

# Moving Another Person

## 0) Warm Up

- a. greeter
  - i. shoes off, masks on
  - ii. point out changing rooms & racks
- b. mobility flow while people are arriving, include:
  - i. fall breaks from squat/kneeling
- c. intro speech
  - i. take names & pronouns (if class is less than 30)
  - ii. question of the day (if class is less than 15)
  - iii. opt-in format
    - 1. after each demo, my default assumption is that you're sitting out, unless you step up
    - 2. partner ask: do you want to keep working together or switch it up
    - 3. partner ask: how did that demonstration look to you (scary/complicated/fun)
  - iv. if i don't remember your pronoun, i will default to definite articles, ie. "take the arm" instead of "take her arm"
  - v. this class is a no-sexiness zone, if you want to flirt with other students just do it outside after class
  - vi. **after class: feedback about how lessons are presented**
  - vii. **after class: feedback on curriculum from transfem-bipoc/sw**
- d. **ask for social media filming opt-in**

## 1) Verbal Practice

### 1. Addressing Bystanders (3 minutes)

- a. sit in pairs, facing each other; pairs should be 3-6 feet away from the next pair
- b. wave to and then have a casual conversation with someone from another pair
  - i. ideas: ask them where they've been, tell them where you've been
  - ii. it's ok if you can't hear everything, just do your best to keep it going
- c. periodically switch back to converse with the partner in front of you about other things around the room. ideas:
  - i. what other people in the room are doing
  - ii. notice objects, like posters/furniture/cars
- d. and then wave to another person across the room and start a casual conversation with them

For people not physically participating, or not working with a partner:

1. Can watch each exercise closely, taking notes about what works well (and what doesn't)
  - a. be the first to offer ideas when we all stop to review about an exercise
2. Can connect their body to a heavy bag or dummy and try to move it around.
3. Can film, noting which students have given permissions.

## 2) Moving Another Person

1. Palm and wrist dragging (2-4 minutes)
  - a. begin like Push Hands: partners face each other, taking a strong stance
  - b. while clasping hands, one partner at a time tries to slowly **push** or **drag** the other off their stance; it's ok for the dragger to move their feet around
  - c. change to a wrist or forearm grab (instead of a handshake) and repeat pushing/dragging
  - d. partners should talk to each other to give feedback
2. Elbow dragging (2-4 minutes)
  - a. repeat, but have partners push/drag from behind the elbow
  - b. defender can start walking their stance around in order to stay balanced and steady
  - c. dragger should really look to off-balance their partner, to induce an authentic stumble
  - d. partners should talk to each other to give feedback
3. Stop to Talk:
  - a. what was working?
  - b. did you feel more control of the defender's core via the elbow?
  - c. what grip could get you even more control of the defender's core?
    - i. some kind of shoulder grip (underhook, overhook)
    - ii. some kind of spine grip (neck clinch, body lock)
    - iii. connecting hips w/ body lock
    - iv. any other ideas? ankle picks, garment grips, wristlock, finger pulling, hair pulling, using a walking cane to hook
4. Shoulder control (5+ minutes)
  - a. demonstrate underhooks w/ good shoulder-to-shoulder pressure
  - b. repeat push/drag exercise, allowing use of two grips at a time (ie. underhook one arm + elbow grip the other arm), and add Addressing Bystander verbal practice:
    - i. allow the push/drag exercise to move you around the room, like partner dancing
    - ii. converse with your partner
      1. mention things that are going on around the room
      2. negotiate periodically switching roles
    - iii. when you come close to another group, try to get the attention of one of them and then casually converse
      1. talk about what's working with the grip exercise
      2. talk about where you've both been today
    - iv. negotiate switching partners with another pair

### 3) Exaggerating Being Moved

1. Demonstrate/reiterate grip possibilities:
  - a. wrist grip
  - b. elbow grip
  - c. underhook
  - d. body-lock / half body-lock
  - e. overhook
  - f. neck clinch
  - g. putting forehead into partner's neck
  - h. demonstrate pivoting to pull partner off base
    - i. sweep one foot back while turning whole body together, dragging partner into it
2. Demonstrate Lying (verbal)
  - a. have demo partner walk through all the grips they remember, converse casually about where you've both been today/recently
  - b. insert a bold faced lie (ie. about where you've been today)
    - i. it's ok if it's clunky/outlandish, just practice
3. Resist & Give in (w/ Lying)
  - a. gripping partner practices finding solid connection, and using pivot technique to drag partner off base
  - b. defending partner resists strongly (80% resistance)
    - i. it's ok if your feet need to move, but continue strong stance
  - c. **converse about where you've been today/recently, and periodically say something untrue, then continue talking**
  - d. switch roles and repeat
  - e. stop to talk: what worked for the person resisting?
    - i. engaged core
    - ii. low center of gravity
    - iii. wide stance
    - iv. sinking deeper during transitions
  - f. if you wanted to convince your partner that you're *not* resisting, what could you do differently?
    - i. floppy core, floppy limbs
    - ii. high center of gravity
    - iii. narrow stance, or weight only on one leg
    - iv. rise up during transitions
    - v. anticipate the partner's movement, and go with it, even exaggerating it
    - vi. stumble

- g. repeat the exercise, but the defender is now *not* resisting:
  - i. defender attempts to not fall over
  - ii. defender exaggerates how much they are moved
  - iii. converse, and **periodically say something untrue** (about where you've been, or something you see in the room), then continue talking
- h. stop to talk:
  - i. what worked to keep you from falling over, even when you're not resisting?
    - 1. intentionally stumbling (lots of short footfalls)
    - 2. flailing limbs for balance
    - 3. verbally lying that you're more out of control than you are

#### 4) (Optional) Gentle Takedowns

- 1. Demonstrate a few takedowns, using the grips from class, that won't overly upset or jarr the person being taken down:
  - a. Tani Otoshi (Valley Drop)
  - b. Lateral Drop
  - c. Knee Tap (gentle double-leg)
  - d. Snap-Downs (but without the sharp "snap")
  - e. Ogoshi or Fireman Carry, but slow & lowering them down gently

## 5) Talk

- Why did we do all the things we did today? What situations or dynamics are we training for?
- Why do we train verbal conversation?
  - so that we don't clem up during physical interactions
  - practice verbal manipulation tactics
- Why did we train talking to other people besides our direct partner?
  - to recruit bystanders)
- Why did we talk about other things in the room? (posters/furniture/cars)
  - to let opponent know you're not alone
- Why did we talk about where we've been recently?
  - to find connection with a stranger
  - to imply your future based on your history story
  - to garner sympathy
- Why did we train lying?
  - to become practiced at giving misinformation about yourself, like your transition status
  - to practice bluffing that you're not alone
- Why do we train not resisting?
  - let the other person feel like they're in control
  - exaggerating injury / effect, to expediate the attacker's satisfaction (without having to sustain actual injury)
  - use transitions to move into an advantageous position

## 6) Decompress

- lead some shaking and breathing exercise
- do Butterfly Hugs (bilateral tapping) while thinking about the tennis ball / water bottles
- remind: watch emotional response over the next day and talk to friends about it
- any class announcements
- **GROUP PICTURE**
- begin open mat session