

S.A.F.E. Schools

By S.A.F.E. Martial Arts

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- Key points:**
1. Non-violence is always preferred
 2. Simpler is better
 3. Quick and effective techniques to create opportunity for escape

S.A.F.E. Martial Arts was created to answer a need for simple, effective self-defense without being distracted by competition, traditional practices that don't translate to results, and excess brutality exhibited by those who glorify violence. *S.A.F.E. Martial Arts* offers children and teenagers a chance to learn simple and intuitive techniques and strategies to get them out of bad situations quickly, hopefully, without a punch ever having been thrown.

Focusing on our four tenets of: Self-defense, Awareness, Fitness and Empowerment, *S.A.F.E. Martial Arts* shows students how and why NOT to fight, and how to protect all parties involved if a conflict is unavoidable. The "E" in *S.A.F.E. Martial Arts* stands for Empowerment and that is where our whole philosophy derives from. We believe a person will do the right thing for themselves easier and more often when they believe they are worth sticking up for. Helping students to find their self-esteem grants them the strong will necessary to walk away despite social pressure and to stand up for themselves against those who wish to tear them down.

The "A" in *S.A.F.E. Martial Arts* stands for Awareness and we teach our students to be aware of everyone in their surroundings, the things happening around them and the details of the environment itself. By gathering more information, a person can be more informed in moments of stress and can take smarter courses of action instead of being stripped of their options and forced to do something rash.

The "S" and "F" of *S.A.F.E. Martial Arts* stand for Self-defense and Fitness and go hand in hand. A person who challenges themselves physically through the martial arts gains self-worth for their earned successes and will possess an enhanced self-esteem that can help them stand fast in the face of a provoking adversary, and know that, if something ever were forced to happen, they have the skills to look after themselves. Self-defense skills go far beyond the physical and allow the practitioner insight into why problems start, how to head them off proactively and which courses of action might minimize the chance of conflict in the future.

S.A.F.E. students are well-behaved, courteous, well-mannered and humble but they are also confident, healthy, and self-assured. They are well rounded children and teens that are part of the solution, not part of the problem. If you fill enough classrooms with *S.A.F.E.* students, you will have very *S.A.F.E. Schools!*

S.A.F.E. Martial Arts

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S.A.F.E. Schools

Curriculum

The S.A.F.E. Schools curriculum can be as large or small as the class, assembly, or unit needs it to be but there are 3 main parts in every demonstration:

Philosophy: The goal of S.A.F.E. Schools, the goal of self-defense in general, and the reason that our approach is unique. (ex. Non-violence whenever possible, tenets of S.A.F.E. Martial Arts, the metrics used to measure success in a confrontation)

Basics: These are the moves, techniques and principles that all others include and build from. (ex. Stances, postures, movements, push vs pull)

Situation-specific: These techniques are useful in a limited capacity, usually in a certain situation, but the thought processes are usually universally applicable. (ex. Escape from a headlock, defense against a punch, shirt grab escape)

As these workshops can be customized to fit the user, not all of the below techniques will be covered but each type of movement/strategy offers a different aspect of S.A.F.E. Martial Arts:

Blocking

Striking

Wrestling

Grappling

Escapes

Weapons

Fitness

Footwork/Posture

For each one of these disciplines there are a number of techniques and strategies that we teach, all of which are geared towards getting our students OUT of fights, and not into them.

Cost

Though the cost/student is decreased when large numbers of students are involved or when a class commits to multiple workshop sessions, a single workshop session (typically lasting 40-60 mins) is only **\$3 per student**. In the past, schools have offered to split the cost with parents so if a parent contributes \$2 and the school \$1 (per student), hundreds of children can enjoy a self-defense education that lies in line with the Ontario Ministry of Education's Anti-Bully campaign and required Physical Education and Health-related concepts (as detailed on the following page).

Senior Instructor Michael Ginn and this curriculum have already been signed off on by both the York Region Public School Board and the York Region Catholic School Board so all you would have to do is arrange a time.

Senior Instructor Michael Ginn

- 3rd Degree Black Belt in Chito-Ryu Karate
- Shido-in (Sensei or Head Instructor Title)
- *Karate Canada* Certified Black Belt
- Practicing Karate for over 25 years
- Teaching Karate for over 18 years
- Level 2 *N.C.C.P* Certified Coach
- National Chito-Ryu Level "A" Certified Referee
- Regional, Provincial and International medalist in Kata (forms) and Kumite (fighting)
- Self-Defense instructor for 15 years and founder of *S.A.F.E. Martial Arts*
- Fitness Kickboxing instructor for 10 years
- Owner and Head Instructor of *Jitsu-Do Karate* since 2009
- Worked as an Instructor Therapist with children with Autism for 7 years
- York University Bachelor of Arts in Sociology and Communications
- Seneca College Honours Diploma in Broadcast Journalism

Senior Instructor Michael Ginn is one of those rare people who has always known what he wanted to do. Since the age of 3, Michael has been fascinated by the martial arts and has had his eye on a black belt in karate. After attaining this goal at the age of 19, he set his sights on running his own karate school, which he did, 10 years later.

After a quarter of a century practicing traditional martial arts, Michael decided to add to his repertoire of skills by branching out into a new kind of mixed martial arts that doesn't focus on knockouts, submissions or victories. Instead, it focuses on well-being, health, philosophy and living a life of helping others to help themselves. This has proved to be one of the most fulfilling practices of his life and one of the truest expressions of his morals and values.

S.A.F.E. Martial Arts



Ministry-required Physical Education and Health-related Concepts included:

Movement competence:

Through physical interaction with peers, students will learn first-hand the way that small changes in the performance of techniques make them effective or ineffective based on leverage, center of gravity, momentum, etc.

Active living:

Students will learn how active people present with more confident posture, and better musculature making them less likely to be bullied/targeted. In addition, it is stressed that, though the instructed techniques can be performed by anyone, physical fitness will improve the effectiveness and performance of said techniques.

Healthy living/choices/literacy:

This Self-Defense curriculum is based on always being prepared and of sound mind. As such, the children are taught that alcohol and drugs can dull senses, impair judgment and slow decision-making and reaction time causing them to be more susceptible to assault. Refraining from these behaviours will maintain mental clarity and cognitive function, keeping students at their best should they need to protect themselves and/or loved ones.

Critical and creative thinking skills:

As no two Self-Defense situations are ever truly alike, students are taught methods of appraising each new situation quickly and accurately to determine the most concise, effective, and appropriate strategy possible.

Interpersonal skills:

“Verbal Judo” is the precursor to any physical encounter and is taught as one of the best ways to stay safe and non-confrontational during altercations. This skill is also taught as an excellent way to handle all personal interactions, stressing seeing a situation from another person’s perspective, confronting the problem and not the person, and trying to reach a conclusion that is mutually beneficial for all parties.

Living skills:

The importance of self-esteem, confidence, the right to say no, correct posture, physical mannerisms, and vocal strategies are all taught to help children stay safe and live healthy, positive lives.

Safety:

Practical and everyday methods of staying safe are explored so students can knowledgeably confront situations at school, at home and in the world around them. These habits can lead to increased confidence, preparedness, and a lowered probability of being treated as a victim.

Physical literacy:

Body mechanics are taught to help students understand the way that their body works in the context of physical altercations, from benign to severe. Proper names of bones, joints, muscles and organs are used to increase the students’ knowledge of anatomy and physiology and how it pertains to the movements they are performing.

Movement strategies:

Each technique is broken down into its component parts so the students can understand why it works and how they can apply these rules to a variety of situations. This understanding can also provide students with a way to be creative with their movements to discover other, more personalized methods of Self-Defense.

Active participation:

Every class the students will take part in a warm-up and cool-down that involves different muscle groups and energy systems, stretching, body-weight exercises, and breathing exercises. As well, for the duration of the class, students will constantly move around practicing movements in individual and partner arrangements.