

LOVE FIGHTING
HATE VIOLENCE

COACHING TOOLKIT

A practical guide to teaching anti-violence
through martial arts and combat sports

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INTRODUCTION

THE LFHV PROJECT

Is there a difference between fighting and violence?

Can people ever fight in non-violent ways?

By practicing fighting, can people learn how to challenge, avoid, and reject violence?

Love Fighting Hate Violence (LFHV) aims to help you answer 'yes' to all of these questions.



LFHV is a project that has been built through combining academic research with a wealth of experience from multiple long-term martial artists, combat athletes, instructors and coaches.

Central to LFHV is the principle of **consent**. As outlined in our project manifesto, consent between people training or competing together is what separates the **legitimate action** in fighting-based sports from violence. The LFHV project highlights how important it is to understand consent, both inside and outside of the sports we love.

By doing this, LFHV can help to challenge negative perceptions about martial arts and combat sports, as well as encourage anti-violence action by those who practice them. **Because they involve things which appear to be violent, such sports offer great opportunities to teach young people about where consent ends and violence begins.**

It's common to hear people claim that training in martial arts or combat sports can teach discipline, self-control, respect, and a range of other decent qualities. As researchers who study sport, we know that these sorts of claims aren't always true. In fact, some research shows that training can have negative impacts on young people as well as positive ones.

So perhaps it makes more sense to say that these activities can offer great possibilities for teaching positive values. Rather than assuming that any kind of training will do some good, it's important to start thinking about exactly how we train. What can we do to help maximise the positive outcomes of martial arts and combat sports? Without deliberate action, there's every chance that their great potential can slip away.

That's where this document comes in. Using a 'values-based teaching' approach, the LFHV Coaching Toolkit has been developed to help instructors and coaches of various disciplines encourage this sort of learning.

There is no one-size-fits-all method here, but rather, a set of ideas and practical activities that we hope will be useful to you. Some activities may work well in some settings but not others, and so it's important to see what follows as a rough guide rather than a fixed syllabus.

We encourage anyone who wants to use LFHV to think about how they can adapt these ideas into their own training, and look for ways to best make use of the valuable potential for learning that martial arts and combat sports offer.



WHY LFHV?

Most coaches involved in martial arts and combat sports effectively manage the difference between fighting and violence on a daily basis within their clubs.

Why then might you want to make LFHV part of the work you do at your club? We think there are three main reasons for this. LFHV provides:

- **A clear platform** to start discussions on a crucial issue for martial artists and combat athletes: how can we recognise, avoid, and reduce violence?
- **A simple message** that summarises academic research, and fits neatly with what many martial artists already understand about their craft.
- **A direct method** for teaching young people about violence, consent and respect using martial arts activities, which can be easily implemented in practice.



DELIVERING LFHV

GENERAL PRINCIPLES

At its heart, the LFHV project aims to put key ideas that martial artists and combat athletes often agree about in principle into actual practice. This section of the coaching toolkit outlines some useful ideas and discusses their practical implications for coaches, clubs and gyms.

INFORMED CONSENT

Consent is understood in the LFHV project as the key point of difference between violence and non-violence when it comes to fighting. Simply put, if someone consents to do something, such as hit and be hit by someone else, then doing this does not violate them as a person. After all, it's what they signed up for.

However, if someone doesn't know what it is that they are consenting to, then they cannot really give their consent. This is a crucial principle in things like medical or research ethics, and it should be considered in combat sports settings too. How can we be sure that people know exactly what it is that they're 'signing up for'?

Practical implications:

- We should always clarify what the potential risks are of training and competition, as well as what will be done to ensure safety.
- Open communication is essential to ensure we get to know what our club mates and training partners are happy with, so try to encourage members to communicate with each other as much as possible.
- Things like club charters, or codes of conduct, can be put in place to ensure that everyone in your club understands the importance of each other's safety, and the role informed consent plays in ensuring this.

CO-OPERATIVE COMPETITION

For some students in martial arts and combat sports, competition is the main purpose of training. For others, it is useful to help them meet other goals. And some see it having little to no place in their training at all. Whatever your own personal focus is, it's worth noting that competitive activities can be valuable additions to training programs.

Although we tend to see competition and co-operation as separate, it's actually true that most sporting competitions also involve co-operating with someone in some way. This might mean working well with our teammates or training partners, but it could also mean co-operating with our opponents. For a sporting contest to be meaningful, we need to both try our best while competing within the agreed-upon rules. So even though we are competing with each other, we can only do so because we co-operate in this way.

Practical implications:

- Because this term might sound like a paradox (a bit like Love Fighting Hate Violence itself), it can be intriguing when we first hear it, making people want to think about the issue it addresses.
- When sparring is a usual part of training, the idea of co-operative competition helps people remember that the point is to help each other improve.
- This can be a useful way to approach competition itself, knowing that each competitor is also helping their opponent by taking the fight to begin with.

SERIOUS PLAY

The enjoyment of participating in martial arts and combat sports is something that many practitioners, in a range of diverse styles, agree on. Executing difficult movements with perfect timing; hitting a bag with force; pulling off a new technique for the first time – these are all great fun.

In our experience of teaching young people martial arts activities, the importance of this 'fun' element is crucial. If coaches work to maintain a strong element of play within their clubs, this can contribute to a healthy environment where young people can learn in an enjoyable and creative space. But this doesn't mean that enjoyable activities can't also be used to serious effect. In fact, arguably it makes them ideal choices for teaching the kinds of things that LFHV focuses on.

Practical implications:

- When trying to deliver a lesson that focuses on values, make the activity as enjoyable as possible by doing things that your participants find fun.
- Young people generally enjoy games, especially those that involve some kind of competition or challenge, so prioritise these when delivering LFHV or similar types of sessions.
- Lessons that become too much like free play tend to lose focus, so pausing every now and then to discuss and reflect on the lesson being taught helps keep things on point.

DELIVERING LFHV

COACHING TEAM WORKSHOP

Many coaches will already be aware of the ideas that underpin LFHV. Because of this it's important that you add your knowledge, experience and expertise, and that of your coaching team, into the process of delivering LFHV at your club.

THINKING POINTS

We suggest the best way to start developing the LFHV philosophy at your club is by running a coaches' workshop. This should enable you to figure out how – and why – you as a team want to deliver something connected to the project.

Here is how we imagine a typical workshop to run, taking around 30 minutes in total, although you might like to change things a little to suit the needs of your own club:

- **Before** the session, we suggest each person reads the LFHV manifesto. It can be found online at www.lfhv.org/manifesto. Hard copies can be ordered for your club by contacting the LFHV team.
- **At the start** of the session, the head coach or instructor should take about five minutes to briefly explain the purpose of the workshop. They will start or lead discussions when needed, or can appoint others to lead smaller groups if the group is too large.
- **For the next five minutes** of the session, each person should briefly read the questions in the Thinking Points section (opposite), and make notes or discuss their answers with others.
- **For the next 20 minutes** or so, either as one large team or in several smaller teams, the group should discuss the questions listed in the Good Practice section (page 16). Each person's answers to the earlier questions will help set up discussions here.
- **We recommend recording the outcomes** of these discussions, as well as individuals' answers to these questions, as these may be something that your club can return to at a later date.

These questions are designed to get you thinking about your perspective on the issues LFHV addresses. You can discuss them with others if you like, or make notes you can return to in the next section.

-
- 1** Where do you personally 'draw the line' between acceptable and unacceptable behaviour in regular training, sparring sessions, and competitions?

 - 2** How is this 'line' regulated at your current or previous club? Who does this, and what methods do they use?

 - 3** Have you ever seen this line being crossed? If so, what happened? And how was that incident dealt with moving forward?

 - 4** How does this line shift with the different level of your participants? Are there different expectations for different abilities or age groups?

 - 5** Are any of these things different for athletes who might be preparing for matches, particularly at higher levels of competition?

GOOD PRACTICE

Now you have had some time to consider some of the issues which LFHV sets out to tackle, it's worth sharing your ideas and experiences with each other. You should aim to highlight what works, and what perhaps could be improved, at your club.

- 1** How do you manage participants who 'go too hard' when training, sparring, or competing?
- 2** What is the most effective way of helping people understand the differences between fighting and violence?
- 3** Can you think of times when you have had a really positive experience of someone learning how to avoid or reduce violence by being involved in martial arts or combat sports?
- 4** Have you seen involvement in martial arts or combat sports work in a negative way, and push people towards violence? If so, how do you think this can be avoided in the future?
- 5** How can learning about the difference between fighting and violence benefit your club, and the people who train with you?
- 6** Who could be responsible for ensuring the LFHV message is spread around your club? How can they best do this, and how can the rest of the coaching team help them?

DELIVERING LFHV

PRACTICAL ACTIVITIES

Following discussion among coaches, it's time to put LFHV into practice with the rest of your club. In what follows, you'll find a number of suggested activities that you can use.

THREE LFHV LEVELS

The practical content of this toolkit is organised around three 'levels' for teaching anti-violence through martial arts and combat sports. We suggest you work through the levels one at a time:

Level 1: Places to Fight

Level 2: Fighting Together

Level 3: Fighting for Yourself

Each level takes a slightly different focus on the issues outlined by the LFHV project. They each have a handful of practical activities, along with specific discussion points attached to them.

Often, the activities work as a kind of physical metaphor to help make these points. They are designed to create teachable moments that can be highlighted by coaches in discussions afterwards, to ensure learning happens as intended.



TEACHABLE MOMENTS

Teachable moments are an important part of the values-based teaching method. The term refers to anything that we can use as examples to highlight the aims of an activity. They make ideas simple to understand by putting them into practice, or demonstrating them in a metaphorical way.

Sometimes it's possible to make teachable moments happen; other times they emerge without planning. It's worth taking a little time to think about what kinds of teachable moments you expect a certain activity to create with the groups you deliver it with before you start.

For example, when organising a competitive game or sparring-based activity, one or two participants might get carried away and will be at risk of taking the game too far. If anticipated, this can be a useful teachable moment with regards to looking after each other, listening to the coach, and so on.

It is also important to note that any given activity may be more or less effective in creating teachable moments within different martial arts or combat sports, or for different age groups and ability levels.

Because of this, we encourage coaches to think about how they can adapt or substitute them for more appropriate versions for their training groups. Flexibility, and thinking on your feet, are key to success here.

DISCUSSION AND REFLECTION

Creating time for discussion and reflection is crucial to capitalise on the teachable moments that occur during a session. This helps young people to clearly identify the principles being taught, and ensures useful lessons aren't being missed.

However, discussion often breaks the flow of physical activity-based lessons. Pausing for long talks too often can interrupt the momentum of a class, making things less enjoyable. Therefore, we advise coaches to think carefully about when and how often they do this. Typically, discussions might happen in one of three situations:

- **Immediately during an activity** – kept brief, to particularly highlight any safety issues or intervene if someone is hurt or visibly uncomfortable etc.
- **At the end of a specific activity** – taking a few minutes, giving the class a breather between sections of the lesson, used to highlight key points before moving on.
- **At the end of the whole session** – lasting a little longer, using a reflective discussion to help summarise the central message of LFHV, and for participants to put what they've learned into their own words.

LEVEL 1 — PLACES TO FIGHT

This level introduces the LFHV philosophy in an easy-to-grasp manner by focusing on the spaces where martial arts and combat sports are practiced.

These spaces often have particular rules and norms which make them appropriate for practicing fighting techniques.

As such, level one activities highlight how these spaces are different from most other places, and helps young people understand what actions are OK in some spaces are **not** OK in others.

Aims

- Clearly mark out what makes martial arts clubs different from other spaces.
- Highlight the importance of conducting combat sports in the correct place.
- Discuss what makes these clubs safe spaces for 'fighting'.

SIMON SAYS PUNCH

This adaptation of a classic children's game focuses on the importance of rules for making fighting activities legitimate. It can also be used to develop concentration skills, and as a warm-up activity before more structured training. Because of its familiarity for younger children, it may be a helpful way of engaging less experienced, younger club members as they start their training.

1. Spread the group out around the space, making sure they are wearing any required kit (i.e. gloves, shin pads) for the movements they'll be asked to do.
2. The coach adopts the role of 'Simon', calling out actions for the group to perform, but the group are only supposed to do them if they begin with 'Simon says...'
3. Anyone in the group who acts on instructions not starting with 'Simon says' must face a penalty, or can be declared 'out' of the game.
4. Actions can be derived from any technical move regularly used in training, like punching, kicking, break-falling, and so on.

DISCUSSION POINTS : LISTENING TO THE COACH

- Why should we only do things if the coach says so?
- What are the club rules, and why do we need them?
- The rules of the club, and the coach's guidance, are there to ensure safety while learning and practicing fighting activities.

TOUCHING GLOVES

This activity draws on the common practice of touching gloves before sparring, but in a game-based context. It's intended to stress the importance of glove touches – or similar actions, such as bowing – for signalling one's intent to fight. The activity involves the kind of play common in games like 'tag' or 'bulldog', making it suitable for younger children, and/or as a warm-up exercise.

1. Each player should be wearing boxing gloves; all players move around the room freely, while one (or more) person is 'it'.
one falling fist, a double high-five – or some variation on a set pattern that takes a little more time to complete than a simple glove touch.
2. Players who are 'it' have to (lightly) touch the rest of the group with their glove, on an appropriate part of the body.
3. Whoever is touched has to stand still, until another player comes and touches both gloves with them, freeing them up to move again.
4. To make freeing someone more difficult, they might have to touch gloves in a certain way – such as with two fist bumps, one rising and
5. The game continues either for a set time period, or until all players are caught.
6. If your martial art does not use gloves, feel free to creatively adapt this game to fit into your context

DISCUSSION POINTS : GIVING THE SIGNAL

- What does your martial art do that's similar to 'touching gloves' before people start training or sparring with each other?
- Why do we specifically do those things? What would happen if we didn't?
- Consider that touching gloves should be more than just a habit; it should have an important meaning because it illustrates our readiness and willingness to fight.

CROSSING THE LINE

In this activity, the space of the club is divided up. In each section, specific techniques are allowed and others are not. This represents the need for awareness of what is and isn't appropriate in different places when training in martial arts. This activity simulates circuit training, and can involve light/technical sparring if appropriate.

1. Divide the space into 4 sections, using whatever equipment is to hand to safely do so.
2. Partners work on pad drills or light sparring, and as they cross into a different section they will need to perform different techniques specific to it – such as punching only; or kicking only.
3. Besides different techniques, another method might see roles alternating among partners in different sectors; for instance, one person attacks while the other defends; partners can only block each other's attacks and not dodge them; and so on.
4. This could be done in a static way, where pairs shift around the room only after a set time as in circuit training.
5. An advanced method could be to have pairs freely moving around the room while sparring, having to change techniques or roles (attacker/defender) when moving between zones.

DISCUSSION POINTS : DIFFERENT PLACES DIFFERENT RULES

- What does 'crossing the line' usually mean, and what 'lines' do we cross when in the club?
- In usual practice, are there spaces in the club where it is or isn't OK to do certain things?
- When everyone knows that the ring/mat is a place for fighting, then it's unlikely someone will get hit, thrown, etc. there without consenting to it.

NOW FIGHT

In this game participants will move back and forth between co-operation and competition. This helps highlight one of the key differences between fighting in the club and outside of it. And, it can give coaches the chance to discuss the notion of co-operative competition as outlined earlier.

1. Divide the class into groups of three and set an appropriately challenging technical skill or movement for their ability level or age; for instance, a front kick, or a particular joint lock.
2. Two people will practice the skill with each other while the third gives them feedback and advice.
3. After a short time the coach then calls out the command, 'Now, Fight'. They then compete against each other using only this technique.
4. The third person can referee and judge the contest. With novices, to avoid sparring, this could be a simple performance of the technique judged in terms of how many times it can be done in 20 seconds, for instance.
5. After drilling a set number of techniques, changing around who's practicing and refereeing, teams of three will pair off against another team to compete again. Using all their techniques in this way, competing with each other should be seen as ultimately helping prepare for a bigger challenge.

DISCUSSION POINTS : CO-OPERATIVE COMPETITION

- Was it strange to try to compete with someone who you'd just been practicing with?
- How might co-operating and competing in this way be useful to develop our abilities?
- Being able to move between competing and co-operating highlights that there is something different between fighting in the club and what might take place on the street, where there is no intention of helping each other.

THE RULEBOOK

In addition to the practical games and exercises listed here, it may be useful for coaches to work with participants to think about rules that can be introduced or refined to make clubs safer. This activity encourages ownership over the formal rules of a club, aiming to enhance a sense of responsibility among the group.

1. Start this exercise by dividing larger groups into several groups of three or four. This encourages everyone to participate in discussions.
2. Ask each group to figure out firstly what rules are for, and therefore what kinds of rules are needed, in their club.
3. Groups should focus on, for instance, the role of the coach, etiquette for partner work (especially sparring), rules about equipment, and any other issues that are relevant to making training safe and effective for everyone.
4. It might also help to include discussion of what the consequences should be when someone breaks the rules.
5. The purpose of this discussion is for the groups to work towards developing a set of rules that they think would be good to use in their club. This might include the current rules as well as new ones.
6. After rules have been discussed, each group should explain their ideas to the others.
7. Coaches may choose to implement rules that their groups propose, if only for one-off sessions.



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LEVEL 2 — FIGHTING TOGETHER

How people interact with each other when training or competing is what makes the difference between fighting and violence. In particular, interactions that do not involve consent are those that we can call ‘violent’.

In this section, we outline activities that are designed to highlight this idea, encouraging people to think about how they interact with others in a consensual way.

Aims

- Highlight the interactions which make fighting different to violence.
- Provide opportunities for examples of consent to be experienced.
- Open up discussions around respect for one’s training partners and opponents.
- Develop an understanding of how absence of consent can result in violence.

HIT ME

This activity can be used as a technical warm-up. It's designed as a metaphor for the basic idea of respecting one's partner by not hitting them without their consent. It also involves basic technical drilling and requires mental focus. It includes a competitive element, as this tends to make exercises more enjoyable.

1. Put the group in pairs, with one partner wearing focus mitts – they hold the mitts down while moving around, and then lift the mitts for their partner to strike.
2. The striker then throws a simple combination against the mitts, but they must not do so unless their partner calls 'hit me' as they raise the mitts.
3. The partner wearing pads can try to catch out the striker by raising pads without calling to hit, luring them into a 'false start'.
4. The exercise continues for a set period, with partners changing roles and counting the number of false starts, with the lowest number declared the winner.

DISCUSSION POINTS : RECOGNISING CONSENT

- How can we know someone is consenting to be hit when we're fighting together?
- How can you let someone know if you want to stop fighting (i.e. withdraw your consent)?
- Why might it be important to clarify these things to the people that we train with?
- When we think about consent, it is important to know for sure what people actually consent to, and not just take this for granted. Even if someone consented to something one time before, this doesn't mean they consent to it always.

TOUCH SPARRING

This activity is useful to help develop an understanding of the importance of asking for and providing consent. It's a fun way to warm up and can help break down barriers between participants. The goal here is to defend and attack at the same time in a similar way to a normal spar. Be careful to warn about not clashing heads, as this can be a problem as people stare down at each other's feet.

1. In pairs, partners should face each other and attempt to gently step on each other's feet. After 30 seconds the coach can stop the activity and set up some progressions of the game.
2. First, suggest hand-to-knee touching but specify that the participants must check that this is OK first, and that they both agree to do it; usually at this stage such an agreement is reached quickly, but it's important to insist on this as it sets up the later stages.
3. Progressively add in more and more body parts, obviously sticking to appropriate targets – shoulders, elbow, the centre of the back, the top of the head, and so on. Each time, ensure that consent is confirmed between the two participants.
4. If participants decide that it's not OK to be tapped in a certain place, for instance due to injury or to help keep the game fair or fun by limiting the number of targets, this should be supported.
5. Pairs should be mixed up and the game started again, ensuring each person appreciates that others may agree to different levels of contact.

DISCUSSION POINTS : WORKING IT OUT TOGETHER

- We don't often talk about consent to touch in combat sports; why might this be important to do, especially with some new club members?
- Why should we avoid assuming that everyone is comfortable with the same things, and how might this be important outside of martial arts?
- Consider that different people will need to work at different levels, and will be more or less comfortable with doing different things in training.

MAKING RULES

This activity highlights the importance of working within boundaries that one's training partner is comfortable with. It can be seen as a progression of the previous exercise, as it largely rests on the same principles. It involves technical sparring, so should be implemented according to any particular group's ability levels and experience.

1. In pairs, partners briefly work out a modified rule set for a sparring session, then spar together before changing partners after a set time.
2. They can negotiate how points are scored, what techniques (if any) are not allowed, whether one partner will primarily defend or attack, etc.
3. Newly formed pairs should briefly but clearly negotiate a rule-set out of their pre-existing rules. This might mean adopting one partner's rules over the other, or creating a new set together.
4. To add complexity to this exercise (i.e. for more experienced students), coaches can advise that each partner should work on their specific weaknesses when setting rules. For instance, if grappling, one partner may wish to only use a certain sweeping technique or submission hold.
5. A further adaptation of the exercise would be for each pair to negotiate levels of intensity, in addition to or instead of setting technical rules.

DISCUSSION POINTS : BEING CLEAR

- Why is it important to talk to our partners before we start sparring?
- What might prevent some people from talking through their expectation of sparring?
- In what ways can the (often unwritten) rules we follow in the club help us outside, in other parts of our lives?
- Consider that some people may be initially uncomfortable with telling us that they don't want to do something, for instance because of pride, or anxiety, or not wanting to make a big deal out of an injury, etc.

HOLDING BACK

This exercise is intended to give students a sense of why it's important to respect each other's expectations when training, by setting up a situation where one partner deliberately breaks from those expectations. Because pushing 'too hard' against one's partner is likely to be risky, we advise deliberately withholding effort from sparring (or other training) instead. Also, because this exercise is intended to provoke a sense of frustration, this is likely to be better used with more experienced participants.

1. Before starting a round of sparring or similar activity, several participants should be briefed by the coach/instructor to 'hold back' on their partners.
2. By working below their normal ability levels, the intention is to frustrate their partner with the feeling that they are not being taken seriously.
3. At the conclusion of the exercise, students should discuss the experience with their partners and coach.
4. As an adaptation for younger or less experienced students, or in case the normal version doesn't quite work, this activity can be performed simply as a demonstration to set up a group discussion around respecting partners.

DISCUSSION POINTS : RESPECTING BY HITTING

- Why is it frustrating when someone holds back 'too much' in training?
- When, why, and by how much should we usually 'hold back'?
- How can we know whether or not we are working at the right level for our partners?
- Consider the link between training at the right level for our specific partners, and the development of our own and their abilities. Holding back too much might actually be harmful, but so too will not holding back enough.

COMMUNICATING CONSENT

As well as practical activities, directed discussions can be very useful for emphasising the importance of positive interactions both within martial arts and combat sports, and in our wider lives. This discussion-based exercise can be run as a focus group led by senior members or coaching staff. It primarily aims to get participants talking about the best way to understand what their training partners are happy with, and clarify how we give (and recognise others giving) consent. It is similar to themes that might have emerged after some of the earlier practical games, but might work equally well as a purely discussion-based exercise.

1. Start this exercise by dividing larger groups into several groups of three or four; this encourages everyone to participate in discussions.
2. Each group should start by outlining what it is that they understand the word 'consent' to mean, and why this might be important to think about within training environments.
3. The groups should then move on to why people might consent to being hit, thrown, or choked within training, but not outside of it.
4. Following on from this, within training environments, how do we know if our training partners are ready to start hitting, throwing, or so on? What do we do (in this club) to communicate this to our partners?
5. After this discussion, each group should come up with a signal that sparring partners can use to demonstrate to each other that they are ready to start and stop.
6. This could involve phrases, like 'lets go', or gestures, like touching gloves or raising a hand.
7. The groups can compare their ideas and decide on whether to adopt a system that one of them proposed. Coaches may choose to use this as part of their regular training in the club.



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LEVEL

3

FIGHTING FOR YOURSELF

Within the final level of the LFHV coaching program, we encourage coaches and athletes to reflect on the importance of athletes taking part in making decisions about their training.

This is intended to help address some of the often 'hidden' issues connected to things such as over-training, burnout, drastic weight-cutting, and other forms of self-inflicted harm that are unfortunately common in the sports we love.

We suggest that making young people more confident in making decisions that affect their training is a good way to start reducing the potential harm that these problems can lead to – both within sport, but also in wider life.

Aims

- Encourage participants to reflect on what they are personally comfortable with.
- Help athletes consider some of the risks that often remain unspoken in their sport.
- Empower participants to work towards protecting their own personal wellbeing.
- Enable athletes to consider why they might be prone to pushing themselves too far due to their commitment to the sport, and how this can damage their on-going development.

TAKE IT TO THE LIMIT

This exercise encourages participants to make decisions about how hard to work. It creates an incentive to hold back by including a competitive dimension that rewards strategy rather than constant, maximum effort. Because it involves working at relatively high intensities it's not likely to be suitable for younger children, but might be adaptable depending on the abilities of any given group.

1. Split the class into groups of four, of roughly even ability levels, with members of the coaching team (or senior students) as referees.
2. Each group performs a series of competitive fitness exercises together in rounds; for example, 30 seconds to do a maximum number of press-ups, shuttle-runs, burpees, etc.
3. Each round ends with three points going to the group's winner and one point to the runner-up.
4. After each round, members of the group pair off for a simple competitive exercise; for example, two minutes of rolling or light sparring. 'Winners' here earn four points.
5. For younger or less experienced participants, head-to-head races or push-ups contests can replace sparring exercises.
6. These rounds can continue for a set time, until a 'champion' is crowned.

DISCUSSION POINTS : RESPECTING LIMITS

- Why is it useful to train hard ahead of competition? How should we limit our training as we approach competition time?
- Who is ultimately responsible for deciding each person's limits during training or competing?
- Why is it important to be aware of our own limits when training?
- Consider that athletes have the right to make their own decisions about how hard they work, to maximise performance but also to keep the activity enjoyable, and preserve their health, prevent or protect injuries, etc.

CHOOSE WHAT TO LOSE

The purpose of this activity is to encourage participants to gain confidence in making decisions about what to do and what not to do in training. It's intended to encourage them to work at their own pace, only pushing themselves in ways which are beneficial to their training. It can also be used as a way to highlight support for hard training that avoids becoming harmful peer pressure.

1. The coach sets a number of exercises for everyone to work on, in a circuit-style class, with larger groups split into several smaller ones.
2. This could involve fitness activities, technical drills, pad work, light sparring, etc.
3. After completing the first circuit, individuals must choose one station on the next circuit to avoid, instead cheering or giving other support to their group during this stage.
4. Reasons for avoiding a given station could be due to prioritising others, conserving energy, protecting a potential or actual injury, etc.
5. Groups can be re-formed if possible, so that each group has only one or two people sitting out per station.

DISCUSSION POINTS : KNOWING WHEN TO QUIT

- When is it right to avoid doing certain things during training, and whose responsibility should it be to make the decision about what not to do?
- Why might some athletes insist on always doing everything, even when they are injured or unwell?
- What can club mates do to help their fellow athletes avoid potential problems associated with over-training, or working when injured?
- Consider that many people in sport and fitness consider 'quitting' to be a sign of weakness, and while this belief might help motivate us to improve, taking it to extreme lengths can be harmful to our training (and health) in the long run.

SHARP FOCUS

This exercise is based around individual participants performing skills while others try to distract them. It prioritises the ability to ignore others and feel comfortable within oneself while training. The activity can be organised in a way that's competitive, and because it encourages the group to be a little rowdy it can also be a lot of fun for younger groups. However, this might require a good rapport to be established between the coach and the participants first.

1. Coaches should use tasks for this activity that are reasonably difficult for the class they are teaching, but are not unfamiliar to them; for instance, a specific kata, paired exercise, or pad drill that has been practiced at least once before.
2. Depending on class sizes, one or more pairs will perform the exercise at a time, while the remainder of the class stands around them.
3. Those not performing should try to distract the performer(s); this could be by shouting to put them off, joking, dancing, or anything that isn't too risky to manage.
4. Safety should always be maintained; coaches should be aware of potentially dangerous distractions but also prepare to use any that happen as teachable moments.
5. To inject a competitive element, the coach can grade participants based on their effective performances, deducting points for laughing or otherwise breaking focus on the task at hand.

DISCUSSION POINTS : KEEPING YOUR COOL

- What can become distractions to our training, and what's the best way to deal with them?
- Why is it important to be able to control our attention when training, especially when sparring, falling, or doing other risky drills?
- Consider that blocking out distractions helps us remain in control of what we do and don't do, even when under pressure.

COACHING BUDDIES

This exercise involves participants working in pairs to set and review goals for each other, as a form of collaborative coaching. It is intended to show participants what it's like to coach, but also to encourage more active participation by athletes in their own coaching. This could be done as a short teaching exercise within the space of an individual session, or it could be extended over a longer period of time as part of a long-term approach.

1. Arrange the class in pairs; within each pair, both partners are designated as the other's 'coach' for a set period of time.
2. The 'coach' will set exercises for their partner to perform, based on their partner's particular goals, strengths, weaknesses, and so on.
3. 'Coaches' should then support their partners with encouragement and feedback while they do these exercises, and think about what they might do next.
4. It's important that the pair works together to set, then review, each other's goals, and the exercises done at defined periods of time.
5. During these reviews, both sides should collaborate to decide the best pace at which either person should progress; consider which exercises worked and which didn't; which areas now need most attention, etc.
6. At each point, 'coaches' should ask their partners for their input and discuss this, relative to what they have seen while coaching them.

DISCUSSION POINTS : WORKING WITH YOUR COACH

- What can be gained by taking an active role in your own coaching?
- Might athletes making decisions about their own training ever get in the way of effective coaching?
- What can happen when athletes are not allowed a say in the ways they're coached, what they do in training or when they fight?
- Consider the importance of maintaining a positive balance between athletes respecting coaches' authority, and the need for coaches to treat the power this gives them with care and responsibility.

CODE OF CONDUCT

This final activity is largely focused on thinking about personal responsibilities within martial arts and combat sports settings. As with similar exercises in earlier levels, this discussion-based activity can be run as a focus group led by senior club members, or coaching staff. The point is to recap on the learning gained so far and produce a clear code of responsibility for athletes to abide by in their training, thinking about how they can help to protect themselves as well as those they train with.

1. Start this exercise by dividing larger groups into several groups of three or four; this encourages everyone to participate in discussions.
2. Each group should start by discussing what responsibilities people in their club hold towards each other, in order to make training effective, enjoyable, and safe.
3. The groups should then consider what responsibilities each person holds towards themselves.
4. Key points to touch on would include putting in the right amount of effort; thinking about one's health and handling injuries; setting appropriate and manageable goals; the potential problems that come from peer pressure; and so on.
5. It might be worth stressing that discussions should avoid simple or vague answers such as 'showing respect'; going beyond this and making clear, specific statements about exactly how we put general values into practice.
6. At the end of the session, coaches can compile the suggestions that each group has made, and produce a formal club code that members can receive a copy of, or which can be placed on the club wall.



To download a form template see page 42

ACKNOWLEDGEMENTS AND USEFUL LINKS

We'd like to thank the various coaches, instructors, athletes and other colleagues who've provided valuable suggestions while developing this toolkit. And we'd like to thank all the students who've helped test and refine the activities that comprise it.

To download any of the template forms to help you in delivering LFHV visit: www.lfhv.org/resources

To learn more about the values-based teaching model, look at the Football 4 Peace International programme: www.football4peace.eu

For further information on child protection and welfare issues, please see the Child Protection in Sport Unit: www.thecpsu.org.uk

For more information on martial arts-related research, visit the Martial Arts Studies Research Network: <http://masresearchnetwork.apps-1and1.net>

We expect that you'll come up with your own ideas that develop our method, and we'd love to hear from you if you do.

To order hard copies of the LFHV manifesto for your club, email: lovefightinghateviolence@gmail.com. You can also tweet us at [@LFHVofficial](https://twitter.com/LFHVofficial) or find us on Facebook.



Is there a difference between fighting and violence?

Can people ever fight in non-violent ways?

By practicing fighting, can people learn how to challenge, avoid, and reject violence?

Love Fighting Hate Violence (LFHV) aims to help you answer 'yes' to all of these questions.



LOVE FIGHTING
HATE VIOLENCE