Self Defense Pressure Points

Course
Correctional Services

Unit II
Safety

Essential Question
How can pressure points effectively be used against a suspect?

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.

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.

Engage
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.

Key Points
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 an 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
   A. Use to remove an assailant from another victim
   B. Is at the base of the skull right where the spine meets the back of
the skull
C. When done properly, will cause a reaction that disables your opponent for approximately 15-20 seconds
D. Hit the actor on the knowledge knot with your closed fist
E. 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
F. Remain aware of your requirement for escalating force

IV. Pressure to the ear area
A. Motivates people to cease an action or gets them to move from their present position
B. Induces severe, momentary pain
C. Upon release of the pressure, the pain goes away immediately
D. Apply with a hard object such as a pen, pencil, or your knuckle
E. Maintain pressure until the assailant agrees to stop his or her assault and leave the scene

V. Pressure under the nose
A. Apply pressure by locking your hand just under the nose, or by using a hard impact weapon against the area just under the nose
B. Apply force toward the back of the head until the assailant succumbs to the pain
C. Upon the release of pressure, the pain goes away immediately
D. 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
A. Points are located under the jaw bone (one point on each side)
B. Use for pulling an assailant off of a victim
C. Works best when you are above the actor
D. Using all of the fingers on both hands, dig your fingers under the jaw bone on both sides and pull upward with extreme force
E. Upon release of the pressure, the pain goes away immediately

VII. Impact to the neck
A. Strike a blow to the neck area, halfway between the bottom of the ear and the top of the shoulder
B. Hits a primary nerve that runs the length of the neck, centered on both sides
C. Use any point, from a closed fist, to any hard portion of your forearm, up to and including your elbow, for impact
D. A hard blow to this area may knock the assailant unconscious for a period of time
E. Do not use a hard weapon unless you feel serious bodily injury is justified
F. A hard enough blow from a blunt object may kill or seriously injure a person

VIII. Impact to the thigh nerve area
   A. Use to stop a person who is advancing against you, or is about to assault you
   B. Use this technique when you are facing your assailant
   C. 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
   D. The impact should be from your shin bone, anywhere between the ankle and the knee
   E. 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
   A. Use these only in defense of others or yourself
   B. If you use them to assault another without justification, you take the position as the actor/criminal, and you may be arrested for assault
   C. 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
   D. Use your knowledge strictly to help defend the defenseless and to ward off unwanted contact from another

Activities
1. 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.

2. 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.

Assessments
Self Defense Pressure Points Exam and Key
Discussion Rubric
Individual Work Rubric
Research Rubric
Role Play Rubric
Materials
Self Defense Pressure Points computer-based presentation

Resources
Do an Internet search for self defense secrets techniques point pressure

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.

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.

State Education Standards
Texas Essential Knowledge and Skills for Career and Technical Education
§130.297. Correctional Services (One to Two Credits).
(10) The student applies technical skill procedures of correctional staff to effectively manage day-to-day operations of correctional facilities. The student is expected to:
   (B) demonstrate protocol designed to restrain individuals placed into custody without violating personal rights or jeopardizing personal safety;

College and Career Readiness Standards
Cross-disciplinary Standards
I. Key Cognitive Skills
   A. Intellectual curiosity
      2. 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.
Self Defense Pressure Points Exam

1. ____ Pressure point defense is a good technique to use when someone is attempting to stab you with a knife.
   a. True
   b. False

2. ____ There is no danger of serious harm to an actor when you use a blunt object in pressure point defense.
   a. True
   b. False

3. ____ When impacting pressure against the primary nerve in the thigh you should kick the nerve area with your foot.
   a. True
   b. False

4. ____ The impact to the knowledge knot may cause your assailant to become immobilized for a few seconds.
   a. True
   b. False

5. ____ When applying pressure to the primary nerve in the side of the neck you should remember that this is an impact area.
   a. True
   b. False

6. ____ The knowledge knot is located at the top of your shoulders at the base of the spine.
   a. True
   b. False

7. ____ In order to use the pressure point tactic under the jaw you must be above your assailant.
   a. True
   b. False

8. ____ The pressure point under the jaw tactic is typically used to remove an attacker from someone else, but can be used to force someone away from you.
   a. True
   b. False
9. ____ You should be careful in applying the under the nose technique due to the possibility of nasal discharge.
   a. True
   b. False

10. ____ In “Self-Defense” you are allowed to only use whatever level of force is necessary to stop the assault against you.
    a. True
    b. False

11. ____ When impacting the primary nerve in the neck you should
    a. Hit the person in the side of the neck with a baseball bat or a club.
    b. Hit the person in the side of the neck with your open hand facing forward.
    c. Hit the person in the side of the neck with the outside of your forearm or elbow.

12. ____ When applying pressure under the nose you should place the crook of your hand and wrist against the
    a. Bottom of the nose, and pull upwards toward the top of the head.
    b. Bottom of the nose, and pull back towards the upper jaw and teeth.
    c. Bottom of the nose, and apply force toward the back of the head

13. ____ The pressure point behind the jaw and below the ear is applied by
    a. Using your knuckle to press hard against the nerve area
    b. Using a blunt object like a pen or unsharpened pencil hard against the area
    c. A & B

14. ____ When applying pressure to the thigh you need to remember that this technique is a close-quarters
    a. Steady pressure technique
    b. Sudden impact technique
    c. Jabbing technique

15. ____ When applying the under the jaw technique you should
    a. Grip all four fingers under each side of the jaw
    b. Grip with only your strongest finger on each hand
    c. Use your knuckles under each side of the jaw

16. ____ When applying the under the jaw technique you should
    a. Dig and twist with your fingers, hands and wrists.
    b. Push inward with your hands.
    c. Pull upwards in a hard, steady motion.

17. ____ The under the jaw technique is usually used when you
    a. Are attempting to pull an attacker off another person
    b. Are being attacked from in front
    c. A & B
18. _____ The defense plea of Self-Defense may be used if you
   a. Only used the level of force necessary to stop the assault against you
   b. You only escalated force to stop the force against you based on the degree of that force
   c. A & B

19. _____ When impacting the primary nerve in the thigh you should
   a. Step forward and push your assailant simultaneously as you hit the area with the shin of one of your legs
   b. Wait until the assailant has gripped you and is pushing you backwards
   c. Fall down on the ground and kick upwards against the thigh

20. _____ The primary nerve in the thigh is located
   a. Vertically and parallel with the thigh bone
   b. Centered vertically on the outside of the thigh
   c. A & B

**Bonus Question:**
Explain in detail how and when you would use each of the pressure/impact techniques you have learned in this lesson.
Self Defense Pressure Points Exam Key

1. B
2. B
3. B
4. A
5. A
6. B
7. A
8. A
9. B
10. A
11. C
12. B
13. C
14. B
15. A
16. C
17. C
18. C
19. A
20. B
## Discussion Rubric

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**Total Points (32 pts.)**

Comments:
|------------------------------------------------|------------------|-------------|-------------------------------|-----------------------------|-----|------|
| Follows directions  
Student completed the work as directed, following the directions given, in order and to the level of quality indicated |                  |             |                               |                             |     |      |
| Time management  
Student used time wisely and remained on task 100% of the time |                  |             |                               |                             |     |      |
| Organization  
Student kept notes and materials in a neat, legible, and organized manner. Information was readily retrieved |                  |             |                               |                             |     |      |
| Evidence of learning  
Student documented information in his or her own words and can accurately answer questions related to the information retrieved |                  |             |                               |                             |     |      |
| *Research/Gathering information (if relevant)  
Student used a variety of methods and sources to gather information. Student took notes while gathering information |                  |             |                               |                             |     |      |

**Total Points (20 pts.)**

**Comments:**
## Research Rubric

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## Role Play Rubric

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