

UNITED STATES MARINE CORPS

MARTIAL ARTS CENTER OF EXCELLENCE

THE BASIC SCHOOL

24191 GILBERT ROAD

QUANTICO, VIRGINIA 22134

STUDENT OUTLINE

MCMAP METHODOLOGY

MAITC1050LP

MARTIAL ARTS INSTRUCTOR COURSE

M02MMET

APPROVED BY: Maj. Carter, C.T. DATE: 1 January 2020

LEARNING OBJECTIVES. This is a lesson purpose class with no associated learning objectives.

1. MCMAP INSTRUCTIONAL METHODOLOGIES

a. There are several methods of imbuing MCMAP students with the characteristics and attributes all Marines should embody. All fall within the three disciplines of MCMAP (mental, character, and physical), and often involve two or three disciplines.

b. To develop Marines physically, they are taught the physical techniques of MCMAP. Marines practice, sustain, and integrate these techniques throughout their careers. The use of combat conditioning drills, free-sparring, MOS related skills and experience develops the Marine's skills and physical attributes. In conjunction with these physical attributes, the mental and character disciplines are developed by use of the following instructional methodologies: tie-ins, warrior Studies, and Martial Culture Studies.

c. Instructors should understand these vehicles present material to Marines and develop their mental attributes. They also provide Marines with examples of how to apply the information to improve or develop their character. The mental portion is the information contained in the presentation; the character portion hinges on how the information applies to a Marine's life.

d. All instructional methodologies must be tied to a physical activity in order to realize the maximum benefit offered by these techniques. Upon completion of a physical activity the student is neurologically wired to better retain information. The physical activity provides a physical manifestation for the intangible subject. This provides a type of experiential learning that binds the mental and character subject to the physical action and provides positive reinforcement of the subject.

e. Another element adding to the MCMAP methodology is the location: outside the normal classroom environment. This alters the perception of the subject from one of theory to that of practical application thus reinforcing these usually abstract ideas into something more tangible.

f. The final element is the "credibility factor". Normally most Marines view classes and annual training subjects in a

negative light. The appeal associated with participating in a physically challenging activity is transferred to the normally unexciting subject of the tie-in. The credibility of the lesson is enhanced by the fact that the instructor who just taught a tangible and motivating fighting skill is now providing mental and character development.

2. **TIE-INS**. A tie-in is a short guided discussion designed to develop the mental and character discipline of the Marines. The procedures for giving tie-ins were covered in the class, "Deliver a MCMAP Period of Instruction". This lesson will discuss the components of tie-ins that are instrumental in developing the mental and character disciplines of all Marines.

a. **Annual Training**. The subjects of the various tie-ins are designed to teach and reinforce the required annual training classes. This includes leadership and core value related subjects. The instructor may provide their unit with rosters for the annual training classes delivered via tie-ins in order to satisfy the annual training requirements for each Marine.

b. **Behavior Changes**. Many subjects of the tie-ins have been a part of Marine Corps training for many years, long before MCMAP. They are included to teach acceptable conduct and influence the behavior of Marines by developing the image of a warrior as one who is physically, mentally and spiritually strong. This provides positive reinforcement to avoid conduct unbecoming a warrior such as fraternization, racism, sexual harassment, etc. The intent is to avoid the use of the negative reinforcement by the threat of punishment.

c. **Synergy of Training**. The instructor creates a synergy of training by combining the subject of the tie-in and the associated physical technique into one lesson plan. This synergy is achieved by properly using all elements associated with this MCMAP instructional methodology.

3. **WARRIOR STUDY**. A warrior study is a guided discussion using the citation for valor of a Marine whose actions best exemplified the warrior spirit. The procedures for giving warrior studies were covered in the class, "Deliver a MCMAP Period of Instruction". This lesson will discuss the components of warrior studies instrumental in developing the mental and character disciplines of all Marines.

a. **Warrior Spirit**. The key to effectively delivering a warrior study is to show how the actions of the Medal of Honor

or Navy Cross recipient reflected a warrior spirit and exemplified the Marine ethos. To properly instill the warrior spirit, leaders must ensure each Marine understands their responsibility as a warrior. This responsibility includes the fact that each of us is accountable for maintaining the legacy of valor established by the sacrifices of those Marines who preceded them.

b. Synergy of MCMAP. At the conclusion of the presentation the instructor should have shown that the warrior accomplished his heroic actions through a combination of physical, mental, and character disciplines. By effectively employing the warrior studies, the instructor will tie in all aspects of being a Marine and lay the foundation for the follow-on martial culture studies that will be presented beginning at the Gray Belt level.

c. Positive Example. The warrior study creates a link between a distinguished individual recognized for valor and the Marines of today. The instructor shows how the warrior exemplified the same core values and leadership traits all Marines possess today. This provides Marines with the example of those that have gone before us and shows our common traits.

4. MARTIAL CULTURE STUDY. With this instructional methodology, the MAI/T will compare similarities and differences between the components of past martial cultures and the Marine Corps. The instructor will provide the background information on these topics using standard lecture techniques, then transition to the role as a guided discussion leader.

a. Historical Background. Each study describes a detailed historical background of the martial culture. This places the specific martial culture into the proper historical perspective. This includes geography, technology, politics, and religion of the time.

b. Training Methods. The study will provide a description of the individual and unit training methods and techniques employed by the subject of the martial culture study. This includes weapons and tactics used. How did their training contribute to the success or failure of the martial culture?

c. Values System. You will describe the values system used by the subject of the Martial Culture Study. This includes leadership qualities, standards of conduct, and their influence on society.

d. Legacy Battles. The final element of the Martial Culture Study is a description of significant battles in which the subject participated. This may include factors leading up to the battle and the results of the aftermath.

e. Guided Discussion. After presenting the lecture portion of the martial culture study, the instructor will transition into a guided discussion. They will probe the students with questions to compare the different attributes of the culture with those of the Marine Corps. The following are a few examples of discussion questions; however, the instructor should have additional, specific questions prepared that will stimulate the guided discussion.

(1) How does the historical background of the culture compare to the Marine Corps today?

(2) How are the training methods, weapons and tactics employed by the subject of the martial culture study the same and different from that of today's Marine Corps?

(3) How are the values system, leadership qualities, and standards of conduct used by the culture similar and different from today's Marine Corps?

(4) How did the battles of the culture compare with the legacy battles of the Marine Corps such as Belleau Wood, Iwo Jima, Chosin Reservoir, and Hue City?

(5) What were some of the strengths and weaknesses of the martial culture?

REFERENCES:

Marine Corps Martial Arts Program, MCO 1500.59_

Marine Corps Martial Arts, MCRP 3-02_

Marine Corps Values: A User's Guide for Discussion Leaders, MCRP 6-11B