situations, have the girls explore how the skills they learned while playing the games in this step of the patch apply to these scenarios.
 - If the girls have questions regarding proper self-defense techniques, they should talk through the situation. Then write their questions down. If you have the ability to, you can ask these questions to a Martial Arts Instructor or during a Self-defense class in the **Take-Action Activities** step of the patch.
- **Wrap-up and Making Connections:** Have the girls make connections between two or more of the games they played during this step of the patch program. This can be done in whatever method works best for your troop (Brainstorming, Venn diagrams, tables/charts, etc.)
 - Some questions to consider:
 - What types of self-defense skills did these games teach?
 - Were there any similarities in the skills taught between the games? Any differences?
 - How would you use some of the skills you learned from the games in a real-life situation?
 - What additional things have you noticed that overlap between the games?
 - Are there any other questions or things you noticed that you want to point out?

Additionally, further self-defense games and associated skills can be found here:
<https://newprairiepress.org/cgi/viewcontent.cgi?article=1082&context=advocate>

Take-Action Activities

Being able to safely defend yourself is not an easy task! It takes a lot of practice and hands-on experience. In this step, you will learn how to take the necessary actions to learn about self-defense.

To complete this badge, Daisies and Brownies must complete at least two (2) Take-Action Activities, Juniors and Cadettes must complete at least three (3) Take-Action Activities, and Seniors and Ambassadors must complete at least four (4) Take-Action Activities.

- ☐ **Take a Self-Defense Class!** The best way to learn self-defense is to practice it! Go to a self-defense workshop or even take a martial arts class. There is a wide variety of different styles and classes, all with differing manners of teaching and disciplines!
- ☐ **Have a Martial Arts Instructor Visit Your Troop!** Having a trained Martial Artist talk to you can help strengthen your understanding of martial arts and self-defense. Every style of martial arts teaches different techniques and different moves. These differences impact the methods of self-defense but are interesting to discuss with your instructor!
- ☐ **Discuss the Benefits of Self-Defense:** How does having self-defense training impact a girl's daily life? Talk about how having some experience builds confidence and skill. Additionally, discuss ways to spread this confidence and encourage other people to learn more about self-defense.
 - Some ideas include:
 - Making posters to spread awareness about safety and being aware of your surroundings.
 - Use some of your research from the **Discover Activities** to make a presentation and present your research to your troop.
- ☐ **Watch the Provided Self-Defense Videos:** Watch the videos linked below and safely practice the demonstrated moves. Then use the attached handout for **Self-defense Videos** to reflect on what you have learned. *Please remain safe and controlled when practicing these moves. Watching a video does not substitute taking a martial arts or self-defense class. These are videos from several different styles of martial arts, so keep that in mind as you practice.*
 - [Can Anyone Do Karate? | Karate Lessons](#)
 - [Karate Front Stance Complete Tutorial! \(Zenkutsu Dachi\)](#)
 - You do not need to watch the full video. The Beginners Level segment from 1:38 - 5:30 is the recommended viewing.

- [Basic Taekwondo Blocks](#)
 - [How to Do the Outside Block Technique | Taekwondo Training](#)
 - [How to Do a Reverse Punch | Karate Lessons](#)
 - [Basics: Reverse Punch](#)
 - [How to Do a Front Kick | Karate Lessons](#)
- ☐ **Make a Picture Book:** Another way to synthesize the information that the girls have learned throughout this patch is to have them make a picture book about self-defense. Have the girls use what they have learned to make a book about self-defense or anything they thought was interesting that they experienced/learned about during this patch. This can be done individually or as a whole troop.
- ☐ **For Older Girls:** Make a Self-Defense Plan that can be used in College or everyday life. Discuss the precautions and any steps that can be taken to ensure your safety on a college campus, walking down the street, or in other scenarios. Brainstorm various circumstances and apply your safety plan to them.
- If they completed the **For Older Girls** step in the **Discover Activities**, they can incorporate their research into their Self-Defense Plan.
 - The plan can include:
 - Safe spaces for them to go to if they need help.
 - Safe Adults and support network they can turn to for support.
 - Plans to continue learning about self-defense.
 - Plans for safety at large group gatherings or parties.

This patch was created as part of the Gold Award Project of Alexandra Newmark. A survey can be found at the end of the program that is designed to gather feedback.

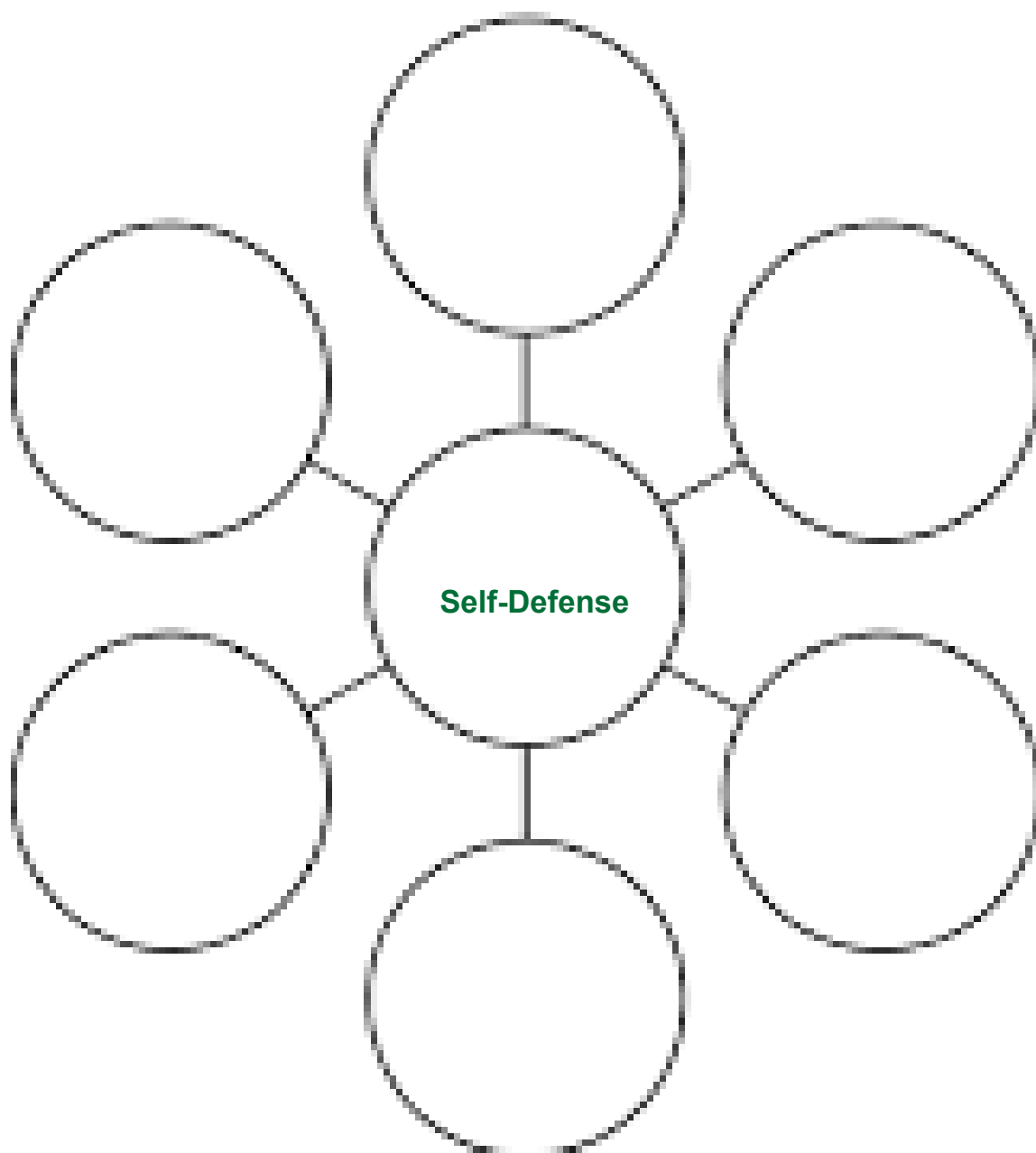
The patch design is credited to <https://www.advantageemblem.com/> and can be accessed at the link below. <https://www.advantageemblem.com/boy-scouts/Q-0184-ninja-monkey-patrol.asp>



HANDOUTS AND ADDITIONAL MATERIALS



Self-Defense Bubble Map



Self-Defense vs. Martial Arts Worksheet

Name: _____

For this activity, read the provided statement and identify if the statement applies to self-defense, martial arts, or both. Then write an S for self-defense, an M for martial arts, or a B for both in the provided space in front of the statement.

___ Teaches skills that can be used against abuse, assault, and harassment, including everyday situations that don't involve physical confrontations or attacks.

___ Teaches awareness to help lead to the prevention of dangerous situations. However, some of the physical techniques may not always be the most practical.

___ Enhances and improves confidence.

___ Has a long cultural history. With various origins depending on location and historical events.

___ Allows the student to make additional connections that go beyond the particular focus and teaching of the program.

___ Teaches effective skills that can be learned quickly in a short period of time.

___ Different programs and instructors will have different teaching styles along with different techniques and methods.

___ Develops discipline, focus, and respect. Mental training is just as important as physical training.

___ A strong focus on non-physical methods and teachings. The focus on social and emotional skills helps raise awareness about different ways to remain safe.

Self-Defense vs. Martial Arts Worksheet Answer Key

Name: _____

For this activity, read the provided statement and identify if the statement applies to self-defense, martial arts, or both. Then write an S for self-defense, an M for martial arts, or a B for both in the provided space in front of the statement.

S Teaches skills that can be used against abuse, assault, and harassment, including everyday situations that don't involve physical confrontations or attacks.

M Teaches awareness to help lead to the prevention of dangerous situations. However, some of the physical techniques may not always be the most practical.

B Enhances and improves confidence.

M Has a long cultural history. With various origins depending on location and historical events.

B Allows the student to make additional connections that go beyond the particular focus and teaching of the program.

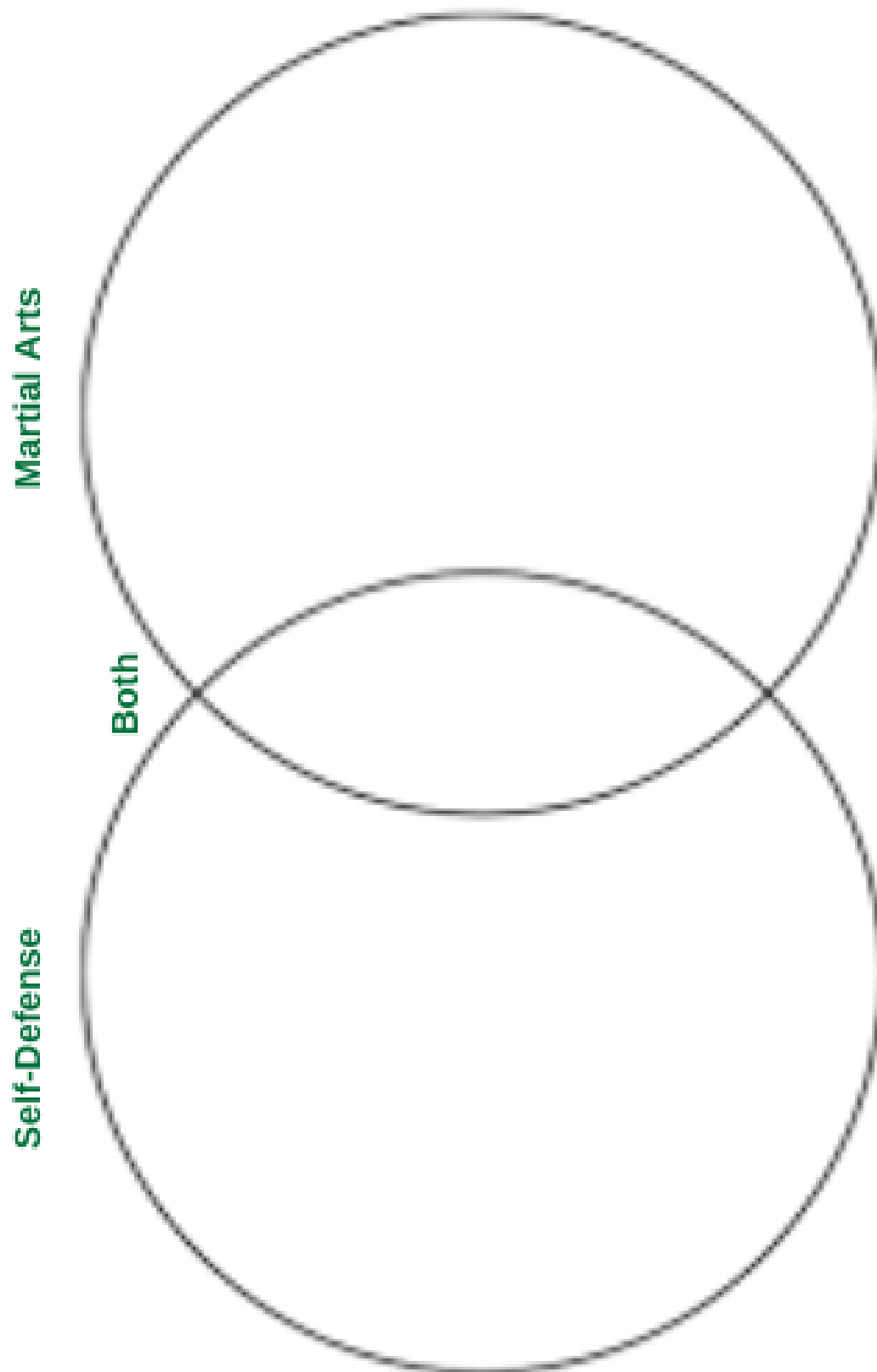
S Teaches effective skills that can be learned quickly in a short period of time.

B Different programs and instructors will have different teaching styles along with different techniques and methods.

M Develops discipline, focus, and respect. Mental training is just as important as physical training.

S A strong focus on non-physical methods and teachings. The focus is on social and emotional skills to help raise awareness about different ways to remain safe.

Self-Defense vs. Martial Arts Venn Diagram



Martial Arts Origins Worksheet

Name: _____

Match the martial arts with the correct location of origin.

Jeet Kune Do

Korea

Judo

Israel

Capoeira

Nigeria

Boxing

The United States of America

Taekwondo

Ancient Egypt

Kung Fu

Japan

Dambe

Brazil

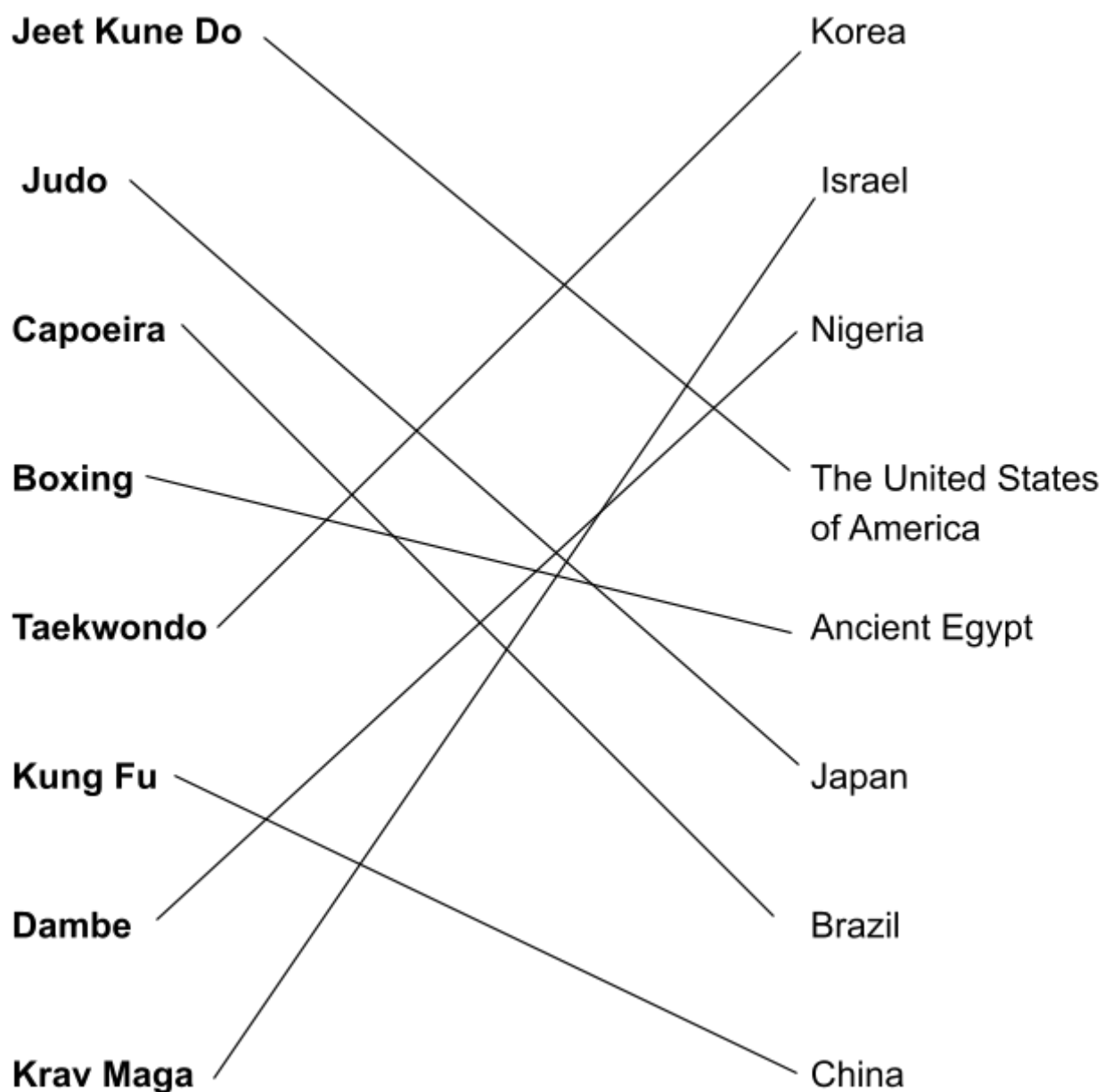
Krav Maga

China

Martial Arts Origins Worksheet Answer Key

Name: _____

Match the martial arts with the correct location of origin.



The History of a Martial Art Worksheet

Name: _____

Select a martial art and perform basic research to complete the worksheet. Some good martial arts to explore are: Karate, Kung Fu, Jeet Kune Do, Judo, Capoeira, Boxing, Taekwondo, Dambe, Krav Maga, Tai Chi, Aikido, and more. You are also welcome to choose a martial art that is not included on this list!

- 1) Where did the martial art start and why?

- 2) How has it changed over time?

- 3) How is it different from other martial arts?

- 4) How does this martial art impact daily life?

- 5) What are some of the benefits of practicing this style of martial arts?

RULES FOR GAMES IN CONNECT ACTIVITIES

The Floor is Lava Rules

Set up: Arrange the room and furniture in an obstacle-based pattern so that players may travel across the room safely without touching the floor.

Playing the game: Have the players stand on the furniture, and assign someone to be “IT.” Once the game begins, players are no longer allowed to touch the floor, if they do so, they are out of the game. Have the player who is “IT” safely chase other players across the obstacle course to tag them. This is essentially the game **Tag**, with the additional rule that players are not allowed to touch the floor.

Avoid the Ball Rules

Set up: Find a large space to play. Divide the room into two halves. This can be done through physical means like a tape line or an imaginary line. Next, divide your group into two teams with equal members. Line up a row of soft foam balls along the line.

Playing the game: Have the players line up on opposite sides of the line. Have someone call out “3, 2, 1. Go!” which signals to the players that they can race to the middle and grab the soft foam balls. The players then throw the balls at each other. If someone is hit by a ball they are out. If a ball is thrown and is then caught, the person who threw the ball is out.

The Marker Game Rules

Set up: Ask your girls to bring a white T-shirt to your meeting. Pair them up with a partner and give one of them a red marker pen. Have the girls stand facing each other.

Playing the Game: The girl with the pen has to try her best to make a mark on the other partner’s T-shirt. The girl without the pen should try her hardest to block or dodge the marker. After a few rounds, have the girls switch. Pretty soon your girls will find out that no matter how hard they try, inevitably they will get marker marks on their shirt. This demonstrates that the best course of action is to avoid a situation and run away if possible.

Ninja Rules

Set up: All players form a circle in the middle of an empty room or large space.

Playing the Game: The game begins when one player gives a countdown saying: “3, 2, 1! Ninja!” All the girls jump backward on this count and strike a “ninja” pose. Starting with the person who gave the countdown, each player is allowed to make one move. The goal of a move is to either move away from the playing field or to gently attack another player, anywhere below the shoulder. (If playing with older girls, this rule can be adjusted to be just below the elbow to add some challenge!) Once a move is made, the player must remain frozen in the position they ended in, until their next turn. A defender (the player who is being gently attacked) is allowed to make one move to avoid being hit. The defender must also remain frozen in their final position until her next turn. If the defender is hit, she has to place her hand behind her back, and it is not allowed to be used or targeted again. Once both her arms are hit, she is out of the game. The last player standing is the winner!

Self-Defense Videos Handout

Name: _____

1. What were 3 things you learned from these videos?

-
-
-

2. What was something you found useful in the videos?

3. What connections can you make between 3 of the videos?

4. What connections can you make between the videos and other discussions you have had?

5. Is there anything else you noticed or wanted to mention?

Self-Defense for Girls:

Girl End of Patch Survey

Name: _____

1. What were 3 things you learned in completing this patch program?
 -
 -
 -
2. What was your favorite part of the patch program?
3. What do you want to learn more about? Is there anything else that you are still fascinated by or curious about?
4. What was something you did not enjoy or wish you could change about the patch program? Is there something you would want to do differently in the future?
5. Would you participate in a similar patch again?
6. Is there anything else you would like to add?

