

WOMEN'S ANTI-ASSAULT PROGRAM (WAAP) (BLACK BELT REQUIREMENT)

The Women's Anti-Assault Program is designed to give accurate and workable information about any situation in which women may be subjected to physical abuse. The woman in trouble may actually bet her life on the advice and techniques learned in this program. Therefore, the system must really work under all conditions, should be easily remembered, give the options of evasion, escape or attack, depending upon the location and seriousness of the assault.

Our basic program does not improve a woman's physical conditioning, does not create security and does not impart better general conditions to women. It does enable the woman to live within her physical limitations, wherever she may be, and in whatever situation she may find herself.

The proper information is correctly used as a tool for self-preservation. It includes an awareness of what constitutes an opening for attack, an understanding of basic weapons, a knowledge of the vital areas of the body, and which areas are subject to what kind of damage.

We are concerned with assault, not with the legal aspects of securing a conviction for rape. However vital this area may be, it should not be confused for physical defense and personal awareness.

The growing national trend to treat rape as a crime of violence, not necessarily sexual in nature, places it in the same category as assault to rob or assault to commit bodily harm. Acts of violence are most easily aborted by an understanding of violence.

Weapons are used because they take a mere mental effort in place of physical skill and are more easily applicable to direct use than the bare hand or foot. The barrier to weapons usage is the fear or loathing of letting the opponent come within functional range of the weapon. This is shown in the often premature application of the attack weapon before a vital strike can be assured. A vital strike must stun, stop or destroy the vision of the attacker.

The woman who hopes to weather an assault must have the capacity to endure the initial mental or physical shock. The temporary mental and physical paralysis of being grabbed or assaulted is definitely against any successful escape attempt. Therefore, we teach: getting very close, selecting only very vital targets, shouting and wearing and stomping to break or transfer the shock effect.

The well-trained woman has a basic awareness of prevention, evasion, escape and attack. The situation--the approach, the grabbing, the assault itself, and what to do after the attack needs careful consideration. Psychological and physiological information, statistics, opposing opinions and possible techniques need study, and all these factors must be related to the physiogomy and mentality of each and every woman, individually.

For example, a 60 year old housewife should not emphasize the same escape techniques as an agile teenager--the results could be disastrous. Why attempt escape if you cannot run or if you have no place to go?

WOMEN'S ANTI-ASSAULT PROGRAM (continued)

Absolute realism is demanded of a life protection program. Thoroughly professional Karate people in cooperation with psychologists, police instructors, university clubs, women's Karate committees, and sociologists have designed and tailored such a concise, comprehensive and easily understood system for women's self-preservation.

We call this the "Women's Anti-Assault Program." It is available to you.

We begin with the most violent and least understood of the facets of self-protection - ATTACK - These techniques are intended to kill or destroy the capacity of the assailant to continue the assault. Proper judgment must be used in the application of these techniques, which are capable of inducing severe trauma.

Many women think they could not apply such a vicious attack, but in defense of their lives or the lives of their loved ones; at least they have the tools to use. If the need is severe, they must be used.

In attack we attempt to close the distance, whereas, in escape, maintaining the distance is desirable. The element of surprise is a must for escape. Indecision often breaks down the surprise factor and loosens the effectiveness of the escape technique.

Swinging objects cause the attacker to flinch or pull back, making the retrieval of the grabbed part much easier. The kick, if applied, has a similar value.

Chemicals, deodorants, pepper or mace sprayed or blown into the face are useful in making it difficult for the attacker to follow a fleeing victim. Whistles, hand sirens and freon horns are good for creating a commotion which again makes a continued attack more difficult.

Most escapes are not actually escapes; they just change the location of attack or keep it prolonged until help is available. In the dark of night, for example, the escape should be much more positive and complete than in daylight.

Does getting loose actually improve the situation? In some cases it really makes it worse; the attacker is liable to chase you and catch you in a much more unfavorable location.

This type of problem makes a thorough analysis of the self-defense structure mandatory. The situation must be clearly seen prior to establishing functional techniques or instruction.

The fundamental thinking proceeds accordingly:

Assault escalates in five major steps:

1. Situation
2. Approach
3. Grabbing
4. Assault
5. Afterward

WOMEN'S ANTI-ASSAULT PROGRAM (continued)

Each of these steps or escalations may be broken down into four sub-categories for study:

1. Prevention
2. Evasion
3. Escape
4. Attack

The complete picture must be understood in both psychological and physiological terms. Statistics, contrary opinions and techniques need to be inter-related.

It is a certain error to confuse any part of the program for the whole or to assign special importance to any separate area.

The synergy of assault reaction is a fact. It is dealt with in a comprehensive and lucid manner, by people with extensive experience and study in the field.

The acceptance of this program has been overwhelming. We repeat, it is available to you, your friends and your children and loved ones. In time of need, it could save everybody's life. The cost of the permanent mental scars and damage to the victim can be astronomical, what is the value of peace and tranquility.

LESSON 1 Direct Attack

We begin with the most violent and least understood of the facts of self protection - ATTACK - These techniques are to kill or destroy the capacity of the assailant to continue. Proper judgment must be used in the application of severe trauma.

Many women think they could not apply such a vicious attack but in defense of their lives or the lives of their loved ones, at least they have a tool to use. If the need is sincere, it will be used.

I. Demonstration of Weapons

A. Pencil - preferably automatic

(i.e. auto point) and of strong body.

1. Stab to base of throat.
2. Stick up nose
3. Poke in ear
4. Stab to testicles
5. Behind ear mastoid

B. Comb or Brush - preferably rat tailed and sturdy

1. Hammer fist strike to ear
2. " " " " eye near nose
3. Poke sharp end into throat
4. Lifting strike to testicles
5. Blow to area behind ear

C. Book - preferably small, strong and heavy

1. Swing to ear
2. " " base of skull
3. Hammer blow to nose
4. Swing up into groin area

D. Shoe- high-heeled and flexible

1. Use a hammer strike to face near eyes
2. " " " " ear
3. " " " " base of skull
3. " " " " throat

The student will now see how dangerous it is to hold onto someone.

II. Explanation of Vital Points

1. Eyes
2. Ears
3. Base of skull
4. Throat
5. Base of throat
6. Behind ears
7. Groin

Direct Attack (continued)

III. Advise for Attack

A. Where to do it

1. Nowhere to run
2. When life is in jeopardy
3. When actually assaulted
4. When attacker is very close

B. How to do it

1. Shout or swear
2. Do not rush - take your time
3. Grip weapon firmly
4. Go for broke - the determination is a key point

C. Barriers to success

1. Distance - too far away is easily blocked and not functional. Get very close
2. Shock - your temporary paralysis may be broken and transferred by shouting, swearing, or foot stamping
3. Indecision - This is corrected by practice, thought, controlled breathing and a real emergency.

Complete class should pass through lecture prior to actual practice. Our goal is to:

- A. Tell what we will tell you
- B. Tell you
- C. Tell what we told you

In this manner, the most important basics will be reinforced.

IV. Practice Weapons

A. Practice shouting

V. Brief Description of Lesson 2

A. Escape techniques and theories

Lesson II

ESCAPE METHODS

General escape points to remember:

In attack we attempt to close the distance, whereas, in escape, maintaining the distance is desirable. The element of surprise is a must for escape. Indecision often breaks down the surprise factor and loosens the effectiveness of the escape technique.

Swinging objects cause the attacker to flinch or pull back, making the retrieval of the grabbed part much easier. The kick, if applied, has a similar value.

Chemicals, deodorants, pepper or mace sprayed or blown into the face are useful in making it difficult for the attacker to follow a fleeing victim. Whistles, hand sirens and freon horns are good for creating a commotion which again makes a continued attack more difficult.

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Re-analysis of Self-Defense Structure

1. Situation
2. Approach
3. Grabbing
4. Assault
5. Afterwards

- A. Prevent
- B. Evade
- C. Escape
- D. Attack

- I. Psychological
- II. Physiological

LESSON II Escape

I. Methods of Holding

- A. One hand
- B. Two hands
- C. Hugging

By:

- A. Limb
- B. Head
- C. Body

From:

- A. Front
- B. Side
- C. Rear

II. Release Methods

- A. Weapons
- B. Strikes
- C. Pulls

- Demonstration of weapon possibilities:

Manrike, purse, book, keys, comb, yarawa, foot, hand, back fist.

- Indication of points of attack:

shin, groin, wrist, elbow, head, sternum, back of hand.

III. General Discussion of Releases

- A. When to attempt
- B. Application of "atemi"

- Barriers to Success:

1. Where are you escaping to?
2. Can you run? How far?
3. Who is your opponent?
4. Location of assault.
5. Can you attract attention?
6. Loss of element of surprise.

IV. Practice

- A. Front kick
- B. Punch or jab, and shout
- C. Swing stick and shout

LESSON III Escape

Practice and discuss previous techniques

Show \$20.00 bill snatching concept

Read Mexican death sentence

Study Marine knife fight manual

Stances & Thrust

Practice - stances

Practice - thrust

Show & study FBI manual

Show Karate magazine and discuss incorrect techniques

Breaking techniques

Ripping Practice

Jabbing Practice

Brief description lesson 4 stick techniques

Additional six lessons not available except to course instructions.

See: Mrs. Janine Dalton - WAAP Committee Chairperson
Central Taekwondo Association