

# 60min+ Intimidation / Fawning Lesson

[read standard Transfighters introduction & guidelines]

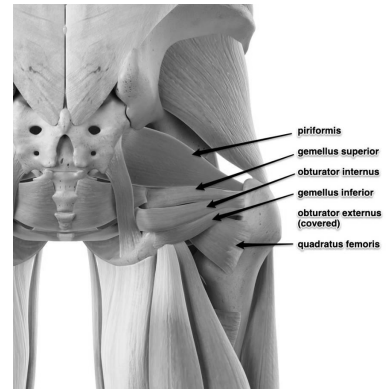
remember to include: describe opt-in environment

## 0) Warm Up

- a. greeter
  - i. shoes off, masks on
  - ii. point out changing rooms & racks
  - iii. point out foot wash bucket
- b. mobility flow while people are arriving, include:
  - i. squatting fall break
  - ii. casual shrimps

# 1) Intimidation Stance

1. foot stability
  - a. rock slowly from foot pronation to supination
  - b. decrease rocking until a comfortable middle-ground is found
  - c. repeat until comfortable
2. hip stability
  - a. wall foot exercise
    - i. with heel down and toes raised, gently press outside of foot (pinky toe) against a wall
    - ii. use hip muscles to rotate the whole leg externally, gently pressing pinky toe into the wall
    - iii. try to remember the feeling of the hip lateral rotators flexing (interoception)
  - b. one leg exercise
    - i. lift one foot slightly off the ground, ok to touch a wall for balance
    - ii. raise and lower the floating hip, engaging the hip stabilizers of the planted leg
    - iii. focus on finding the elusive lateral rotators of the hip (piriformus, quadratus femorus, etc)
    - iv. attempt to relax the glutes (butt), and only use lateral rotators (hips to sits-bones)
  - c. both feet on the floor exercise
    - i. engage and disengage the hip lateral rotators
    - ii. at first let the toes rotate outward
    - iii. then grip the ground using hip lateral rotator flexation
  - d. lay on back exercise
    - i. drive heels slightly into the ground, then rock body by pointing & flexing the toes
    - ii. engage and disengage hip lateral rotators to feel the difference
      1. disengaged: head/body rocks softly, mushy
      2. engaged: head/body rocks stiffly, quick, dramatic
      3. observe how force is transferred sharply from the foot rocking into the upper body
      4. practice until easy to do, with a relaxed glutes



3. stabilized stance
    - a. students choose any fight stance
      - i. advanced students should choose a non-aggressive-seeming stance
    - b. practice engaging and disengaging hip lateral rotators while in stance, keeping glutes relaxed
      - i. revisit a centered foot position (not pronated/supinated)
      - ii. can practice stepping from side to side, sinking feet like boat-poles into the floor
  4. demonstrate
    - a. turn on / off hip stabilizers without changing stance
      - i. demonstrate talking, animated and smiling, but without lower body connectivity
      - ii. demonstrate turning on hip stabilizers while still talking, to show animalistic intensity in your words
    - b. have students watch the change in the demonstrator's eyes, not their hips
  5. drill
    - a. facing a partner
    - b. tori takes a stance, then engages and disengages hip stabilizers
    - c. uke watches for changes in the tori's energy
    - d. switch partners, and try different stances
  6. talk
    - a. Could you observe a difference in the tori's energy?
    - b. Can you describe that energy difference?
    - c. How did that energy difference affect you / make you feel?
    - d. demo a martial arts moving-posture (ie. buddha's warrior pounds mortar) with and without hip stabilization
      - i. ask students to describe difference
- \* this training is elusive, and students may not be successful on the first try. but ideally, some students should report that they felt scared/nervous/intimidated as soon as the tori engaged their hip lateral rotators

## 2) Fawning: Pushing/Falling

1. Conversation training: misinformation
  - a. while you are drilling each move today:
  - b. converse casually about anything you like, while also:
  - c. periodically include something that isn't true
  - d. try to keep this conversation going, without pauses
  - e. transfems: practice femme voice
  - f. students who have done other conversation training topics can practice those as well (ie. personal history, clarifying questions)
  
2. Pushing
  - a. standing pushing
    - i. in pairs, students give gentle pushes to their partner with one hand in various locations (shoulder, hip, forehead, arm, etc)
    - ii. pushed partner flows with the push by twisting/bending/relaxing
  - b. seated/rolling pushing
    - i. repeat, with the pushed partner starting in a seated position
    - ii. pusher can use both hands
    - iii. pushed partner can fall over or roll around
    - iv. continue the momentum of the push to get back to an upright seated/kneeling position
  - c. push into wall/pad, increasing intensity
    - \* make sure you're using opt-in (not opt-out) consent for this exercise
    - \* you can use a padded/reinforced wall, another student holding a kick pad, or a well-secured punching bag
    - i. line willing students up along a padded wall, a foot away from the wall, with their sides facing the wall (not backs-to-wall)
    - ii. instructor goes down the line and gently pushes each student toward the wall
    - iii. practice spreading the wall impact out over their whole body
    - iv. for willing students: move them 2-feet away from the wall
      1. push so gently that students will not impact the wall unless they voluntarily continue the momentum
      2. students practice impacting the wall anyway
    - v. for willing students: move them 6-feet away from the wall
      1. can increase the pushing force, but still soft enough that students must continue the momentum in order to reach the wall
      2. students can now try facing away or toward wall
      3. have students watch how each other perform this task
      4. TALK: who's stumble/impact looked like a realistic forceful shove? what are they doing to make that happen?
      5. for willing students: change out the person who is pushing



For a longer seminar, continue with these exercises:

3. Fawning grip breaks
  - \* continue the conversation training exercise during these techniques
    - a. in pairs, practice sticky push-hands, with walking
      - i. forearm-to-forearm, one partner gently pushes the other across/around the room
      - ii. think of it like partner dancing, with the “follow” giving enough resistance to be neither alarmingly absent, nor aggressively stiff
    - b. arm grip break
      - i. show a generic circle-out grip-break for a wrist or arm grab
      - ii. practice breaking the grip slow and gentle
      - iii. don't get caught: practice being so gentle as to escape notice / not raise an alarm
      - iv. defender should re-grip gently to maintain “intimacy” and reverse control
      - v. remind students to use conversation skills
4. bear hug
  - a. show arm-around-waist & hug grip breaks via turning toward hugger
    - i. defender keeps elbows inside attacker's
    - ii. turns to face them
    - iii. expands their size using forearm frames & curling spine
    - iv. controls an arm to prevent re-grip
    - v. exits by stepping backward
  - b. defender can look for forehead-to-jaw position
  - c. defender practices re-grip afterwards, maintaining “intimacy”
5. advancing position
  - a. start from forearm-to-forearm push hands
  - b. slide-by to underhook (think: nuzzling half-hug)
  - c. arm-drag to russian-2-on-1 (think: girly arm-in-arm gossiping)
  - d. practice smooth, force-less transitions, and “intimate” versions of the final positions
  - e. can use conversation skills to create openings

6. ground-based re-guards
  - a. side control to shin shield
    - i. from side control, Tori (on bottom) uses shrimp & conversation to regain a shin shield / z-guard
    - ii. ask for moderately tight pressure from Uke, but Tori is not allowed to use force to get back to shin-shield
  - b. mount to shin shield
    - i. no bucking, only use shrimp & knee wedge (and conversation)
    - ii. regain a half- or full-butterfly guard without using force
  - c. back-mount to full guard
    - i. Tori forcelessly clears hooks & rotates toward Uke
    - ii. Uke gives light resistance, no submissions, no preventative arm grabs
  
7. DEMO some BJJ flowing using advanced students
  - a. show difference between an aggro resistance vs. a flowy roll

## 4) Talk

**\*\*\* give WARNING about Heavy Topics, allow people to walk out \*\*\***

1. Ask: What's something very specific from today, and why do you think it was included? Some ideas if the class needs a push:
  - i. intimidation doesn't have to a natural talent: practice hip stabilization at home
  - ii. what is the purpose of exaggerating a fall?
    - to sell that you've been greatly affected by the bully/DV
    - seek to "satisfy" the bully/partner without going overboard
    - can end a violent episode before it spreads to other victims (cie. hildren/siblings)
    - what are non-physical versions of this type of fawning?
  - iii. defensive misinformation/lies should be pre-loaded (prepared and rehearsed beforehand), what are some possibilities?
    - disease: AIDS status
    - anatomy: a menstrual complaint; a childhood experience
    - human appeal: mention your kids
    - not alone: a friend/boyfriend is nearby; someone is watching/filming
  - iv. what is purpose/effect of "femme voice"?

## 5) Decompress

- circle up the class, do some freeform shaking or breathing
- mention that feelings may come up, and to ask friends to talk about it
- any class announcements
- GROUP PICTURE
  
- begin open mat session