UNITED STATES MARINE CORPS
MARTIAL ARTS CENTER OF EXCELLENCE
THE BASIC SCHOOL
24191 GILBERT ROAD
QUANTICO, VIRGINIA 22134



TAN-BLACK BELT BOOK

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Director: Major Victor H. Resillas

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LESSON PLAN

FUNDAMENTALS OF MARINE CORPS MARTIAL ARTS

MCCS-TAN-1001

TAN BELT

UNITED STATES MARINE CORPS

MARTIAL ARTS CENTER OF EXCELLENCE
THE BASIC SCHOOL
24191 GILBERT ROAD
QUANTICO, VIRGINIA 22134

INSTRUCTOR PREPARATION GUIDE

LESSON TITLE: Fundamentals of Marine Corps Martial Arts

LESSON DESIGNATOR: MCCS-TAN-1001

TOTAL LESSON TIME: 1 hour

REFERENCES: MCO 1500.59_
NAVMC 3500.41_
MCRP 3-02_

PERSONNEL REQUIRED: One instructor and assistant

FACILITIES: Soft footed training area

REVIEW COURSE MATERIALS:

- Review Lesson Plan

ADD PERSONALIZATION:

- Personalize the lesson by adding subject matter detail, personal experiences, examples, and questions.

MATERIALS/EQUIPMENT:

- None

SETUP AND PLANNING:

- Reserve Training Area
- Conduct Rehearsals

INTRODUCTION (5 MIN)

1. GAIN ATTENTION. There are several fundamentals of the physical discipline in our martial arts used throughout any type of confrontation or situation. These fundamentals form the basis for all martial arts instruction and techniques. The proper execution of these fundamentals will enable you to effectively perform martial arts techniques that may save your life or the lives of fellow Marines.

2. OVERVIEW. Good morning, my name is _____. This lesson will cover the fundamentals of MCMAP and the mental and character disciplines of MCMAP.

3. POSITIONS

INSTRUCTOR NOTE: Assign demonstration and practice positions. Ensure students have enough space, and can see and hear the instructor.

4. SAFETY. To prevent injury, ensure the following:

a. Start slowly and increase speed with proficiency.

b. Techniques will be performed on a soft-footed area.

TRANSITION. Now that you know what will be covered are there any questions? Let's discuss the purpose of MCMAP.

BODY (45 MIN)

1. EXPLAIN

a. **Purpose.** The purpose of the Marine Corps Martial Arts Program is to execute unarmed and armed techniques to use lethal and non-lethal force across a spectrum of violence.

(1) Unarmed techniques include hand-to-hand combat and defense against hand-held weapons.

(2) Armed techniques include techniques applied with a rifle, pistol, knife, or weapon of opportunity.

b. **Principles.** The principles of MCMAP are the ranges of close combat, the weapons of the body, and the target areas of the body.

(1) Ranges of Close Combat. There are three ranges in which close combat engagements can take place: long range, mid-range, and close range. In any engagement, these ranges may blur together or may rapidly transition from one to another and then back again until the aggressor is defeated or the situation is handled.

(a) Long Range. At long range, the distance between combatants allows engagement with a rifle, bayonet, or weapon of opportunity.

(b) Mid-Range. At mid-range, the distance between combatants is such that they can engage each other with knives, punches, or kicks.

(c) Close Range. At close range, the distance between combatants is such that they can grab a hold of each other and may involve elbow and knee strikes and grappling.

(2) Weapons of the Body. The weapons of the body are divided into two groups: the arms and legs.

(a) Arms. The arms are the most commonly used weapons of the body, consisting of the hands and elbows.

1. Hands. The hands are the instant response weapon of the body. They can be used for striking, choking, grabbing, and wielding a weapon.

2. Elbows. The elbows do not have all the functions of the hands, but they can deliver more force at close range. The striking surface is also stronger because the bones of the elbows are larger and harder than those in the hands.

(b) Legs. The legs are considered the most powerful weapon of the body, consisting of the feet and knees.

1. Feet. The feet are not easily employed and require training, coordination, and skill to be used as a weapon. They can be used for kicks and stomps to generate more power than strikes with the arms. The shins may also be utilized as a striking surface.

2. Knee. The largest amount of power can be delivered from knee strikes. Knee strikes are most effective while fighting close to your aggressor where kicks are impractical.

(3) Target Areas of the Body. During close combat, the parts of the aggressor's body readily accessible will vary with each situation and throughout a confrontation. The goal is to attack those areas that are easily accessible and will cause damage to the aggressor. These areas are divided into five major groups: head, neck, torso, groin, and extremities.

1. Head. The vulnerable regions of the head are the eyes, temple, nose, ears, and jaw. Massive damage to the skull can kill an aggressor.

2. Neck. The entire neck is vulnerable because it contains vital blood vessels, the trachea, and the upper portion of the spine.

3. Torso. The vulnerable areas of the torso are the clavicle, solar plexus, and internal organs.

4. Groin. The groin area is a very sensitive target area made of soft tissue. This is a good target area because it contains large arteries and nerves. An attack can be quickly debilitating for both genders.

5. Extremities. The arms and legs are important target areas because they are the aggressor's weapons. Attacks will not usually cause death but can lead to loss of motor function of the extremity.

c. **Fundamentals**. The basic fundamentals for the Marines Corps Martial Arts Program are the basic warrior stance and angles of movement.

(1) Basic Warrior Stance. The basic warrior stance provides the foundation for all movement and techniques in close combat situations. Marines must be able to assume the basic warrior stance instinctively. All movement should start and stop in the basic warrior stance.

(2) Angles of Movements. The worst place to be in a confrontation is directly in front of an aggressor. Movement makes different target areas available, enables the use of different techniques, and increases power. Moving at a 45-degree angle is the best way to avoid an aggressor's strike and gain the advantage.

TRANSITION: We have covered the purpose, principles, and fundamentals, are there any questions? I will now demonstrate the first technique.

2. DEMONSTRATE

INSTRUCTOR NOTE: Demonstrate only one technique at a time. Do not explain the steps or open the class for questions.

INTERIM TRANSITION: Go to practice position one.

3. IMITATE

a. **Basic Warrior Stance**.

(1) Place your feet shoulder width apart, take a half step forward with your left foot, and turn your hips and shoulders approximately 45-degree angle to the right.

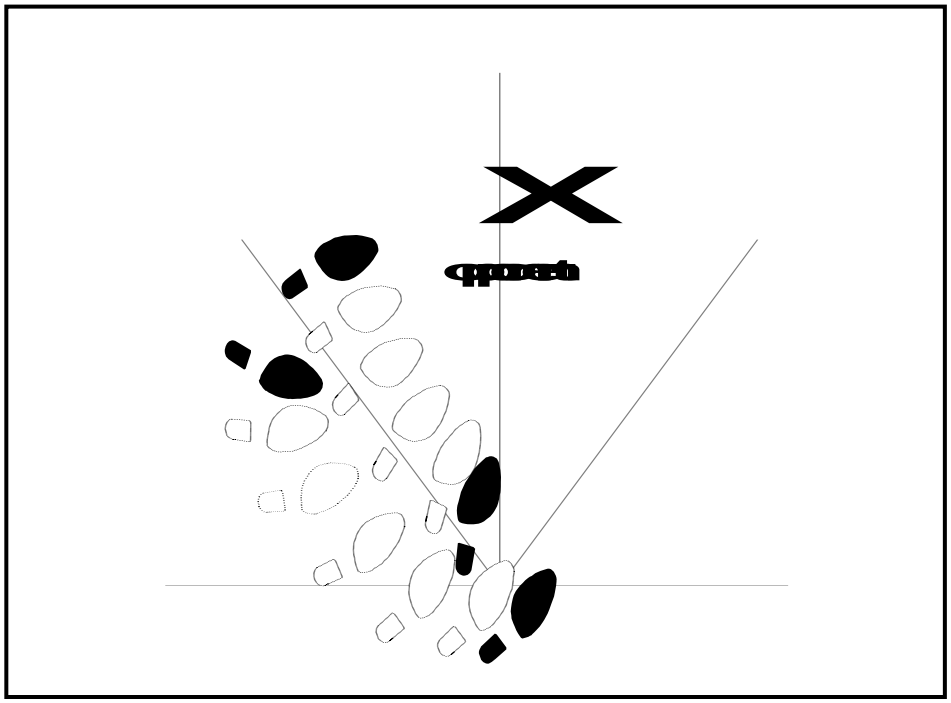
(2) Distribute your body weight evenly by bending the knees slightly and adjusting your feet in order to maintain your balance.

(3) Loosen your fists and bring your hands up to chin level or high enough to protect the head without obstructing your vision.

(4) Tuck your elbows in close to your body to protect your body.

(5) Tuck your chin down to take advantage of the natural protection provided by your shoulders.

b. **<u>Angles of Movement</u>.** There are eight angles of movement that can be executed in 360 degrees around an aggressor.



(1) <u>Forward</u>. Move the left foot forward approximately 12 to 15 inches. As soon as the left foot is in place, quickly step with the right foot 12-15 inches returning to the basic warrior stance. Ensure you finish facing your aggressor.

(2) <u>Backward</u>. Move the right foot backward approximately 12-15 inches. As soon as the right foot is in place, quickly bring the left foot in front of the right foot to return to the basic warrior stance. Ensure you finish facing your aggressor.

(3) <u>Left</u>. Move the left foot to the left approximately 12 to 15 inches. As soon as the left foot is in place, quickly bring the right foot behind the left foot to return to the basic warrior stance. Ensure you finish facing your aggressor.

(4) <u>Right</u>. Move the right foot to the right approximately 12 to 15 inches. As soon as the right foot is in place, quickly bring the left foot in front of the right foot to return to the basic warrior stance. Ensure you finish facing your aggressor.

(5) <u>Forward Left</u>. Move the left foot forward at a 45-degree angle from your body, approximately 12 to 15 inches, keeping your toe pointed toward the aggressor. As soon as the left foot is in place, quickly pivot off of your left foot and bring your right foot behind your left keeping your feet shoulder width apart returning to the basic warrior stance. Ensure you are facing your aggressor.

(6) Forward Right. Move the right foot forward at a 45-degree angle from your body, approximately 12 to 15 inches. As soon as the right foot is in place, quickly bring the left foot in front of the right foot keeping your feet shoulder width apart returning to the basic warrior stance. Ensure you are facing your aggressor.

(7) Backward Left. Move the left foot backward at a 45-degree angle from your body, approximately 12 to 15 inches, keeping your toe pointed toward the aggressor. As soon as the left foot is in place, quickly pivot off of your left foot and bring your right foot behind your left keeping your feet shoulder width apart returning to the basic warrior stance. Ensure you are facing your aggressor.

(8) Backward Right. Move the right foot backward at a 45-degree angle from your body, approximately 12 to 15 inches. As soon as the right foot is in place, quickly bring the left foot in front of the right foot keeping your feet shoulder width apart returning to the basic warrior stance. Ensure you are facing your aggressor.

4. PRACTICE

INSTRUCTOR NOTE: Fault check student proficiency and safety.

TRANSITION: We have learned the fundamentals of MCMAP, are there any questions? The physical discipline is only one aspect of MCMAP, which must be combined with the mental and character disciplines.

5. TIE-IN (MENTAL AND CHARACTER DISCIPLINES OF MCMAP). The Marine Corps Martial Arts Program is built on the foundation of the three disciplines: mental, character, and physical. Each discipline is presented systematically to Marines at each belt level. Many skills specific to one discipline reinforce the strengths of the other disciplines, creating a synergistic effect where the program as a whole is stronger than its individual parts.

a. **Mental Discipline**. The mental discipline is taught through tie-ins, warrior studies, and martial culture studies; and has two main components: warfighting and professional military education (PME). This encompasses the study of the art of war, the professional reading program, Marine Corps Common Skills, decision making, the historical study of war, the tactics and techniques of maneuver warfare, risk management assessment, force protection, and the study of Marine Corps history, customs, courtesies and traditions. The mental discipline creates a smarter Marine, capable of understanding and handling the complexity of modern warfare, a Marine who is tactically and technically proficient, and one who is capable of decision making under any condition from combat to liberty. This training, which begins with the transformation of recruit training and officer candidate school, serves as the foundation of the future leadership of our Corps.

b. **Character Discipline**. The character discipline is also taught through tie-ins, warrior studies, and martial culture studies; and has two main components: the Marine Corps Core Values program and the Marine Corps Leadership Program. It encompasses Troop Information training as well as the study of the human dimensions of combat. Designed to instill the Marine Corps Ethos into every Marine, character discipline is the spiritual aspect of each Marine and the

collective spirit of the Corps. The components of character discipline instill in every Marine the warrior spirit we all share, and emphasizes the best of our traditions for developing esprit de corps, camaraderie and a warrior mindset. Building the character of Marines develops them into ethical warriors who embody our core values, are self-disciplined, confident, and capable of making the right decision under any condition from combat to liberty.

TRANSITION: We have discussed the mental and character disciplines of MCMAP, are there any questions?

SUMMARY (10 MIN)

During this period of instruction we have covered the fundamentals of MCMAP and the mental and character discipline of MCMAP. I am now confident you will be able to use these fundamentals to build your close combat skills.

INSTRUCTOR NOTE: Provide follow-on instructions.

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LESSON PLAN

PUNCHES

MCCS-TAN-1002

TAN BELT

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THE BASIC SCHOOL
24191 GILBERT ROAD
QUANTICO, VIRGINIA 22134

INSTRUCTOR PREPARATION GUIDE

LESSON TITLE: Punches

LESSON DESIGNATOR: MCCS-TAN-1002

TOTAL LESSON TIME: 1 hour 45 minutes

REFERENCES: MCO 1500.59_
NAVMC 3500.41_
MCRP 3-02_

PERSONNEL REQUIRED: One instructor and assistants

FACILITIES: Soft footed training area

REVIEW COURSE MATERIALS:

- Review Lesson Plan

ADD PERSONALIZATION:

- Personalize the lesson by adding subject matter detail, personal experiences, examples, and questions.

MATERIALS/EQUIPMENT:

- Black Leather Gloves
- Striking Pad

SETUP AND PLANNING:

- Reserve Training Area
- Conduct Rehearsals

INTRODUCTION (5 MIN)

1. GAIN ATTENTION. If a Marine is unarmed in a close combat scenario, they must be able to use basic punches to defend themselves. Punching is a reflexive defense mechanism used as a natural reaction to a threat. There are techniques for correctly delivering a punch that maximize the damage to an aggressor while minimizing the risk of injury to you. We must also train our core values to develop our character.

2. OVERVIEW. Good morning, my name is _____. This lesson will cover tan belt punches and the Marine Corps core values.

3. POSITIONS

INSTRUCTOR NOTE: Assign demonstration and practice positions. Ensure students have enough space, and can see and hear the instructor.

4. SAFETY. To prevent injury, ensure the following:

a. Start slowly and increase speed with proficiency.

b. Never execute techniques at full force or full speed.

c. When executing strikes, ensure the joints are kept slightly bent to avoid hyperextension.

d. Training will be conducted in three stages.

(1) Marines will execute techniques in the air.

(2) Marines will practice strikes on a pad or dummy.

(3) Marines will practice during free sparring.

TRANSITION. Now that you know what will be covered are there any questions? Let's discuss the purpose of punches.

BODY (90 MIN)

1. EXPLAIN

a. **Purpose**. The purpose of punches is to stun your enemy or to set him up for a follow on technique.

b. **Principles.** The principles for punches are muscle relaxation, making a fist, weight transfer, rapid retraction, and telegraphing.

(1) Muscle Relaxation**.** Muscle relaxation must be emphasized at all times during instruction on punches. The natural tendency in a fight is to tense up, which results in rapid

fatigue and decreased power generation. The fighter who can remain relaxed during a close combat situation generates greater speed, which results in greater generation of power. Relaxing your forearm generates speed and improves reaction time. At the point of impact, clench your fist to cause damage to the aggressor and to avoid injury to your wrist and hand.

(2) Making a Fist. Punches are executed using the basic fist. Curl the fingers naturally into the palm of the hand and place the thumb across the index and middle fingers. Do not clench the fist until movement has begun. This increases muscular tension in the forearm and decreases speed and reaction time. Just before impact, apply muscular tension to the hand and forearm to maximize damage to the aggressor and reduce injury to the Marine.

(3) Weight Transfer**.** Weight transfer is necessary to generate power in a punch. This is accomplished by rotating the hips and shoulders into the attack, moving your body mass forward, or dropping your body weight into an aggressor. Your body's mass can be transferred into an attack from high to low or from low to high.

(4) Rapid Retraction**.** When delivering a punch, quickly return to the basic warrior stance. Rapid retraction enables you to protect yourself from your aggressor's counter-attack and prevents the aggressor from being able to grab your hand or arm. This also chambers the arm in preparation for delivering a subsequent punch.

(5) Telegraphing**.** Telegraphing a strike informs the aggressor of your intentions to launch an attack through your body movements. Untrained fighters will often telegraph their attack by drawing their hand back, changing facial expression, tensing neck muscles, or twitching. These movements, however small, immediately indicate an attack is about to be delivered. Telegraphing against a trained fighter may enable him to evade or counter your attack. Even an untrained fighter may be able to minimize the effect of your attack. Staying relaxed helps to reduce telegraphing.

c. **Fundamentals.** The fundamentals for punches are the striking surface and target areas.

(1) Striking Surface. The striking surface for all punches is the first two knuckles of your fist. Contact with the fist should be made with the knuckles of the index and middle finger in line with the wrist to avoid injury to the wrist.

(2) Target Areas. Target areas that should be attacked with punches are soft tissue areas such as the nose, jaw, and throat. The torso can also be attacked as a secondary target.

TRANSITION: We have covered the purpose, principles, and fundamentals, are there any questions? I will now demonstrate the first technique.

2. DEMONSTRATE

INSTRUCTOR NOTE: Demonstrate only one technique at a time. Do not explain the steps or open the class for questions.

INTERIM TRANSITION: Go to practice position one.

3. IMITATE

a. **Lead Hand Punch**. The lead hand punch is a snapping straight punch executed by the forward or lead hand. It is a fast, unexpected punch designed to stun an aggressor and to set up for a follow-on techniques. A lead hand punch conceals movement and allows you to get close to the aggressor.



(1) Assume the basic warrior stance.

(2) Snap your lead hand out to nearly full extension, while rotating your palm to the deck.

(3) Keep your rear hand in place to protect your head.

(4) Rapidly retract to the basic warrior stance.

FAULT CHECK: A common mistake is to pull the fist back low, leaving you open to a counter attack. Ensure students do not hyperextend their elbows.

b. **Rear Hand Punch**. The rear hand punch is a snapping punch executed by the rear hand. It is a power punch designed to inflict maximum damage on your aggressor. Its power comes from pushing off your rear leg and rotating your hips and shoulders.



(1) Assume the basic warrior stance.

(2) Forcefully rotate your hips and shoulders toward the aggressor and thrust your rear hand straight out, palm down, to nearly full extension.

(3) Shift your body weight to your lead foot while pushing off on the ball of your rear foot.

FAULT CHECK: Your rear heel may raise or flare off the deck.

(4) Keep your lead hand in place to protect your head.

(5) Rapidly retract to the basic warrior stance.

FAULT CHECK: A common mistake is to pull the fist back low, leaving you open to a counter attack. Ensure students do not hyperextend their elbows.

c. **Uppercut**. The uppercut is a powerful punch originating below the aggressor's line of vision. It is executed in an upward motion traveling up the centerline of the aggressor's body. It is delivered in close and usually follows a preparatory strike that leaves the target area

unprotected. When delivered to the chin or jaw, the uppercut can render an aggressor unconscious, cause extensive damage to the neck, and/or sever the tongue.



(1) Assume the basic warrior stance.

(2) Rotate your fist so your palm is facing you. Ensure your lead hand stays up and in place to protect your head.

(3) Power is generated from low to high. Start with your body weight low and legs slightly bent. Explode upwards with your legs, hips, and shoulders, driving your fist straight up through the target area.

(4) Rapidly retract to the basic warrior stance.

FAULT CHECK: A common mistake is to drop the fist to the waist in an attempt to generate more power. Power is generated from the correct use of the lower body.

d. **Hook.** The hook is a powerful punch that is executed close-in and is usually preceded by a preparatory strike.



(1) Assume the basic warrior stance.

(2) Extend your left hand, ensure your fist is facing you and your forearm is parallel to the deck.

(3) Power is generated from side to side by driving with your legs and rotating your hips and shoulders. Your body's rotation drives the fist through your target area as your right hand stays up and in place to protect your head.

(4) Rapidly retract to the basic warrior stance.

FAULT CHECK: A common mistake is to reach or extend the fist all the way out in an attempt to generate more power. Power is generated from the rotation of the hips and shoulders.

4. PRACTICE

INSTRUCTOR NOTE: Fault check student proficiency and safety. After practicing in the air, allow the students to practice on strike pads. Ensure partners hold the pad correctly.

TRANSITION: We have learned punches, are there any questions? Every Marine must be proficient with punches and our core values.

5. TIE-IN (CORE VALUES). You already know Marines are different. For each of you, that was one of the reasons that drew you to join the Marine Corps. Today we will teach you what makes Marines different; our core values. They govern our behavior towards one another and everyone else. They guide the actions of a warrior both on and off the battlefield. The Marine Corps core values are honor, courage, and commitment. They are the foundation of each Marine's character. Our character is that part of us which separates us from others; it is our spirit, and our soul. Our core values give direction to our actions. If we live by them, we will always make the right decision and take the right path.

a. **Honor**. As men and women of honor we must be able to keep our reputation untarnished. Our actions must be above reproach and our conduct exemplary. Each day we will have to guard against lying, cheating or stealing in order to keep our reputation, and that of the Corps, untarnished. The core value of honor has three elements that make the bedrock of our character. First, Marines are trustworthy. We trust each other to do the right thing, be honest and truthful with each other. This will allow us to rely on each other in combat and trust each other with our lives. The warrior understands that trust is a fragile thing that must be handled with care because once lost, it is difficult to restore. Second, Marines respect human dignity. We respect each other and understand the diversity of people who make up our nation and Corps contribute to our strength and greatness. Third, Marines are accountable. Marines take responsibility for themselves, their duties, their actions, and their mistakes. They do not blame others for their shortcomings, nor do they shirk their obligations because they are unpleasant.

b. **Courage**. As Marines we will be faced on a daily basis with decisions that require us to exercise one or both of the two types of courage; moral and physical courage. We may be faced with the problem of doing something unpopular that requires the moral courage to stand up to criticism. In another situation we may find ourselves in combat facing certain death and must demonstrate the physical courage to overcome our fear. A sound character built upon our core values will enable us to find the courage we need.

c. **Commitment**. Each day we will receive new missions to accomplish with the temptation of taking shortcuts along the way. With a commitment to do what is right the warrior will always be able to confidently accomplish the mission. Commitment means determination and dedication that leads to professionalism and mastery of the art of war. It leads to discipline for unit and self and is the ingredient that enables 24-hours a day dedication to Corps and Country. It creates pride, concern for others, and an unrelenting determination to achieve a standard of excellence in every endeavor. Commitment is the value that establishes the Marine as a mission focused warrior and a citizen others strive to emulate. Commitment implies hard work, a single-minded dedication to the tasks at hand, and pride in a quality result. Commitment requires loyalty to the organization, expressed by adhering to Marine Corps requirements and maintaining discipline 24-hours a day.

d. Our core values are our moral compass. Each of us must set the proper direction and remain true to that course constantly. This application of core values applies to everything a Marine does. Without these core values to serve as a guide, your conduct would not be that of a Marine. Our core values are the foundation of our character development and upon which the character discipline of the Marine Corps Martial Arts Program is based. Also remember these Core Values are the foundation upon which we will also build Marine Corps leadership.

INSTRUCTOR NOTE: Instructors may enhance this tie-in with additional material in Appendix A, Guided Discussion 1.

TRANSITION: We have discussed the Marine Corps core values, are there any questions?

SUMMARY (10 MIN)

During this period of instruction, we have covered punches and core values. I am now confident you will be able to use these techniques to defend yourself if necessary.

INSTRUCTOR NOTE: Provide follow-on instructions.

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LESSON PLAN

BREAK FALLS

MCCS-TAN-1003

TAN BELT

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QUANTICO, VIRGINIA 22134

INSTRUCTOR PREPARATION GUIDE

LESSON TITLE: Break Falls

LESSON DESIGNATOR: MCCS-TAN-1003

TOTAL LESSON TIME: 2 hours 25 minutes

REFERENCES: MCO 1500.59_
NAVMC 3500.41_
MCRP 3-02_

PERSONNEL REQUIRED: One instructor and assistants

FACILITIES: Soft footed training area

REVIEW COURSE MATERIALS:

- Review Lesson Plan

ADD PERSONALIZATION:

- Personalize the lesson by adding subject matter detail, personal experiences, examples, and questions.

MATERIALS/EQUIPMENT:

- Mouthpiece

SETUP AND PLANNING:

- Reserve Training Area
- Conduct Rehearsals

INTRODUCTION (5 MIN)

1. GAIN ATTENTION. If thrown by an aggressor, or you fall during a struggle, you can become immobilized by breaking a limb or having the wind knocked out of you. A break fall will absorb the impact of a fall to prevent injury and to allow you to get back on your feet quickly. We must also develop a mental toughness and strength of character to deal with the stress and emotional difficulties of life.

2. OVERVIEW. Good morning, my name is _____. This lesson will cover tan belt break falls and suicide awareness and prevention.

3. POSITIONS

INSTRUCTOR NOTE: Assign demonstration and practice positions. Ensure students have enough space, and can see and hear the instructor.

4. SAFETY. To prevent injury, ensure the following:

a. Start slowly and increase speed with proficiency.

b. Train break falls from the lowest position to highest.

c. Techniques will be performed on a soft-footed area.

TRANSITION. Now that you know what will be covered are there any questions? Let's discuss the purpose of break falls.

BODY (130 MIN)

1. EXPLAIN

a. **Purpose**. The purpose of break falls is to reduce the chance of injury, absorb the impact, and quickly get back to your feet if you should fall or are thrown.

b. **Principles**. Break fall techniques use the large muscles of your body (back, thighs, and buttocks) to protect vital organs and bones from injury and immobilization.

c. **Fundamentals.** It is difficult to execute break falls in training because you need to be thrown to truly execute the break fall properly, however this would create a potentially hazardous condition. Instead we will learn and practice the break falls in stages.

TRANSITION: We have covered the purpose, principles, and fundamentals, are there any questions? I will now demonstrate the first technique.

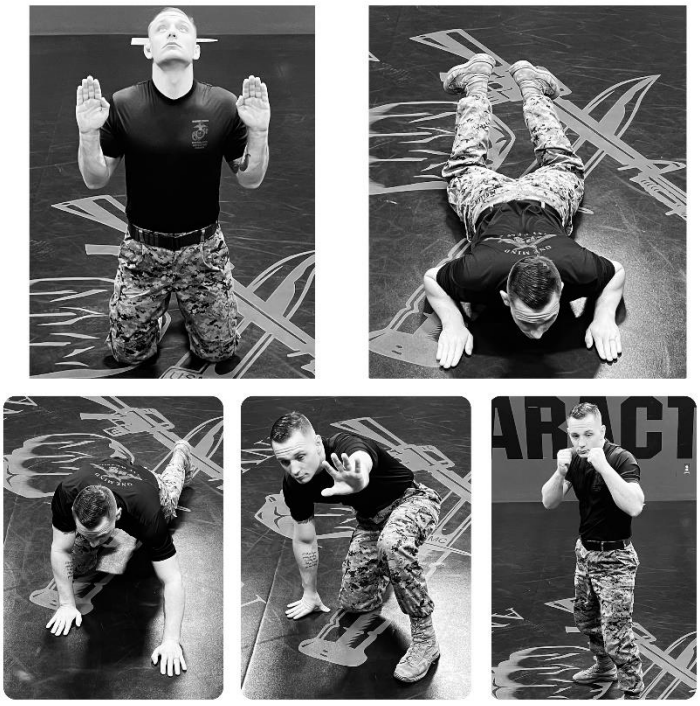
2. DEMONSTRATE

INSTRUCTOR NOTE: Demonstrate only one technique at a time. Do not explain the steps or open the class for questions.

INTERIM TRANSITION: Go to practice position one.

3. IMITATE

a. **Front Break Fall**. A front break fall is executed to break your fall when falling forward. The front break fall is taught and practiced in stages, from the deck and from a kneeling position. The front break fall will never be executed from the standing position in training.



(1) From the Deck

(a) Begin by lying on the deck on your stomach.

(b) Place your forearms and palms flat on the deck, with your elbows bent and your chest and head raised off the deck.

(c) Raise your head and neck so you are looking straight ahead.

(d) Determine proper hand placement that allows your forearms and hands to support your upper torso and keep your head off the deck.

(e) Proper hand and forearm placement will spread and better absorb the impact of the fall and help to keep your head from hitting the deck.

(f) Practice by raising the forearm and slapping the deck with the fingers extended and joined.

(2) From a Kneeling Position

(a) Assume a two-kneed kneeling position and look up to raise your chin.

(b) Bend your elbows in close to your body and place your palms facing away from you in the position that will allow you to spread and absorb the impact of the fall.

(c) Fall forward, breaking your fall with your forearms and palms. The forearms and hands, should strike the ground simultaneously. Fingers will be extended and joined.

(d) Keep your head up to avoid striking your chin on the ground.

b. **Back Break Fall**. A back break fall is executed to break the fall when being thrown or falling backward. The back break fall is taught and practiced in stages, from the deck and from a squatting position. The back break fall will never be executed from the standing position in training.



(1) From the Deck

(a) Begin by lying on the deck on your back.

(b) Place your arms at approximately a 45-degree angle downward, out and away from your body with your palms down.

(c) Tuck your chin and offer resistance with your arms to raise your head, neck, and shoulders off the deck.

(d) Determine proper arm placement that allows you to keep your head off the deck. Proper arm placement will spread and better absorb the impact of the fall.

(e) Once proper arm placement is determined, cross your hands in an "X" in front of your chest. Tuck your chin to keep your head up off the deck. Bend your knees to raise them off the deck.

(f) Swing your arms out and slap the deck, making contact from your forearms to your hands. The forearms and hands should strike the deck simultaneously. Your finger and thumb will be extended and joined.

(g) Offer resistance with your arms to raise your head, neck, and shoulders off the deck.

(h) Practice this step as many times as necessary to ensure proper arm placement to break the fall.

(2) From a Squatting Position

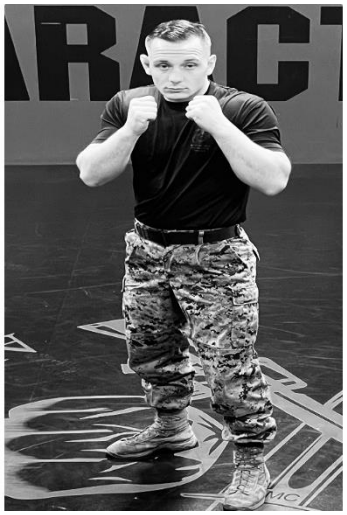
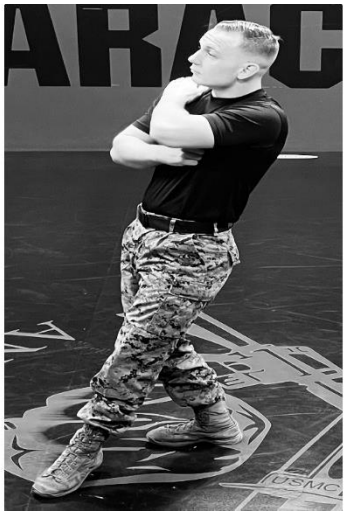
(a) Squat down on the balls of your feet, tuck your chin, and cross your arms in front of your torso, palms facing you with fingers and thumb extended and joined.

(b) Roll backward without pushing off or straightening your legs. Keep your chin tucked to protect your head from impact, slap the ground with both extended arms and hands to help absorb and spread the impact. Contact with the ground and your torso and arms should happen simultaneously and your arms should form 45 degree angles to your body.

(c) Keeping your head off the deck will protect your neck and spinal column from injury.

(d) Practice this step as many times as necessary to properly break the fall.

c. **Side Break Fall**. A side break fall is executed to break your fall on your side. The side break fall is taught and practiced in stages, from the deck, from a squatting position, and from a standing position. The technique is written for the left side, reverse the steps for the right side break fall.


(1) From the Deck

(a) Begin by lying on the deck on your left side. Your left leg should be straight and your right leg should be bent with your foot flat on the deck.

(b) Place your left arm, palm facing down, at a 45-degree angle out and away from your body.

(c) Raise your head and neck by tucking your chin and tilting your head up away from the deck.

(d) Bring your left arm across your body so your hand is next to your right shoulder with your palm facing inboard.

(e) With your left arm, slap the deck making contact from your shoulder or forearm down to your hand. Tuck your chin and keep your head raised off the deck.

(f) Determine proper arm placement that allows you to keep your head off the deck. Proper arm placement will disperse the impact of the fall.

(g) Practice this step as many times as necessary to determine proper arm placement.

(2) From a Squatting Position

(a) Assume a one knee position.

(b) Bring your left arm across your body so your hand is next to your right shoulder with your palm facing inboard.

(c) Fall on your side by sliding your left foot to the right and rolling on your left hip.

(d) Break your fall with your left arm, slapping the deck, making contact from your shoulder or forearm down to your hand. The arm should strike the deck at a 45-degree angle

with respect to your body. At the same time, tuck your chin and keep your head raised off the deck.

(e) To disperse the impact, stretch out your left leg to make contact with the deck. Bend your right leg and make contact with the deck with your foot.

(f) Practice this step as many times as necessary to ensure proper arm placement to break the fall.

(3) From a Standing Position

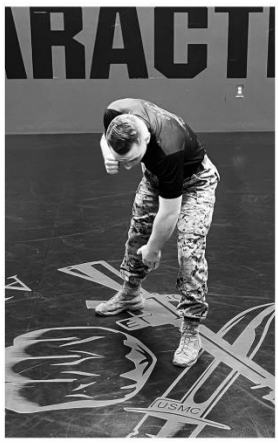
(a) From the basic warrior stance bring your left arm across your body so your hand is next to your right shoulder with your palm facing you. Tuck your chin to the right to avoid striking the ground with your head.

(b) Fall on your left side by sliding your left foot to the right and collapse to the left onto your left thigh, buttocks, and lat muscle.

(c) Break your fall with your left arm by slapping the deck, making contact from your shoulder or forearm down to your hand. The arm should strike the deck at a 45-degree angle with respect to your body. Keep your head raised off the deck.

(d) Every thing should make contact with the ground at the same time to disperse the impact. Your left leg is stretched straight to make contact with the deck. Your right leg is bent with the sole of your right foot flat on the deck.

d. **Forward Shoulder Roll.** A forward shoulder roll is executed to break your fall when falling forward with momentum to get back on your feet quickly. The forward shoulder roll is taught and practiced in stages, from a kneeling position, and from a standing position.



(1) From the Kneeling Position

(a) Place your right knee on the deck and your left leg bent with the foot flat on the deck.

(b) Extend your left arm down through your legs, tucking your chin into your chest. Lower your head and shoulders to the deck.

(c) Push off with your feet to roll over your left shoulder to your right hip executing the proper finishing position for a right side break fall.

(d) With your right leg straight, slap the deck to absorb as much of the impact as possible. Your left leg is bent and the foot hits flat on the deck.

(2) From the Standing Position

(a) Place your feet shoulder width apart with your left foot forward.

(b) Extend your left arm down through your legs, tucking your chin into your chest. Lower your head and shoulders to the ground, but look skyward.

(c) Push off with your feet to roll from your left shoulder to your right hip and buttock, allowing your forward momentum to bring you back to your feet (do not dive).

(d) Rapidly return to the basic warrior stance.

4. PRACTICE

INSTRUCTOR NOTE: Fault check student proficiency and safety.

TRANSITION: We have learned break falls, are there any questions? We may also need to be prepared to execute emotional break falls.

5. TIE-IN (SUICIDE AWARENESS AND PREVENTION)

a. **Suicide: An Emotional Fall.** Even the toughest warrior may be faced at some time with serious emotional or mentally stressful situations that can throw him/her off balance. We need to understand how to recognize and deal with these types of situations to protect ourselves and regain our balance from emotional falls (suicide). To begin with, we need to identify personnel who may be at risk for an emotional fall.

b. **Suicide Awareness**. As a warrior we are always aware of our surroundings and alert to danger. This also applies to our awareness of signs of an emotional fall in others or ourselves. Just as we train to identify danger on the battlefield we must train to identify the danger signs of suicide. A person who is about to take an emotional fall may react in one of the following ways:

(1) Believes the situation is hopeless.

(2) Appears depressed, sad, or tearful and may have changes in patterns of sleep and/or appetite.

(3) May talk about or actually threaten suicide, or may talk about death and dying in a way that strikes the listener as odd.

(4) May show changes in behavior, appearance or mood.

(5) May increase or start drug or alcohol use.

(6) May injure self or engage in risky behavior.

(7) Abandons planning for the future.

(8) May start withdrawing from others, including family and close friends.

(9) May give away possessions.

(10) May appear apathetic, unmotivated, and indifferent.

c. **Factors of Suicide**. In order to identify the signs the warrior needs to know his fellow Marines and to be able to identify the factors that can lead to a potential suicide situation. These factors or stress events can attack the spirit of a Marine. All the above below, and many others, have three common denominators that impact the mental, emotional and spiritual balance of those affected: loss, hopelessness, and stress.

(1) Depression.

(2) Substance abuse.

(3) Difficulties in relationships.

(4) Legal or financial trouble.

(5) Performance or work difficulties.

(6) Family problems.

d. All of the above are situations that each of us has had to, or will have to deal with in life either personally or with fellow Marines. The possibility of suicide or contemplation of suicide rises when an individual feels overwhelmed (attacked) by one or a series of these factors. Additionally, many of the same stresses we face in combat, such as discomfort, fatigue, risk, fear, and boredom, can aggravate or have the same effect as the factors above.

e. **Suicide Prevention**. To begin with, each of us must embrace the warrior ethos and live our core values each day. While this will not prevent personal problems or tragedies from coming into our life it will prepare us to better deal with these problems when they do arise. A man or woman of strong character will possess the mental toughness to deal with most situations. This is not to say that a person who needs help with a problem is flawed. On the contrary, warriors are like tempered steel. We all train hard to develop our sharpest edge, but even the hardest metal has its limit. We must recognize this in ourselves and others in order to avoid the

breaking point. While not the only solution, this will help us develop one counter to suicide situations.

f. If a situation does develop we need to be personally aware that no matter how bad a situation appears there are always better ways of overcoming this situation besides suicide. A Marine should be ready to ask for assistance and know his/her fellow Marines are there to assist them. One of the most important counters to an emotional fall is to trust your fellow Marines and ask for help. Every Marine needs to understand that there is no shame in asking for assistance and it does not make them any less of a man or woman for doing so. The capacity to ask for assistance at a time like this is in fact a sign of spiritual strength, judgment and maturity.

g. As warriors and brothers in arms, each Marine is responsible for his/her fellow Marines. This is especially true of those in leadership positions. On the field of battle we fight as units not as individuals. We need to be aware of potential problems that can lead to thoughts of suicide in fellow Marines and be prepared to assist. The fire team must come to the aid of a fellow Marine or the entire team suffers. Rapid intervention is a key element in suicide prevention.

h. In order to be prepared personally and as a leader every warrior needs to educate themselves concerning suicide prevention, be aware of the resources that are available to help Marines, and constantly be on guard for the possibility of a suicide situation. Only in this way can we develop a counter to suicides. To do this we have an acronym that we can use to aid us in executing the emotional break fall. This acronym is A.I.D.L.I.F.E.

A - Ask: "Are you thinking about hurting yourself?"

I - Intervene immediately.

D - Do not keep a secret concerning a person at risk.

L - Locate help (NCO, chaplain, corpsman, doctor, nurse, friend, family, crisis line, hospital emergency room).

I - Inform your chain of command of the situation.

F - Find someone to stay with the person. Do not leave the person alone.

E - Expedite! Get help immediately. A suicidal person needs the immediate attention of helpers.

TRANSITION: We have discussed suicide awareness and prevention, are there any questions?

SUMMARY (10 MIN)

During this period of instruction we have covered break falls and suicide awareness. I am now confident you will be able to use these techniques to protect yourself from physical or emotional damage and get back to your feet.

INSTRUCTOR NOTE: Provide follow-on instructions.

UNITED STATES MARINE CORPS
MARTIAL ARTS CENTER OF EXCELLENCE
THE BASIC SCHOOL
24191 GILBERT ROAD
QUANTICO, VIRGINIA 22134

LESSON PLAN

BAYONET TECHNIQUES

MCCS-TAN-1004

TAN BELT

MARTIAL ARTS CENTER OF EXCELLENCE
THE BASIC SCHOOL
24191 GILBERT ROAD
QUANTICO, VIRGINIA 22134

INSTRUCTOR PREPARATION GUIDE

LESSON TITLE: Bayonet Techniques

LESSON DESIGNATOR: MCCS-TAN-1004

TOTAL LESSON TIME: 2 hours 25 minutes

REFERENCES: MCO 1500.59_
NAVMC 3500.41_
MCRP 3-02_

PERSONNEL REQUIRED: One instructor and assistants

FACILITIES: Soft footed training area

REVIEW COURSE MATERIALS:
- Review Lesson Plan

ADD PERSONALIZATION:
- Personalize the lesson by adding subject matter detail, personal experiences, examples, and questions.

MATERIALS/EQUIPMENT:
- Rifle/Training Rifle w/ Bayonet Trainer
- Wooden Bayonet Trainer

SETUP AND PLANNING:
- Reserve Training Area
- Conduct Rehearsals

INTRODUCTION (5 MIN)

1. GAIN ATTENTION. Every Marine carrying a rifle is armed with a bayonet. The bayonet can be an effective weapon when a Marine is properly trained. To be fully prepared for combat, the Marine must understand the offensive and defensive techniques executed with a bayonet. Likewise, every Marine is armed with leadership, a skill developed and refined throughout an entire career.

2. OVERVIEW. Good morning, my name is _____. This lesson will cover bayonet techniques and the fundamentals of Marine Corps leadership.

3. POSITIONS

INSTRUCTOR NOTE: Assign demonstration and practice positions. Ensure students have enough space, and can see and hear the instructor.

4. SAFETY. To prevent injury, ensure the following:

a. Start slowly and increase speed with proficiency.

b. Never execute techniques at full force or full speed.

c. Training will be conducted in three stages.

(1) Marines will execute techniques in the air.

(2) Marines will practice strikes on a pad or dummy.

(3) Marines will practice during free sparring.

d. Do not make contact on the aggressor with the weapon.

e. Before training with firearms, unload and show clear.

f. When handling firearms, the weapons safety rules apply.

(1) Treat every weapon as if it were loaded.

(2) Never point a weapon at anything you do not intend to shoot.

(3) Keep your finger straight and off the trigger until you are ready to fire.

(4) Keep your weapon on "safe" until you intend to fire.

TRANSITION. Now that you know what will be covered are there any questions? Let's discuss the purpose of bayonet techniques.

BODY (130 MIN)

1. EXPLAIN

a. **Purpose**. The purpose of bayonet techniques is to disable or kill an aggressor.

b. **Principles**. The principles for bayonet techniques are mindset, grip, stance, and movement.

(1) Mindset. When engaged, your mindset is a factor of success or failure. Mindset is the "mental trigger" during a defining moment that enables you to commit to an attack. You must have the superior mindset against the aggressor to succeed.

(2) Grip. It is possible to execute these bayonet techniques while gripping the buttstock of the weapon, but the stress is on being able to execute them from the pistol grip. These are lethal, offensive techniques that can be used in conjunction with a close quarter combat engagement.

(a) Grab the pistol grip with your right hand. Keep your trigger finger off the trigger and include it in the grip.

(b) With the left hand, grab the hand guards of the rifle under-handed.

(c) Lock the buttstock of the rifle against the hip with the right forearm.

(d) Keep movements of the bayonet blade within a box, shoulder width across from your neck down to your waistline. Always keep the bayonet end of the rifle oriented toward the aggressor.

(3) Stance. All movement begins and ends with the modified basic warrior stance. Create a smaller silhouette and lower center of gravity by lowering your body at the knees and create “eye-muzzle-target” toward the aggressor.

(4) Movement. Movement is used to get from one place to another when the threat of contact is imminent. Use a controlled and steady combat glide to avoid tripping while moving toward the aggressor.

c. **Fundamentals.** The fundamentals for bayonet techniques are the target areas and the striking surface.

(1) Target Areas. The primary target areas of the body are the aggressors throat, groin, or face. The aggressor’s torso can be another target area if it is not protected by body armor.

(2) Striking Surface. Thrusts will use the point of the bayonet and slashes will use the cutting edge of the bayonet. Buttstrokes will use the toe of the buttstock off the rifle and smashes will use the butt of the rifle.

TRANSITION: We have covered the purpose, principles, and fundamentals, are there any questions? I will now demonstrate the first technique.

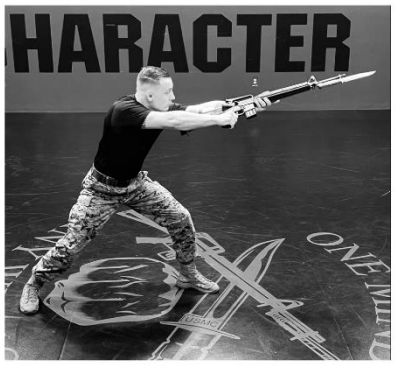
2. DEMONSTRATE

INSTRUCTOR NOTE: Demonstrate only one technique at a time. Do not explain the steps or open the class for questions.

INTERIM TRANSITION: Go to practice position one.

3. IMITATE

a. **Straight Thrust**. The straight thrust is the most deadly offensive technique because it will cause the most trauma to an aggressor and is the primary offensive bayonet technique.

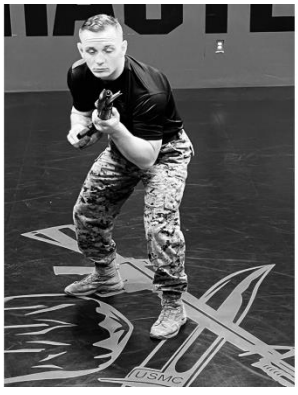
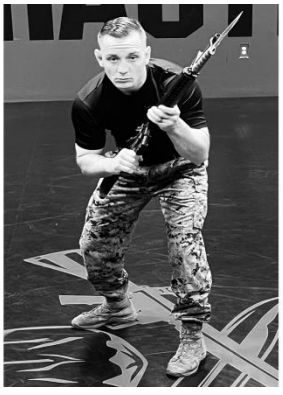



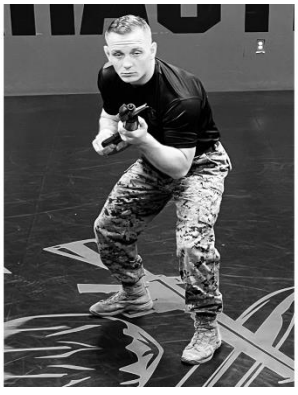

(1) From the modified basic warrior stance, step forward with your lead leg, driving off the ball of your rear foot.

(2) At the same time, thrust the blade end of the weapon directly toward the aggressor by thrusting both hands forward.

(3) Retract the weapon and return to the basic warrior stance by stepping forward with the rear foot.

b. **Slash**. The slash is used to cut through the aggressor's defenses or to kill him. It is best to follow up the slash with a thrust to maximize the damage and trauma to the aggressor.



(1) From the modified basic warrior stance retract the left hand slightly toward the left shoulder.

(2) Bring the left hand down and to the right (diagonally) cutting through the target with the blade. To generate more power take a small step with your left foot when you slash, rapidly bringing your right foot back up to the modified basic warrior stance.

c. **Vertical Buttstroke**. The vertical buttstroke is used to weaken the aggressor's defenses, to cause serious injury, or to create space to set him up for a killing blow. It is best executed after a thrust but should always be followed by a slash and a thrust.

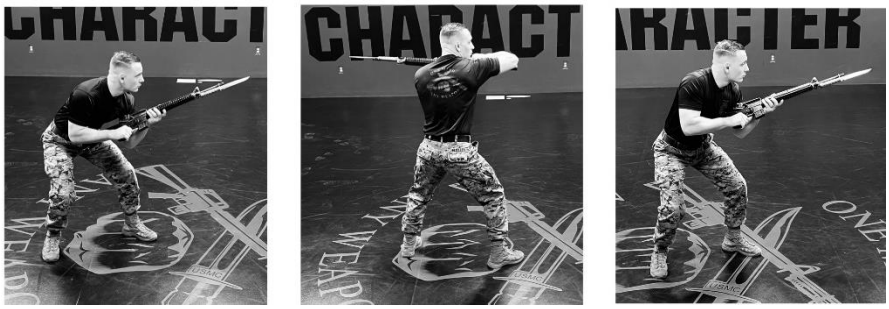


(1) From the modified basic warrior stance step forward with your right foot and drive your right elbow forward, straight up while moving your left hand back toward your left ear.

(2) Rotate the hips and shoulders, rising slightly, driving with your legs to generate power.

(3) Return to the modified basic warrior stance by stepping forward with your left foot and bringing your weapon down executing a slash.

d. **Horizontal Buttstroke**. The horizontal buttstroke is used to weaken an aggressor's defenses, to cause serious injury, or to create space to set him up for a killing blow. It is best executed after a thrust but should always be followed by a slash and a thrust.

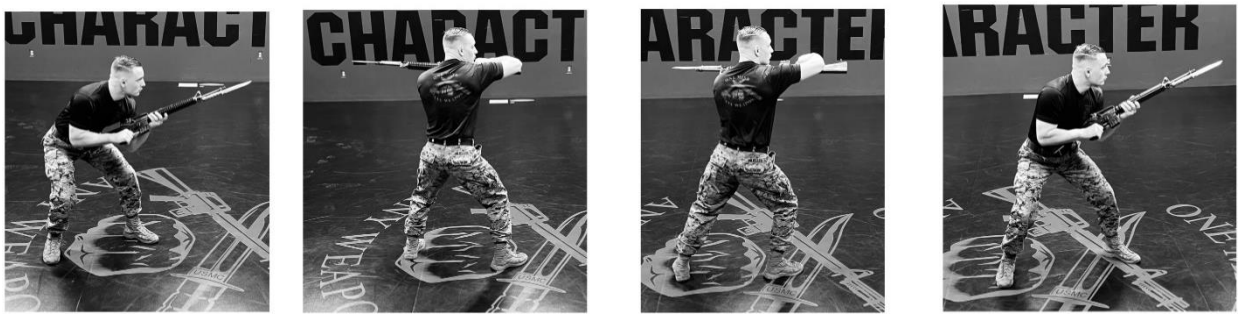


(1) From the modified basic warrior stance step forward with your right foot and drive your right elbow forward, parallel to the deck while moving your left hand back toward your left shoulder.

(2) Rotate the hips and shoulders into the strike to generate power.

(3) Return to the modified basic warrior stance by stepping forward with your left foot and bringing your weapon back executing a slash.

e. **Smash**. The smash is used as a follow-on technique to the vertical or horizontal buttstroke, primarily when the target was missed on a buttstroke or to gain proper striking distance for close-in engagements.



(1) Start from step one of the vertical or horizontal buttstroke. Your right foot should be forward with the blade end of the weapon over your left shoulder, weapon roughly parallel to the deck.

(2) Step forward with your right foot, driving off of your left foot to generate power. Strike the aggressor with the butt stock of the weapon by thrusting the weapon toward your aggressor.

(3) As you retract the weapon back to the starting position, take a small step forward with the left leg. Do not jump or hop.

(4) Return to the modified basic warrior stance by stepping forward with your left foot and executing a slash.

f. **Disrupt**. A disrupt is used as a defensive technique to redirect or deflect an attack in preparation for executing a thrust or other appropriate offensive bayonet techniques. A disrupt is a slight redirection of an aggressor's linear attack such as a straight thrust or a smash.



(1) With the weapon locked against the hip with the right forearm, rotate your shoulder slightly to the right or left, moving the bayonet end of the rifle to disrupt the aggressor's attack. Rotation should generate from the hips.

(2) Contact is made with the bayonet end of the rifle against the barrel or bayonet of the aggressor's weapon.

(3) Redirect or guide the aggressor's weapon away from your body by exerting pressure against the aggressor's weapon with your weapon. The disrupt should be executed with an economy of motion. You only need to redirect the aggressor's weapon a couple of inches to have the weapon miss your body.

4. PRACTICE

INSTRUCTOR NOTE: Fault check student proficiency and safety.

TRANSITION: We have learned bayonet techniques, are there any questions? We must also become proficient with our skills as a leader.

5. TIE-IN (FUNDAMENTALS OF MARINE CORPS LEADERSHIP). General A. M. Gray, the 29th Commandant of the Marine Corps, once stated that whenever there are two Marines together, one is always senior. What this means is that sooner or later all Marines will find themselves in leadership positions. Because of this, Marine Corps leadership transcends rank and billet. Each of us must be prepared to step up and assume the mantle of leadership, and each of us must set the example for others.

a. The most important responsibility in our Corps is to lead Marines. Marine Corps leadership is what has made Marines successful in war and peace for over two centuries. Many things make the Marine Corps unique from other military organizations. One of the most important of these is our leadership philosophy. All Marines are considered leaders and our philosophy of leadership is the same from private to commandant.

b. Because of this concept, Marines begin their leadership training and development as part of the process of becoming a Marine. While undergoing recruit or OCS training, leadership development begins. This is done through classes and by the example of your Drill Instructors and Officers, and by practical application. Within each platoon, recruits and officer candidates are assigned as guides and squad leaders as well as other leadership billets. Each method is designed to introduce you to Marine Corps leadership.

c. To meet the goal of leadership we must understand the objectives of Marine Corps leadership, which are mission accomplishment and troop welfare. No matter what, Marines will do whatever is necessary to accomplish the mission. This drive to succeed is expressed by our core value of commitment. No matter how easy or difficult the task, we stay the course until it is completed with bulldog tenacity. At the same time we take care of our Marines because they are the ones who make the accomplishment of the mission possible.

d. We talk about leadership now while working on our combat skills because leadership is as important to a warrior as his ability to fight. In fact, all experienced warriors would tell you that leadership and the individual character from which it flows is even more important than physical skills. As you study and apply leadership, you will have aids to assist and guide you. You will learn about our leadership traits, which make up the character of a warrior. You will also learn our leadership principles, which tell the leader what he should be doing when applying leadership. At the same time you will learn about Marine Corps core values, which further guide the leader. The key is not only to learn and study these guides but to live them and apply them at all times.

TRANSITION: We have discussed the fundamentals of Marine Corps leadership, are there any questions?

SUMMARY (10 MIN)

During this period of instruction we have covered bayonet techniques and the fundamentals of Marine Corps leadership. I am now confident you will be able to use these techniques to kill the enemy if necessary.

INSTRUCTOR NOTE: Provide follow-on instructions.

UNITED STATES MARINE CORPS
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LESSON PLAN

UPPER BODY STRIKES

MCCS-TAN-1005

TAN BELT

UNITED STATES MARINE CORPS

MARTIAL ARTS CENTER OF EXCELLENCE
THE BASIC SCHOOL
24191 GILBERT ROAD
QUANTICO, VIRGINIA 22134

INSTRUCTOR PREPARATION GUIDE

LESSON TITLE: Upper Body Strikes

LESSON DESIGNATOR: MCCS-TAN-1005

TOTAL LESSON TIME: 1 hour 45 minutes

REFERENCES: MCO 1500.59_
NAVMC 3500.41_
MCRP 3-02_

PERSONNEL REQUIRED: One instructor and assistants

FACILITIES: Soft footed training area

REVIEW COURSE MATERIALS:

- Review Lesson Plan

ADD PERSONALIZATION:

- Personalize the lesson by adding subject matter detail, personal experiences, examples, and questions.

MATERIALS/EQUIPMENT:

- Black Leather Gloves
- Striking Pad

SETUP AND PLANNING:

- Reserve Training Area
- Conduct Rehearsals

INTRODUCTION (5 MIN)

1. GAIN ATTENTION. Strikes are an important part to the unarmed element of Martial Arts training. Punching is often not the best weapon to use, so one must hone other skills to minimize self-injury. These techniques involve simple movements and gross motor skills. In combat, taking the offensive is the key to success. At other times an offensive attitude is contrary to our warrior ethos. One aspect of this is our dealings with fellow Marines. Sexual harassment is one type of discriminatory behavior that erodes morale and discipline and is capable of destroying unit readiness.

2. OVERVIEW. Good morning, my name is _____. This lesson will cover upper body strikes and sexual harassment.

3. POSITIONS

INSTRUCTOR NOTE: Assign demonstration and practice positions. Ensure students have enough space, and can see and hear the instructor.

4. SAFETY. To prevent injury, ensure the following:

a. Start slowly and increase speed with proficiency.

b. Never execute techniques at full force or full speed.

c. When executing strikes, ensure the joints are kept slightly bent to avoid hyperextension.

d. Training will be conducted in three stages.

(1) Marines will execute techniques in the air.

(2) Marines will practice strikes on a pad or dummy.

(3) Marines will practice during free sparring.

TRANSITION. Now that you know what will be covered are there any questions? Let's discuss the purpose of upper body strikes.

BODY (90 MIN)

1. EXPLAIN

a. **Purpose.** The purpose of upper body strikes is to stun the aggressor or to set him up for follow on techniques.

b. **Principles.** The principles for upper body strikes are generating power, muscular tension, follow through, and movement.

(1) Generating Power**.** Maximum power is generated by rotating the hips and shoulders into the attack, moving your body weight straight forward or backward, or dropping your body weight into an aggressor. Body weight can be transferred into an attack from high to low or from low to high.

(2) Muscular Tension**.** There should be muscular tension in the hand and forearm at the moment of impact to maximize damage to the aggressor and to avoid injury to your hand. The arms are relaxed until the moment of impact.

(3) Follow Through**.** A strike should be delivered so the weapon (e.g., hand, elbow) hits and follows through the target. This technique will inflict maximum damage to the aggressor. Strikes with the arms are executed with heavy hands; the strike is executed by driving through with the strike to allow the weight of the hand to go through the target.

(4) Movement**.** Your movement will put you in the proper position for launching an attack against your aggressor as well as to help protect yourself. Movement is initiated from the basic warrior stance and ends in the basic warrior stance. Each strike can be performed with either the left or right arm depending upon your angle of attack, the position of the aggressor, and the vulnerable target areas exposed on the aggressor.

c. **Fundamentals.** The fundamentals for upper body strikes are the striking surface and target areas.

(1) Striking Surface. The striking surface for each upper body strike will maximize the damage given to the aggressor while minimizing the damage taken. The eye gouge uses the tips of the fingers and thumb. Hammer fists use the meaty portion of the hand. The striking surface for elbow strikes is two inches above or below the point of the elbow, depending on your angle of attack.

(2) Target Areas. Target areas that should be attacked with upper body strikes are soft tissue areas such as the eyes, nose, jaw, and throat. The torso can also be attacked as a secondary target. Pinpoint accuracy is not necessary to attack these areas. Strikes use gross motor skills as opposed to fine motor skills.

TRANSITION: We have covered the purpose, principles, and fundamentals, are there any questions? I will now demonstrate the first technique.

2. DEMONSTRATE

INSTRUCTOR NOTE: Demonstrate only one technique at a time. Do not explain the steps or open the class for questions.

INTERIM TRANSITION: Go to practice position one.

3. IMITATE

a. **Eye Gouge**. The eye gouge is used to attack the aggressor's eyes, blinding him so follow on techniques can be executed.



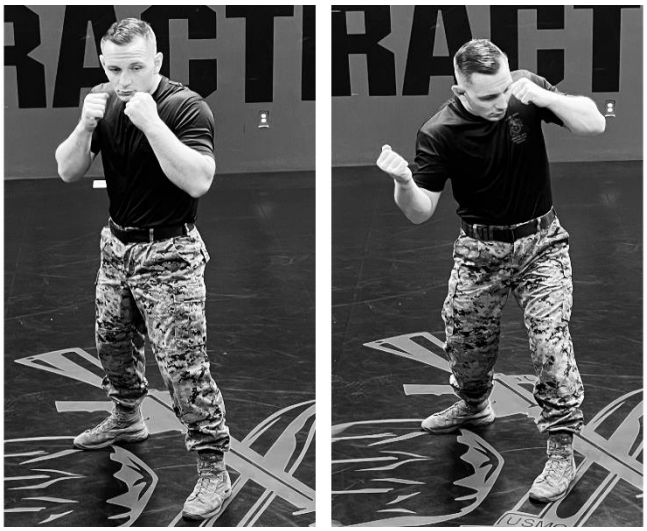
(1) From the basic warrior stance, open your left hand with your fingers spread apart and slightly bent.

(2) With the palm of your hand either toward the ground or toward the sky, thrust your left hand forward into the aggressor's eyes.

(3) Thrust your hand at the aggressor's nose level so your fingers can slide naturally into the grooves of his eye sockets.

(4) Return to the basic warrior stance.

b. **Horizontal Hammer Fist**. Striking with the hammer fist concentrates power in a small part of the hand which can have a devastating effect when transferred to the target.



(1) From the basic warrior stance, thrust your fist forward onto the aggressor ensuring your fist is rotated with your palm facing you while rotating your right hip and shoulder forward. Rotate your wrist so the meaty portion of your fist makes contact on the aggressor.

(2) Follow through the target area with your fist.

(3) Return to the basic warrior stance.

c. **Vertical Hammer Fist**. Striking with the hammer fist concentrates power in a small part of the hand which, when transferred to the target, can have a devastating effect.



(1) From the basic warrior stance, thrust your fist straight down onto the aggressor while dropping your body weight. Rotate your wrist so the meaty portion of your fist makes contact on the aggressor.

(2) Follow through the target area with your fist.

(3) Return to the basic warrior stance.

d. **Vertical Elbow Strike Low to High.** Elbow strikes are close range weapons that inflict a great amount of damage due to leverage and the transfer of your body weight.



(1) From the basic warrior stance, bend your right elbow keeping your fist close to your body. Your fist is at shoulder level and your elbow is next to your torso.

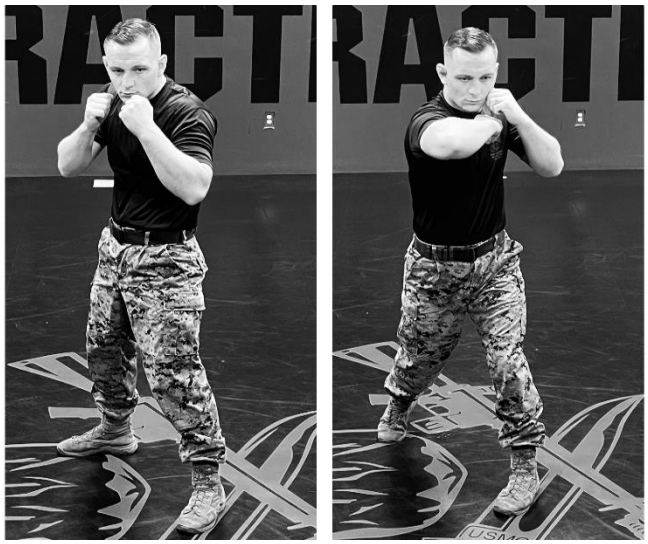
(2) Thrust your elbow vertically upward toward the aggressor. Keep your elbow bent throughout the movement.

(3) Rotate your right shoulder and hip forward and drive up with your legs to generate power.

(4) Make contact on the aggressor with your right forearm two inches above the point of the elbow.

(5) Return to the basic warrior stance.

e. **Forward Horizontal Elbow Strike**. Elbow strikes are close range weapons that inflict a great amount of damage due to leverage and the transfer of your body weight.



(1) From the basic warrior stance, bring your elbow up and tuck your right fist near your upper torso with the palm facing the deck.

(2) Thrust your right elbow horizontally forward toward the aggressor, keeping your forearm parallel to the deck.

(3) Keep your fist tucked near your chest with the palm heel facing the ground, and keep your elbow bent throughout the movement.

(4) Rotate your right shoulder and hip forward to generate power.

(5) Return to the basic warrior stance.

4. PRACTICE

INSTRUCTOR NOTE: Fault check student proficiency and safety. After practicing in the air, allow the students to practice on strike pads. Ensure partners hold the pad correctly.

TRANSITION: We have learned upper body strikes, are there any questions? Every Marine must also understand and prevent sexual harassment.

5. TIE-IN (SEXUAL HARASSMENT). Sexual harassment is a form of discriminatory behavior that erodes morale and discipline and, if not eliminated, can have an adverse effect on mission readiness. As a warrior, sexual harassment is unacceptable behavior for military or civilian personnel. Such behavior will not be condoned or tolerated and will be reported when observed.

a. **Definition**. Before we begin our discussion, let's define sexual harassment. Sexual harassment is a form of sexual discrimination that involves unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature. The definition emphasizes that the conduct should not result in concrete psychological harm to the victim, but rather need only to be so severe or pervasive that a reasonable person would perceive, and the

victim does perceive, the environment as hostile or abusive. For a Marine the concept of sexual harassment means more than just workplace behavior, it includes all times and all places. We are Marines twenty-four hours a day, seven days a week, on or off duty. Therefore our conduct should reflect this at all times.

b. **Impact on Readiness**. Why is it important to prevent sexual harassment? Because of the negative impact it can have. The only reason the United States of America needs a Marine Corps is to fight battles and win wars. Everything else is secondary. Keep this quote in mind when discussing the impact sexual harassment has on the mission and combat readiness. The following are negative effects sexual harassment has on a unit.

(a) Low morale.

(b) Loss of cohesion.

(c) Undermines readiness and interpersonal work relationships.

(d) Detracts from the mission.

c. **Leadership Responsibilities.** Prevention of sexual harassment is a leadership responsibility. Such behavior is degrading to the individual, destructive of morale, and conduct unbecoming an ethical warrior. It is the responsibility of the leader to maintain proper standards of behavior by all Marines in accordance with the Marine Corps' traditional requirement for good order and discipline. The leader is responsible for ensuring subordinates do not suffer any repercussions for reporting sexual harassment. Additionally, every Marine shares responsibility for maintaining proper behavior with one another so everyone can contribute their best efforts to the accomplishment of the unit mission. The best way to prevent sexual harassment is to stop it before it occurs.

INSTRUCTOR NOTE: Instructors may enhance this tie-in with additional material in Appendix A, Guided Discussion 2.

TRANSITION: We have discussed sexual harassment, are there any questions?

SUMMARY (10 MIN)

During this period of instruction we have covered upper body strikes and sexual harassment. I am now confident you will be able to use these techniques to defend yourself if necessary.

INSTRUCTOR NOTE: Provide follow-on instructions.

UNITED STATES MARINE CORPS
MARTIAL ARTS CENTER OF EXCELLENCE
THE BASIC SCHOOL
24191 GILBERT ROAD
QUANTICO, VIRGINIA 22134

LESSON PLAN

LOWER BODY STRIKES

MCCS-TAN-1006

TAN BELT

UNITED STATES MARINE CORPS

MARTIAL ARTS CENTER OF EXCELLENCE
THE BASIC SCHOOL
24191 GILBERT ROAD
QUANTICO, VIRGINIA 22134

INSTRUCTOR PREPARATION GUIDE

LESSON TITLE: Lower Body Strikes

LESSON DESIGNATOR: MCCS-TAN-1006

TOTAL LESSON TIME: 1 hour 45 minutes

REFERENCES: MCO 1500.59_
NAVMC 3500.41_
MCRP 3-02_

PERSONNEL REQUIRED: One instructor and assistants

FACILITIES: Soft footed training area

REVIEW COURSE MATERIALS:

- Review Lesson Plan

ADD PERSONALIZATION:

- Personalize the lesson by adding subject matter detail, personal experiences, examples, and questions.

MATERIALS/EQUIPMENT:

- Striking Pad

SETUP AND PLANNING:

- Reserve Training Area
- Conduct Rehearsals

INTRODUCTION (5 MIN)

1. GAIN ATTENTION. The legs provide the most powerful weapons of the body to execute strikes because they use the largest muscles of the body. Legs are also less prone to injury than arms. The power with which the legs can be used can inflict serious damage upon an aggressor. Just as Marines before us, we must possess the ability to adapt and operate in hostile environments in order to accomplish our mission.

2. OVERVIEW. Good morning, my name is _____. This lesson will cover lower body strikes and a warrior study.

3. POSITIONS

INSTRUCTOR NOTE: Assign demonstration and practice positions. Ensure students have enough space, and can see and hear the instructor.

4. SAFETY. To prevent injury, ensure the following:

a. Start slowly and increase speed with proficiency.

b. Never execute techniques at full force or full speed.

c. When executing strikes, ensure the joints are kept slightly bent to avoid hyperextension.

d. Training will be conducted in three stages.

(1) Marines will execute techniques in the air.

(2) Marines will practice strikes on a pad or dummy.

(3) Marines will practice during free sparring.

TRANSITION. Now that you know what will be covered are there any questions? Let's discuss the purpose of lower body strikes.

BODY (90 MIN)

1. EXPLAIN

a. **Purpose.** The purpose of lower body strikes is to stop an aggressor's attack or create an opening in his defense in order to launch an attack.

b. **Principles.** The principles for lower body strikes are generating power, follow through, and movement.

(1) Generating Power**.** The legs provide the most powerful weapons of the body because they use the largest muscles of the body. Maximum power is generated by rotating the hips into

the attack, driving the hips forward, or dropping your body weight into an aggressor. Strikes with the rear leg are more powerful while strikes with the lead leg are faster.

(2) Follow Through**.** A strike should be delivered so the weapon (e.g., foot, knee) hits and follows through the target. This technique will inflict maximum damage to the aggressor. The strike is executed by driving through with the strike to allow the weight of the leg to go through the target.

(3) Movement**.** Your movement will put you in the proper position for launching an attack against your aggressor as well as to help protect yourself. Movement is initiated from the basic warrior stance and ends in the basic warrior stance. Each strike can be performed with either the left or right leg depending upon your angle of attack, the position of the aggressor, and the vulnerable target areas exposed on the aggressor.

c. **Fundamentals.** The fundamentals for lower body strikes are the striking surface and target areas.

(1) Striking Surface. The striking surface for each lower body strike will maximize the damage given to the aggressor while minimizing the damage taken. The striking surface for a knee strike is two inches above the knee. The front kick uses the toe of the boot or the bootlaces, depending on the target area. The round kick uses the bottom half of your shin, slightly above the ankle. The vertical stomp uses the flat bottom of your boot.

(2) Target Areas. The primary target areas for lower body strikes are the lower extremities, the groin, and the lower torso. Never kick high because this jeopardizes your balance and leaves you vulnerable to a counter attack. The head is only a primary target area if the aggressor is on the ground or bent over.

TRANSITION: We have covered the purpose, principles, and fundamentals, are there any questions? I will now demonstrate the first technique.

2. DEMONSTRATE

INSTRUCTOR NOTE: Demonstrate only one technique at a time. Do not explain the steps or open the class for questions.

INTERIM TRANSITION: Go to practice position one.

3. IMITATE

a. **Vertical Knee Strike**. The vertical knee strike is used to inflict major damage during close range fighting or grappling.



(1) From the basic warrior stance, grab the aggressor's neck or gear with both hands without interlacing your fingers. If you interlace your fingers, your aggressor can pull back or reach behind their head and break the fingers.

(2) Pull the aggressor down and at the same time raise your right knee driving it up forcefully into the aggressor. Power is generated by pulling the aggressor down and thrusting the leg upward with your hips.

(3) Follow through the target with your knee and rapidly retract to the basic warrior stance.

b. **Front Kick**. The front kick is used to stop the aggressor's forward momentum or to set him up for follow on techniques when the aggressor is in front of you.



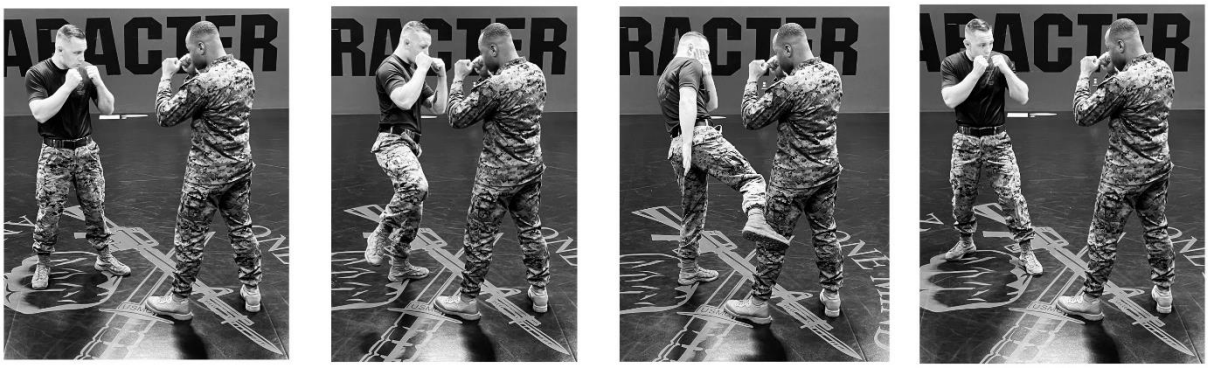
(1) From the basic warrior stance, raise your left knee and pivot your hips into the attack, thrusting your left foot forward toward the aggressor. You may have to shift your body weight to your right leg to maintain balance.

(2) Never extend your foot above waist high.

(3) Make contact on the aggressor with the toe of your boot or bootlaces.

(4) Follow through the target with your foot and rapidly retract to the basic warrior stance

c. **Round Kick**. The round kick is used to cause maximum damage to the knee or to set up the aggressor for follow on techniques.



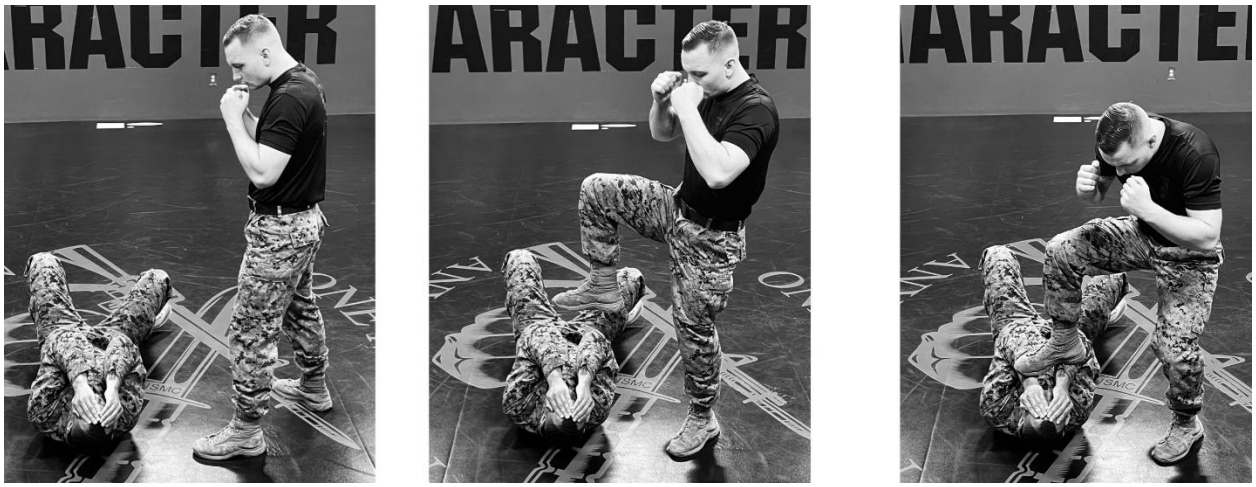
(1) From the basic warrior stance, point the foot of your left leg 45 degrees to the outside of the aggressor and raise your right leg slightly off the deck. You may have to shift your body weight to your left leg to maintain balance.

(2) With your left leg slightly bent, thrust your right leg forward in an arcing motion towards the aggressor, rotating your hips and shoulders into the attack.

(3) Make contact on the aggressor with the shin of the right leg.

(4) Follow through the target with your foot and rapidly retract to the basic warrior stance.

d. **Vertical Stomp**. The vertical stomp is used to attack the aggressor when he is on the deck and you are standing.



(1) From the basic warrior stance, raise the knee of your right foot above waist level. Your right leg should be bent at a 90 degree angle. Shift your body weight to your left leg to maintain your balance.

(2) Forcefully drive the flat bottom of your right boot down onto the aggressor while keeping your right knee slightly bent.

(3) At the same time, bend your left knee slightly to drop your body weight into the strike.

(4) Rapidly retract to the basic warrior stance.

4. PRACTICE

INSTRUCTOR NOTE: Fault check student proficiency and safety. After practicing in the air, allow the students to practice on strike pads. Ensure partners hold the pad correctly.

TRANSITION: We have learned lower body strikes, are there any questions? We will now discuss _____.

5. WARRIOR STUDY

INSTRUCTOR NOTE: Present a warrior study of your choice to the class. Ensure to tie-in the disciplines of MCMAP, core values, and leadership characteristics.

TRANSITION: We have discussed _____, are there any questions?

SUMMARY (10 MIN)

During this period of instruction we have covered lower body strikes and a warrior study. I am now confident you will be able to use these techniques to defend yourself if necessary.

INSTRUCTOR NOTE: Provide follow-on instructions.

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LESSON PLAN

CHOKES

MCCS-TAN-1007

TAN BELT

UNITED STATES MARINE CORPS

MARTIAL ARTS CENTER OF EXCELLENCE
THE BASIC SCHOOL
24191 GILBERT ROAD
QUANTICO, VIRGINIA 22134

INSTRUCTOR PREPARATION GUIDE

LESSON TITLE: Chokes

LESSON DESIGNATOR: MCCS-TAN-1007

TOTAL LESSON TIME: 1 hour 25 minutes

REFERENCES: MCO 1500.59_
NAVMC 3500.41_
MCRP 3-02_

PERSONNEL REQUIRED: One instructor and assistants

FACILITIES: Soft footed training area

REVIEW COURSE MATERIALS:

- Review Lesson Plan

ADD PERSONALIZATION:

- Personalize the lesson by adding subject matter detail, personal experiences, examples, and questions.

MATERIALS/EQUIPMENT:

- Mouthpiece

SETUP AND PLANNING:

- Reserve Training Area
- Conduct Rehearsals

INTRODUCTION (5 MIN)

1. GAIN ATTENTION. When performed correctly, a choke can render an aggressor unconscious in as little as eight to thirteen seconds, regardless of size or gender. However, to be effective, you must fully understand how to apply the techniques. Like chokes, substance abuse can choke off our ability to think and act intelligently.

2. OVERVIEW. Good morning, my name is _____. This lesson will cover chokes and substance abuse and prevention.

3. POSITIONS

INSTRUCTOR NOTE: Assign demonstration and practice positions. Ensure students have enough space, and can see and hear the instructor.

4. SAFETY. To prevent injury, ensure the following:

a. Start slowly and increase speed with proficiency.

b. Never execute techniques at full force or full speed.

c. Techniques will be performed on a soft-footed area.

d. Apply slow, steady pressure until the aggressor taps out. Aggressor will tap out when they become uncomfortable. They may tap the deck, tap themselves, tap the Marine, or verbally say "tap-tap-tap." The Marine must immediately release the pressure when the aggressor taps out.

e. Never hold a choke for more than five seconds in training. The aggressor should never become light headed.

f. Do not apply pressure to the trachea during training.

TRANSITION. Now that you know what will be covered are there any questions? Let's discuss the purpose of chokes.

BODY (70 MIN)

1. EXPLAIN

a. **Purpose.** The purpose of chokes is to render an aggressor unconscious or gain control of the situation using less than lethal force.

b. **Principles.** The principles for chokes are the two types of chokes: blood chokes and air chokes.

(1) Blood Chokes**.** A blood choke is performed on the carotid artery, which carries oxygen-enriched blood from the heart to the brain. The carotid artery is located on both sides of the

neck. When executed properly, a blood choke takes 8 to 13 seconds to render the aggressor unconscious. The blood choke is preferred because it can end the fight more quickly.

(2) Air Chokes**.** An air choke is performed on the windpipe or trachea, cutting off the air to the lungs and heart. When executed properly, an air choke takes 2 to 3 minutes to render the aggressor unconscious. The air choke is not recommended because of the length of time it takes to end the fight. Air chokes are not taught in MCMAP.

c. **Fundamentals.** The fundamental for chokes is control. Control the aggressor's center of mass and weight distribution to allow you to keep them in a vulnerable position long enough for the choke to be effective.

TRANSITION: We have covered the purpose, principles, and fundamentals, are there any questions? I will now demonstrate the first technique.

2. DEMONSTRATE

INSTRUCTOR NOTE: Demonstrate only one technique at a time. Do not explain the steps or open the class for questions.

INTERIM TRANSITION: Go to practice position one.

3. IMITATE

a. **Rear Choke**. The rear choke is performed when you are behind the aggressor, when he is on the ground, or when you are taking him to the ground.



(1) Begin with the aggressor kneeling on the deck while you stand behind them.

(2) With your right arm, reach over the aggressor's right shoulder and hook the bend of your arm around his neck. Your chest should be against the aggressor's back.

(3) Clasp both hands together, palm-on-palm, with your right palm facing the deck.

(4) Place your right temple on the left side of your aggressors head.

(5) Exert pressure with your right biceps and radius bone on the aggressor's carotid arteries, on both sides of the neck.

(6) Your left arm should be behind your aggressors left shoulder, and rotate your upper torso to the right slightly to apply the choke.

(7) To increase the effectiveness of the choke, apply pressure by bringing your elbows together and shrugging your shoulder until the aggressors is subdued or unconscious.

b. **Figure-Four Variation**. The figure-four is a variation that allows you to gain more leverage on the rear choke. If you cannot secure the rear choke, you may apply the figure-four variation to increase the pressure of the choke on the aggressor.



(1) Apply a rear choke. Your body should be against the aggressor's body.

(2) Bring your left arm over the aggressors left shoulder, grasp your left biceps or shoulder with your right hand, and place your left hand against the back of the aggressor's head.

(3) Push the aggressor's head forward and down with your left hand, keeping your elbows in.

(4) Draw your right arm in, maintaining pressure with your biceps and forearm on both sides of the aggressor's neck.

INSTRUCTOR NOTE: The following steps may be used for both chokes when the aggressor is standing.

c. **From the Standing**. If the aggressor is taller than you or wearing bulky gear you must get him in a position where you can reach around his neck and gain leverage to execute the choke.

(1) Reach over the aggressor's right shoulder with your right arm and hook his chin, face, or neck with your hand, wrist, or forearm.

(2) Step or push on the back of the aggressor's knee with your foot. This will off-balance the aggressor, causing him to bend at the knees and fall forward.

(3) As the aggressor is brought down, pull back on his chin and hook your right arm around his neck.

(4) You are now in position to execute the choke and the steps are the same as from the kneeling position.

4. PRACTICE

INSTRUCTOR NOTE: Fault check student proficiency and safety.

TRANSITION: We have learned chokes, are there any questions? Every Marine must also prevent substance abuse.

5. TIE-IN (SUBSTANCE ABUSE AND PREVENTION). Substance abuse is contrary to our warrior ethos. We train hard and should always be in control of ourselves. This does not prevent you from enjoying yourself or taking a well-deserved break. It simply means you do so without ever compromising your values or standards and never giving up your self-control.

a. **Substance Abuse Policy**. The Marine Corps has a zero tolerance policy in regards to the illegal use of controlled substances. This policy is explained to every potential recruit before joining the Marine Corps and continues to be reinforced throughout a Marines career. No one can say, "I didn't know." By being honest with ourselves and living by our core values the temptation of drug use should be something that each of us can avoid. In regards to alcohol consumption the Marine Corps abides by the local, state and federal regulations to include overseas commands. For the majority of Marines this means the drinking age is 21. Along with this, all leaders in the Corps teach that for those who are old enough and want to drink, they must do so responsibly. For those not yet 21 they are bound by the need for self-discipline and the requirement to follow regulations. For those authorized to consume alcohol, you need to be aware of its effects on your body and mental ability.

b. **The Warrior View.** For the Marine Warrior substance abuse is contrary to our ethos. We train hard to prepare ourselves for the physical rigors of combat, why would we then do something to destroy the efforts of all that training. A warrior is a man or woman of integrity. We know the laws and regulations concerning illegal drug use, drunk and disorderly conduct, or driving under the influence, why would we demonstrate a lack of integrity by ignoring these laws. As a warrior we would not. More importantly as a warrior we should be smart enough to know that when we use illegal drugs or abuse alcohol we are undermining everything that makes us a warrior. We are damaging our body, mind and spirit.

c. When we use drugs or abuse alcohol we cloud our mind. With each drink our judgment becomes more impaired; we are no longer capable of sound judgment and in many cases, make decisions that get us into trouble. The next day we may ask ourselves," what was I thinking?" When our judgment is impaired and we are faced with moral or ethical decisions will we make the right one or will we dishonor ourselves and make a decision that we will be ashamed of later?

d. Finally, we become physically helpless when under the influence. As you train in the physical discipline of the Marine Corps Martial Arts program you become tougher and more lethal. But after too many beers could you defend yourself, or would you find yourself assaulted, injured, and powerless to defend yourself? At this point all your training is useless and the only purpose you will have for your belt is as a tourniquet to stop your bleeding. If you drink, know your limits. Enjoy yourself and relax but never let your guard completely down.

INSTRUCTOR NOTE: Instructors may enhance this tie-in with additional material in Appendix A, Guided Discussion 3.

TRANSITION: We have discussed substance abuse and prevention, are there any questions?

SUMMARY (10 MIN)

During this period of instruction we have covered chokes and substance abuse and prevention. I am now confident you will be able to use these techniques to control the situation if necessary

INSTRUCTOR NOTE: Provide follow-on instructions.

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LESSON PLAN

THROWS

MMCCS-TAN-1008

TAN BELT

UNITED STATES MARINE CORPS

MARTIAL ARTS CENTER OF EXCELLENCE
THE BASIC SCHOOL
24191 GILBERT ROAD
QUANTICO, VIRGINIA 22134

INSTRUCTOR PREPARATION GUIDE

LESSON TITLE: Throws

LESSON DESIGNATOR: MCCS-TAN-1008

TOTAL LESSON TIME: 1 hour 25 minutes

REFERENCES: MCO 1500.59_
NAVMC 3500.41_
MCRP 3-02_

PERSONNEL REQUIRED: One instructor and assistants

FACILITIES: Soft footed training area

REVIEW COURSE MATERIALS:

- Review Lesson Plan

ADD PERSONALIZATION:

- Personalize the lesson by adding subject matter detail, personal experiences, examples, and questions.

MATERIALS/EQUIPMENT:

- Mouthpiece

SETUP AND PLANNING:

- Reserve Training Area
- Conduct Rehearsals

INTRODUCTION (5 MIN)

1. GAIN ATTENTION. In any combat situation, the size and strength of your aggressors will vary. Marines will never have the opportunity to choose their enemies on the battlefield; they need the skills to handle any situation with any aggressor. Just as Marines know there are different sizes and strengths of enemy, so are there different races, colors, creeds, sexes, and religions within our Corps. By our differences, we balance each other and together our team is stronger.

2. OVERVIEW. Good morning, my name is _____. This lesson will cover throws and equal opportunity.

3. POSITIONS

INSTRUCTOR NOTE: Assign demonstration and practice positions. Ensure students have enough space, and can see and hear the instructor.

4. SAFETY. To prevent injury, ensure the following:

a. Start slowly and increase speed with proficiency.

b. Never execute techniques at full force or full speed.

c. Techniques will be performed on a soft-footed area.

d. Students being thrown will execute proper break falls.

e. Ensure calf on calf contact is made during training.

g. Practice fit-ins when learning throws. To execute a fit-in, stop just before throwing the aggressor to the deck.

TRANSITION. Now that you know what will be covered are there any questions? Let's discuss the purpose of throws.

BODY (70 MIN)

1. EXPLAIN

a. **Purpose.** The purpose of a throw is to bring an aggressor to the deck to gain the tactical advantage in a fight.

b. **Principles**. The principles for throws are balance, leverage, timing, and body position.

(1) Balance. It is important to maintain control of your balance to prevent the aggressor from countering the throw.

(2) Leverage. You will use the aggressor's body as a lever to increase the power generated for the throw. Leverage will allow you to throw any aggressor of any size.

(3) Timing. All throws must be properly timed to attack the aggressor when they are off-balance and vulnerable.

(4) Body Position. You must put your body into a position that is optimal for the throw. If your position is incorrect, the aggressor can counter the throw.

c. **Fundamentals**. The fundamentals for throws are entry, off-balance, and execution.

(1) Entry. The first part of a throw is the entry. Your entry should be quick and un-telegraphed to prevent the aggressor from anticipating your movement and countering your attack. You also want to make sure your body positioning is correct in relation to your aggressor to allow for proper off-balancing and execution of the throw.

(2) Off-Balancing. The second part of a throw is off-balancing. Off-balancing techniques are used to control an aggressor by using his momentum to move or throw him. This aids in the execution of throws because your aggressor is unable to fight your attack with his full strength when he is off-balanced.

(a) Angles of Off-Balancing. There are eight angles or directions in which an aggressor can be off-balanced: forward, rear, right, left, forward right, forward left, rear right, and rear left. The angles correspond to your perspective, not the aggressor's.

(b) Off-Balancing Techniques. An aggressor can be off-balanced by pushing, pulling, or bumping. Pushing and pulling are performed by grabbing the aggressor with your hands and driving him forcefully to one of the angles of off-balancing. Bumping uses other parts of your body such as your shoulders, hips, and legs to off-balance the aggressor.

(c) Momentum. Off-balancing techniques rely on the momentum of the aggressor. For example, if the aggressor is charging at you, you can pull him to drive him to the deck. Likewise, if the aggressor is pulling on you, you can push him to drive him to the deck. Using momentum is particularly effective for Marines who are outsized by the aggressor.

INSTRUCTOR NOTE: Students may practice off-balancing. Ensure students do not to drive the aggressor to the deck.

(3) Execution. The third and final part of a throw is the execution. The remaining steps in throwing the aggressor to the deck are utilized here. Each step before this is just to set up and assist in this final process. Follow through the throw to maximize power.

TRANSITION: We have covered the purpose, principles, and fundamentals, are there any questions? I will now demonstrate the first technique.

2. DEMONSTRATE

INSTRUCTOR NOTE: Demonstrate only one technique at a time. Do not explain the steps or open the class for questions.

INTERIM TRANSITION: Go to practice position one.

3. IMITATE

a. **Leg Sweep**. A leg sweep is particularly effective if the aggressor is moving backward or pulling on you.



(1) Start facing the aggressor in the basic warrior stance.

(2) Step forward with your left foot on the outside of the aggressor's right foot at which point your foot should be on line or behind the aggressor's right foot.

(3) At the same time, grab the aggressor's right wrist with your left hand and his left shoulder with your right hand. You may grab the aggressor's flesh, clothing, or gear.

(4) With your right foot step behind the aggressor's right leg between your aggressor's feet and off-balance the aggressor by pulling his wrist downward close to your trouser pocket and pushing his shoulder backward.

(5) Continue to pull the aggressor's right wrist and push his left shoulder as you squat driving the aggressor to the deck. Release your grip on the aggressor's shoulder in order to maintain your balance and rapidly return to the basic warrior stance.

INSTRUCTOR NOTE: Have the students practice fit-ins as many times as necessary to become proficient.

4. PRACTICE

INSTRUCTOR NOTE: Fault check student proficiency and safety.

TRANSITION: We have learned throws, are there any questions? Every Marine must also practice equal opportunity.

5. TIE-IN (EQUAL OPPORTUNITY). To begin with we will discuss the definition of the term equal opportunity. "Equal Opportunity" is a concept, which requires the objectives of fair and equal treatment and equality of opportunity for all be applied to all management functions and leadership actions. What does this mean to each of us? Understanding what equal opportunity is, we will now discuss some of the prejudicial attitudes and additional definitions that will help us to understand what equal opportunity is not.

a. **Discrimination**. An act, policy or procedure that arbitrarily denies equal opportunity because of race, color, religion, sex, age or national origin to an individual or group of individuals.

b. **Ethnic Group**. A segment of the population that possesses common characteristics and a cultural or national heritage significantly different from the general population.

c. **Minority**. A group differing from the predominant section of a larger group in one or more characteristics: e.g., ethnic background, language, culture or religion. As a result, a minority group is often subjected to differential treatment.

d. **Prejudice**. The holding of a judgment or opinion without regard to pertinent fact, typically expressed in suspicion, fear, hostility, or intolerance of certain people, customs, and ideas.

e. **Race**. Any of the major biological divisions of mankind distinguished by color of skin and eyes, color and texture of hair, stature, bodily proportions, or other genetically transmitted physical characteristics.

f. **Sexual Harassment**. Influencing, offering to influence, or threatening the career, pay, or job of another person in exchange for sexual favors, or deliberate and/or repeated offensive comments, gestures, or physical contact of a sexual nature in a work or work-related environment.

g. The Marine Corps will provide equal opportunity for all military members without regard to race, color, religion, sex, age or national origin, consistent with requirements for physical and mental capabilities. Marines must recognize the importance, dignity, needs and aspirations of the individual.

h. As warriors, each Marine is part of a team whose primary purpose is to prepare for and fight our Nation's battles. This means there must be a fully integrated Marine Corps in which all personnel are striving for the common goals. Further, there is a need for the development of each individual to the highest possible degree of responsibility, dependent only upon individual talent and diligence. The achievement and maintenance of these goals is integral to full development of our *esprit de corp*s, pride and individual preparedness are essential to combat readiness. Ensuring fairness and equality of opportunity are extended to all personnel in each and every action that affects the individual Marines is an inherent function of leadership and will be given appropriate consideration in performance evaluation. On the battlefield the race, creed, sex, or ethnic origin of the Marine on your left and right is irrelevant. Being a Marine and working together are what matters.

i. All Marines should understand that adherence to our basic leadership traits and principles provides for the fundamentals equal opportunity addresses. We also must recognize discrimination based upon race, color, religion, gender, age, or national origin, consistent with the law and regulations are alien to the basic values of the Marine Corps. Therefore, discrimination is alien to the actions of a warrior.

INSTRUCTOR NOTE: Instructors may enhance this tie-in with additional material in Appendix A, Guided Discussion 4.

TRANSITION: We have discussed equal opportunity, are there any questions?

SUMMARY (10 MIN)

During this period of instruction we have covered throws and equal opportunity. I am now confident you will be able to use these techniques to gain the tactical advantage in a fight.

INSTRUCTOR NOTE: Provide follow-on instructions.

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LESSON PLAN

COUNTERS TO STRIKES

MCCS-TAN-1009

TAN BELT

UNITED STATES MARINE CORPS

MARTIAL ARTS CENTER OF EXCELLENCE
THE BASIC SCHOOL
24191 GILBERT ROAD
QUANTICO, VIRGINIA 22134

INSTRUCTOR PREPARATION GUIDE

LESSON TITLE: Counters to Strikes

LESSON DESIGNATOR: MCCS-TAN-1009

TOTAL LESSON TIME: 1 hour 25 minutes

REFERENCES: MCO 1500.59_
NAVMC 3500.41_
MCRP 3-02_

PERSONNEL REQUIRED: One instructor and assistants

FACILITIES: Soft footed training area

REVIEW COURSE MATERIALS:

- Review Lesson Plan

ADD PERSONALIZATION:

- Personalize the lesson by adding subject matter detail, personal experiences, examples, and questions.

MATERIALS/EQUIPMENT:

- Mouthpiece

SETUP AND PLANNING:

- Reserve Training Area
- Conduct Rehearsals

INTRODUCTION (5 MIN)

1. GAIN ATTENTION. In a close combat situation, an aggressor may attempt to strike you with punches or kicks. When an aggressor uses a strike, you must avoid the strike and put yourself in an offensive position to attack the aggressor. In the same way, understanding and ensuring personal readiness develops a counter to the unexpected situations of life.

2. OVERVIEW. Good morning, my name is _____. This lesson will cover counters to strikes and personal readiness.

3. POSITIONS

INSTRUCTOR NOTE: Assign demonstration and practice positions. Ensure students have enough space, and can see and hear the instructor.

4. SAFETY. To prevent injury, ensure the following:

a. Start slowly and increase speed with proficiency.

b. Never execute techniques at full force or full speed.

c. When executing strikes, ensure the joints are kept slightly bent to avoid hyperextension.

d. Techniques will be performed on a soft-footed area.

TRANSITION. Now that you know what will be covered are there any questions? Let's discuss the purpose of counters to strikes.

BODY (70 MIN)

1. EXPLAIN

a. **Purpose.** The purpose of counters to strikes is to counter the aggressor's attack and gain the tactical advantage.

b. **Principles**. The principles for counters to strikes are move, block, and strike.

(1) Move. The first step in countering a strike is to move out of the way of the impact of the strike. Movement should remove you from the point of your aggressor's strike and put you in a position to attack. Movement is executed at approximately a 45-degree angle to the front or rear. Movement always starts and ends in the basic warrior stance, with the toe of your lead foot pointing toward the aggressor.

(2) Block. The second step is to block the attack. Blocks are made with the meaty portion of your forearm, perpendicular to the angle of the strike. This maximizes the blocking surface and increases the likelihood of blocking the attack. Block the aggressor's attack with the force of a strike, and follow through to redirect the attack.

(3) Strike. The final step is to execute follow-on strikes to end the fight. This includes all punches, upper/lower body strikes, chokes, throws, joint manipulations, or any combinations of techniques. The follow-on techniques used will depend on your angle to the aggressor, his position, and his vulnerable target areas.

c. **Fundamentals**. The fundamentals for counters to strikes are timing, techniques, and target areas.

(1) Timing. The technique must be performed at the right time to make the aggressor more vulnerable. Without the proper timing, you will not be able to counter a strike.

(2) Techniques. For follow-on techniques to be effective, you must apply their respective principles and fundamentals, such as: generating power, rapid retraction, telegraphing, striking surface, off-balancing, control, etc.

(3) Target Areas. Ensure you attack vulnerable target areas to inflict maximum damage to the aggressor. Follow-on techniques must cause enough damage to end the fight.

TRANSITION: We have covered the purpose, principles, and fundamentals, are there any questions? I will now demonstrate the first technique.

2. DEMONSTRATE

INSTRUCTOR NOTE: Demonstrate only one technique at a time. Do not explain the steps or open the class for questions.

INTERIM TRANSITION: Go to practice position one.

3. IMITATE

a. **Counter to a Rear Hand Punch**. The counter to a rear hand punch is used when the aggressor throws a rear hand punch.





(1) Start facing the aggressor in the basic warrior stance. The aggressor executes a rear hand punch by extending their right arm toward your face.

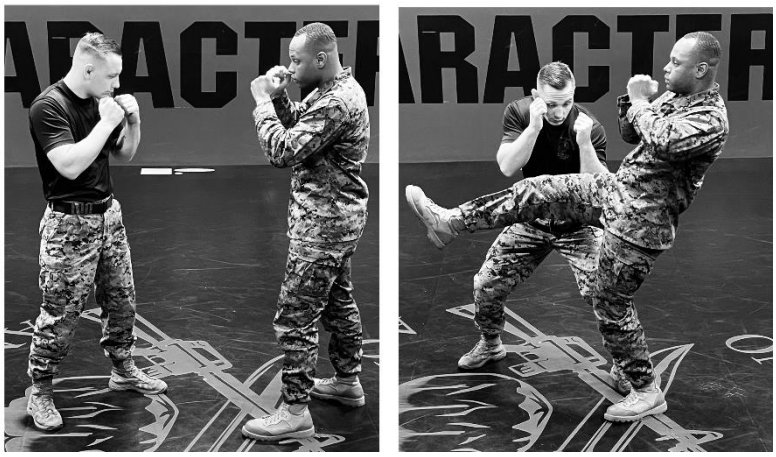
(2) Execute a forward left angle of movement, moving in toward the aggressor at approximately a 45 degree angle. Ensure your left foot is forward with your toe pointing toward the aggressor.

(3) At the same time, block the aggressor's right arm with the meaty portion of your left forearm. Do not over extend your arm and reach for the block.

(4) Execute at least three effective follow-on techniques to the aggressor's vulnerable target areas to end the fight.

(5) Return to the basic warrior stance.

b. **Counter to a Rear Leg Kick**. The counter to a rear leg kick is used when the aggressor throws a push kick with their rear leg.



(1) Start facing the aggressor in the basic warrior stance. The aggressor executes a push kick by extending their right leg above waist level.

(2) Execute a forward left angle of movement, moving in toward the aggressor at approximately a 45 degree angle. Ensure your left foot is forward with your toe pointing toward the aggressor.

(3) At the same time, block the aggressor's right leg with the meaty portion of your left forearm. Do not bend down or reach for the block. If the kick is below your waist, keep your hands up while you move out of the way of the attack.

(4) Execute at least three effective follow-on techniques to the aggressor's vulnerable target areas to end the fight.

(5) Return to the basic warrior stance.

4. PRACTICE

INSTRUCTOR NOTE: Fault check student proficiency and safety.

TRANSITION: We have learned counters to strikes, are there any questions? Every Marine must also maintain personal readiness.

5. TIE-IN (PERSONEL READINESS). The Marine Corps prides itself on being the Nation's force in readiness. This continual state of mission readiness demands around-the-clock vigilance by all Marines everywhere. Commitment to readiness requires attention beyond just developing our war fighting skills; it requires each of us be personally ready for whatever we are asked to do. Just as readiness within the Marine's unit must be maintained, so must the Marine's personal matters. Personal, family, and unit readiness are absolutely essential components of mission readiness.

a. **Need for Personal Readiness**. Personal readiness refers to an individual Marine's organization and preparedness for daily living. Family readiness is an extension of personal readiness to include the wider circle of a Marine's family members. Unit readiness includes manpower, training, and equipment factors. Taken together, these three, personal, family, and unit readiness contribute to overall readiness to meet any mission requirement.

(1) Clearly, unit readiness requirements are constant, but why are personal and family readiness such key components of making the Marine Corps "the Nation's force in readiness?" Because when personal affairs are in order, Marines and their commanders can fully focus on the mission. While no amount of planning can provide for every eventuality, careful preparation in these areas will significantly reduce distractions, allowing the Marine's full attention to the military matters at hand. Distracted Marines can be a burden on their command and a danger to themselves and fellow Marines.

(2) Marines whose personal affairs are not in order will place an administrative and leadership burden on a command. This is not the same as taking the time to help a Marine who has an unforeseen problem. This is the Marine who through neglect creates problems that take the leaders time and focus away from the mission. In a worse case scenario this Marine's problems may become so severe he becomes combat ineffective and is as useless to the unit as if he had become a battle casualty.

(3) If you recognize the need for personal and family readiness early on and reinforce it in everything you do, then readiness will become automatic. All Marines must understand the components of personal and family readiness to ensure proper preparedness for themselves and their Marines.

b. **Areas of Personal Readiness**. The following are six general areas of personal affairs readiness concerns.

(1) Administrative Issues. This involves your personal administrative matters and include, annual audit of your military records and records updates as needed such as RED, SGLI, BAQ/VHA applications and allotments. In addition, Marines with dependents will also need to consider the following: ID cards, DEERS enrollments, dental plan enrollments, Family Care Plan

(for single Marines with minor children, or those with military spouses and minor children), and additional allotments.

(2) Legal Issues. This area applies if you are single or married and include, wills (you and spouses), powers of attorney (both general and special), federal and state tax filing requirements, single parent and joint household plan for children, and estate planning.

(3) Financial Issues. These include building a good budget that is financially fit by taking charge of your credit, car buying, renting or buying a home, and insurance. If married, the Marine should involve their spouse in this financial planning. Decide on the best way for bill-paying. Will the method used to pay bills while in garrison continue to work when the Marine is deployed? What arrangements can be made for bill-paying during extended training, school, or deployment conditions? Discuss the value of a good credit record. If married, who handles these arrangements? Acknowledge and consider that there are many categories of pay adjustments and recognize they can become complicated. This just further magnifies the importance of advanced planning and financial readiness.

(4) Medical/Dental Readiness Issues. Missing or incomplete records cause an administrative burden and hinder proper treatment. Missed appointments do the same. For family members this can be aggravated by failure to enroll dependents in the DEERS system and the Tri-care program.

(5) Support Programs. Educate yourself and your Marines concerning the various support programs available to assist the individual Marine and family members as part of the readiness program. These include the unit Family Readiness Officer (FRO), Chaplain, Base and Station Family Service Center (FSC), Key Volunteer Network, Exceptional Family Member Program (EFMP), Navy Marine Corps Relief Society (NMCRS), American Red Cross (ARC), United Service Organization (USO), Navy Mutual Aid Society, and federal, state and local Human Service agencies.

(6) Practical Issues. This section covers a wide variety of practical matters often overlooked. Your own experience, combined with a review of readiness checklists, should serve to highlight the most important considerations for your situation. Discuss storage of important papers such as wills, insurance papers, deeds, birth certificates, marriage certificates, etc. Proper storage may be in a desk drawer, file cabinet, fireproof container, or safe deposit box. Discuss unit plans for vehicle and personal property storage. Emphasize the advantage of always having a back-up plan. Stress how important it is for Marines to review with their spouse the matters noted above and those following.

TRANSITION: We have discussed personal readiness, are there any questions?

SUMMARY (10 MIN)

During this period of instruction we have covered counters to strikes and personal readiness. I am now confident you will be able to use these techniques to gain the tactical advantage in a fight.

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LESSON PLAN

COUNTERS TO CHOKES AND HOLDS

MCCS-TAN-1010

TAN BELT

UNITED STATES MARINE CORPS

MARTIAL ARTS CENTER OF EXCELLENCE
THE BASIC SCHOOL
24191 GILBERT ROAD
QUANTICO, VIRGINIA 22134

INSTRUCTOR PREPARATION GUIDE

LESSON TITLE: Counters to Chokes and Holds

LESSON DESIGNATOR: MCCS-TAN-1010

TOTAL LESSON TIME: 1 hour 45 minutes

REFERENCES: MCO 1500.59_
NAVMC 3500.41_
MCRP 3-02_

PERSONNEL REQUIRED: One instructor and assistants

FACILITIES: Soft footed training area

REVIEW COURSE MATERIALS:

- Review Lesson Plan

ADD PERSONALIZATION:

- Personalize the lesson by adding subject matter detail, personal experiences, examples, and questions.

MATERIALS/EQUIPMENT:

- Mouthpiece

SETUP AND PLANNING:

- Reserve Training Area
- Conduct Rehearsals

INTRODUCTION (5 MIN)

1. GAIN ATTENTION. An effective choke can render you unconscious in eight to thirteen seconds. A hold will allow your aggressor to control you and thus remove your ability to attack. It is important to be able to free yourself from chokes and holds so you can counter with an attack and end the fight. Just as Marines before us, we must possess the ability to adapt and operate in hostile environments in order to accomplish our mission.

2. OVERVIEW. Good morning, my name is _____. This lesson will cover counters to chokes and holds and a warrior study.

3. POSITIONS

INSTRUCTOR NOTE: Assign demonstration and practice positions. Ensure students have enough space, and can see and hear the instructor.

4. SAFETY. To prevent injury, ensure the following:

a. Start slowly and increase speed with proficiency.

b. Never execute techniques at full force or full speed.

c. Techniques will be performed on a soft-footed area.

d. Apply slow, steady pressure until the aggressor taps out. Aggressor will tap out when they become uncomfortable. They may tap the deck, tap themselves, tap the Marine, or verbally say "tap-tap-tap." The Marine must immediately release the pressure when the aggressor taps out.

e. Never hold a choke for more than five seconds in training. The aggressor should never become light headed.

f. Do not apply pressure to the trachea during training.

g. Students being thrown will execute proper break falls.

TRANSITION. Now that you know what will be covered are there any questions? Let's discuss the purpose of counters to chokes and holds.

BODY (90 MIN)

1. EXPLAIN

a. **Purpose.** The purpose of counters to chokes and holds is to remove you from the choke or hold in order to counter attack and gain the tactical advantage.

b. **Principles.** The principles for counters to chokes and holds are clear the airway and tuck the chin.

(1) Clear the Airway**.** The first step in any counter to a choke is to clear your airway by forcefully pulling the aggressor's arms down with your hands. Failure to clear the airway can result in unconsciousness in 8 to 13 seconds.

(2) Tuck The Chin**.** Once your airway is clear, tuck your chin to prevent the aggressor from re-applying the choke. Keep your chin tucked throughout the entire technique.

c. **Fundamentals**. The fundamentals for counters to chokes and holds are timing, balance, and distractors.

(1) Timing. The counter must be performed immediately when the aggressor begins to grab you. Hesitating will allow the aggressor to gain more control and prevent you from countering.

(2) Balance. Lower your center of mass and widen your stance to prevent yourself from becoming off-balance. Maintain your balance while you throw the aggressor off-balance to allow you to drive him to the deck.

(3) Distractors. Use strikes to damage or distract the aggressor and loosen his grasp. Distractors may be used at any point in the technique to help you execute the counter. Strikes to the face and groin are particularly effective and may cause the aggressor to immediately release his grasp.

2. DEMONSTRATE

INSTRUCTOR NOTE: Demonstrate only one technique at a time. Do not explain the steps or open the class for questions.

INTERIM TRANSITION: Go to practice position one.

3. IMITATE

a. **Counter to the Rear Choke**. The counter to a rear choke is used when the aggressor approaches from the rear and puts his right arm around your throat.








(1) Start with the aggressor standing behind you and placing you in a rear choke with their right arm.

(2) Clear the airway by grabbing the aggressor's wrist and forearm with both hands and forcefully pulling down. Once the airway is clear, tuck your chin to protect your airway and insert your left shoulder into your aggressors hold by placing your left shoulder by your left ear to prevent the aggressor from re-applying the choke.

(3) At the same time, drop your body weight down and step out with your right leg. This places you more to the aggressor's right side and makes space for your left foot to step through.

(4) Step behind the aggressor's right leg with your left foot. Keep your legs bent in a stable squatting position and make contact on the aggressor with your left hip. Place your hips lower than the aggressor's hips so you can easily maintain your balance while off-balancing the aggressor.

(5) Turn forcefully to the left and strike the aggressor's torso with your left elbow. The aggressor should fall to his back or side causing him to lose his grip.

(6) Return to the basic warrior stance.

b. **Counter to the Rear Bear Hug.** The counter to a rear bear hug is used when the aggressor approaches from the rear and grasps around your arms.



(1) Start with the aggressor standing behind you and placing you in a rear bear hug with both of your arms included in his grasp.

(2) Break the aggressor's grip by flaring your elbows and hook his arms with your hands to prevent them from slipping up into a choke. Maintain control of the aggressor's arms.

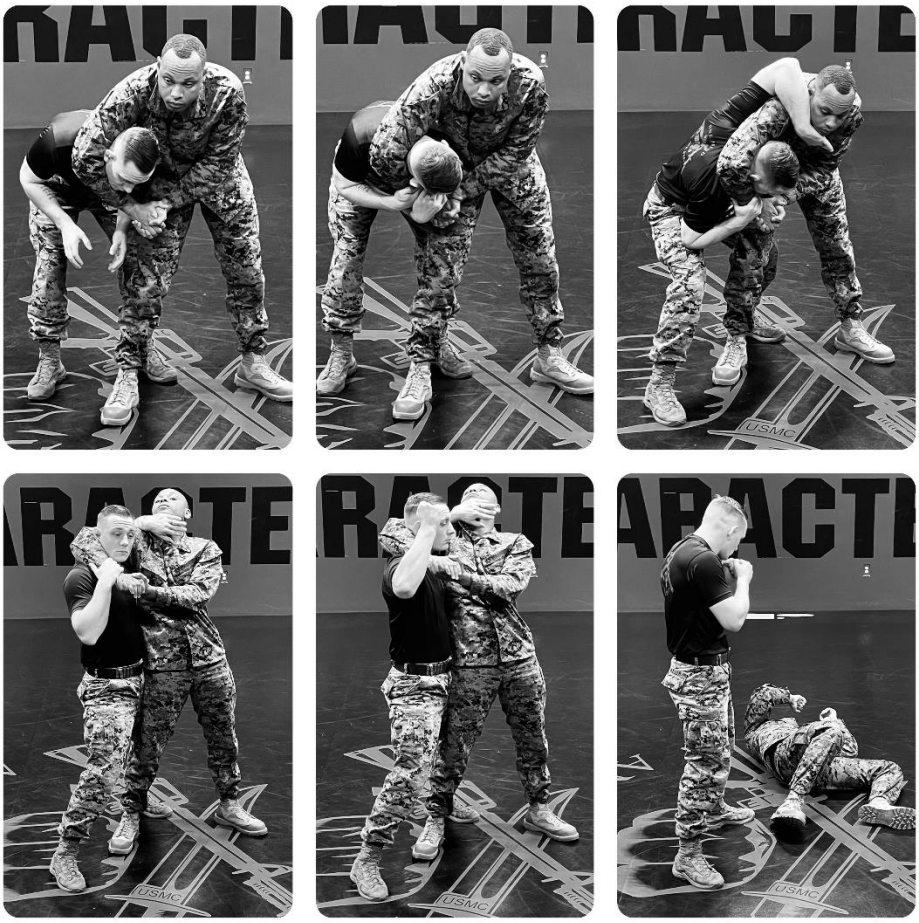
(3) At the same time, drop your body weight down and step out with your right leg. This places you more to the aggressor's right side and makes space for your left foot to step through.

(4) Step behind the aggressor's right leg with your left foot. Keep your legs bent in a stable squatting position and make contact on the aggressor with your left hip. Place your hips lower than the aggressor's hips so you can easily maintain your balance while off-balancing the aggressor.

(5) Turn forcefully to the left and strike the aggressor's torso with your left elbow. The aggressor should fall to his back or side causing him to lose his grip.

(6) Return to the basic warrior stance.

c. **Counter to the Rear Headlock.** The counter to a rear headlock is used when the aggressor approaches from the rear and puts his right arm around your neck, bending you forward and locking your head against his hip.



(1) Start with the aggressor standing behind you and placing you in a rear headlock with his right arm.

(2) Clear the airway by grabbing the aggressor's wrist and forearm with both hands and forcefully pulling down. Once the airway is clear, tuck your chin to protect your airway and insert your left shoulder into your aggressors hold by placing your left shoulder by your left ear to prevent the aggressor from re-applying the choke.

(3) Take a 12-15 inch step forward with your right foot to off balance the aggressor and reach over his right shoulder with your left hand. Grab any part of the aggressor's face with your left hand and pull back while rising to a standing position.

(4) Turn forcefully to the left and execute a hammer fist strike the aggressor's face, throat, or torso with your right hand. The aggressor should fall to his back or side causing him to lose his grip.

(5) Return to the basic warrior stance.

4. PRACTICE

INSTRUCTOR NOTE: Fault check student proficiency and safety.

TRANSITION: We have learned counters to chokes and holds, are there any questions? We will now discuss _____.

5. WARRIOR STUDY

INSTRUCTOR NOTE: Present a warrior study of your choice to the class. Ensure to tie-in the disciplines of MCMAP, core values, and leadership characteristics.

TRANSITION: We have discussed _____, are there any questions?

SUMMARY (10 MIN)

During this period of instruction we have covered counters to chokes and holds and a warrior study. I am now confident you will be able to use these techniques to gain the tactical advantage in a fight.

INSTRUCTOR NOTE: Provide follow-on instructions.

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LESSON PLAN

UNARMED MANIPULATIONS

MCCS-TAN-1011

TAN BELT

UNITED STATES MARINE CORPS

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THE BASIC SCHOOL
24191 GILBERT ROAD
QUANTICO, VIRGINIA 22134

INSTRUCTOR PREPARATION GUIDE

LESSON TITLE: Unarmed Manipulations

LESSON DESIGNATOR: MCCS-TAN-1011

TOTAL LESSON TIME: 1 hour 45 minutes

REFERENCES: MCO 1500.59_
NAVMC 3500.41_
MCRP 3-02_

PERSONNEL REQUIRED: One instructor and assistants

FACILITIES: Soft footed training area

REVIEW COURSE MATERIALS:

- Review Lesson Plan

ADD PERSONALIZATION:

- Personalize the lesson by adding subject matter detail, personal experiences, examples, and questions.

MATERIALS/EQUIPMENT:

- Mouthpiece

SETUP AND PLANNING:

- Reserve Training Area

Conduct Rehearsal

INTRODUCTION (5 MIN)

1. GAIN ATTENTION. We have learned many martial arts techniques intended to kill an aggressor. In many situations, Marines must be able to handle a situation without resorting to deadly force. These actions include the martial art techniques of unarmed manipulation. Marines must be prepared to act appropriately in any given situation. This also includes appropriate behavior within the chain of command to prevent fraternization.

2. OVERVIEW. Good morning, my name is _____. This lesson will cover unarmed manipulations and fraternization.

3. POSITIONS

INSTRUCTOR NOTE: Assign demonstration and practice positions. Ensure students have enough space, and can see and hear the instructor.

4. SAFETY. To prevent injury, ensure the following:

a. Start slowly and increase speed with proficiency.

b. Never execute techniques at full force or full speed.

c. Techniques will be performed on a soft-footed area.

d. Apply slow, steady pressure until the aggressor taps out. Aggressor will tap out when they become uncomfortable. They may tap the deck, tap themselves, tap the Marine, or verbally say "tap-tap-tap." The Marine must immediately release the pressure when the aggressor taps out.

e. Students being thrown will execute proper break falls.

TRANSITION. Now that you know what will be covered are there any questions? Let's discuss the purpose of unarmed manipulations.

BODY (90 MIN)

1. EXPLAIN

a. **Purpose.** The purpose of unarmed manipulations is to control the aggressor and gain compliance without using deadly force.

b. **Principles.** The principles for unarmed manipulations are the use of force, isolation, and overload.

(1) Use of Force. You will not always need to use deadly force when confronted with an aggressor. Peacekeeping and humanitarian operations require you to operate within the continuum of force. In these scenarios the aggressor does not actively attack you and the threat remains low, but he continues to openly defy verbal commands. You will need to control the

aggressor, gain compliance, and deescalate the situation without causing serious bodily harm or death.

(2) Isolation. You must isolate the aggressor's extremity and the joint being manipulated by forcefully pulling it away from their body and holding it tight to your body.

(3) Overload. Overload the isolated joint by applying pressure to gain compliance. Hinge joints are overloaded in the direction the joint will not bend. Ball and socket joints are overloaded beyond the joint's natural range of motion.

c. **Fundamentals**. The fundamentals for unarmed manipulations are control, leverage, and distractors.

(1) Control. Control the aggressor's center of mass and weight distribution to allow you to keep them in a vulnerable position long enough for the technique to be effective.

(2) Leverage. You will use the aggressor's extremity as a lever to increase the force on the joint. Leverage will allow you to control any aggressor of any size.

(3) Distractors. Strikes may be used at any point in the technique to distract the aggressor and help you gain control. Distractors do not need to be executed at full force to be effective, and should target soft tissue areas to avoid causing serious bodily harm.

2. DEMONSTRATE

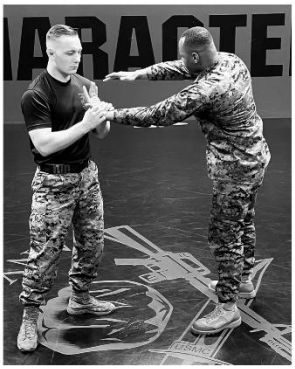
INSTRUCTOR NOTE: Demonstrate only one technique at a time. Do not explain the steps or open the class for questions.

INTERIM TRANSITION: Go to practice position one.

3. IMITATE

a. **Basic Wristlock Takedown**. The basic wristlock takedown applies pressure to the aggressor's wrist to take him to the deck and gain control of the aggressor.







(1) Begin with the aggressor placing his hands on your collar/shoulders. Take a step back with your left leg and ensure your body is facing to the left.

(2) Grab the aggressor's left hand with your right hand by placing your thumb on the back of his hand hooking your fingers across the fleshy part of his palm, below the thumb.

(3) Pull the aggressor’s left hand to your chest.
Rotate the aggressor’s hand so his palm is facing him and his fingers point skyward. Keep his hand tight to your chest to fully control him and gain leverage.

(4) Bring your left hand up to join your right hand. Ensure both of your thumbs are on the back of the aggressor’s hand and your fingers are across his palm.

(5) Apply pressure downward on the back of the aggressor’s hand to rotate and twist the wrist outboard.

(6) At the same time, pivot on the ball of your left foot and step back with your right foot, quickly turning to your right to take the aggressor to the ground.

(7) Continue to apply pressure on the wrist as the aggressor lands on his back with his arm straight in the air.

(8) Maintaining control of the aggressor's wrist and pull your aggressors arm towards the sky forcing the aggressor on his side.

(9) Place your left shin on the aggressors left latissimus dorsi (lat). Apply downward pressure with your left shin until pain compliance is achieved.

INSTRUCTOR NOTE: Ensure students apply slow steady pressure.

b. **Reverse Wristlock**. The reverse wristlock applies pressure to the aggressor's wrist to gain control of the aggressor.



(1) Begin with the aggressor placing his hands on your collar/shoulders.

(2) Grab the aggressor's right hand with your right hand by placing your palm on the back of the aggressor's right hand and wrapping your fingers across the fleshy part of his palm, below his little finger.

(3) Pull the aggressor's right hand to your chest.
Rotate the aggressor's hand to the right so his palm faces left. Keep his hand tight to your chest to fully control him and gain leverage.

(4) Bring your left hand up to join your right hand. Ensure both of your thumbs are across the aggressor's first knuckle and your fingers are across the fleshy part of his palm, below his little finger.

(5) Apply downward pressure on the aggressor's hand, mimicking a praying motion.

(6) Step back with your right foot to maintain better balance and lean forward to use your body weight to add additional pressure to the joint.

INSTRUCTOR NOTE: Ensure students apply slow steady pressure.

c. **Armbar Takedown.** The armbar takedown applies pressure to the aggressor's elbow to take him to the deck and gain control of the aggressor.








(1) Begin facing the aggressor in a static stance.

(2) Step outside the aggressor's right foot with your left foot and grab his right wrist with your right hand.

(3) Off-balance the aggressor by pulling his right wrist across your body toward your right hip.

(4) Pivot on your left foot and step out with your right so you face the same direction as the aggressor. Your left foot must be forward of your right foot.

(5) Apply downward pressure on or slightly above the aggressor's elbow with your left wristbone perpendicular to the aggressor's arm. Maintain control of the aggressor's wrist by keeping it locked between your hip and armpit.

(6) Drive the aggressor to the deck by applying downward pressure on the elbow, pulling up on the aggressor's wrist, and dropping your body weight.

(7) Place your left knee at or slightly above the aggressor's right elbow to maintain control. Ensure the aggressor's thumb is facing towards the deck.

4. PRACTICE

INSTRUCTOR NOTE: Fault check student proficiency and safety.

TRANSITION: We have learned unarmed manipulations, are there any questions? We will now discuss fraternization.

5. TIE-IN (FRATERNIZATION). Fraternization is the term used to describe improper personal and business relationships among Marines of different ranks or positions. When contact and relationships exceed these standards and become those of "buddies" or peers, then fraternization exists. Look at the facts and circumstances of each case and ask the following questions.

a. **Marine Corps Policy.** The Marine Corps policy regarding fraternization is the product of naval service customs. The Marine Corps specifically, and military society in general, has historically imposed social constraints on personal relationships between individuals of different rank, grade, or position. Fraternization in any form is a violation of Marine Corps regulations, specifically articles 92, 133, and 134 of the Uniform Code of Military Justice (UCMJ).

b. **Purpose**. Fraternization rules date back to the time of the Roman army. The purpose of such constraints is to:

(1) Maintain good order and discipline.

(2) Promote relationships of mutual respect and confidence between juniors and seniors.

(3) Prevent adverse impact upon a junior's response to orders, the senior's exercise of command, or the perception of others regarding the senior's impartiality.

(4) Preserve the integrity of the chain of command.

c. **Indicators**. The key issue is whether a relationship has developed in which mutual respect of grade is ignored. Relationships within the same chain of command are the most obvious, but there is no such requirement. Normal relationships between Marines within the same grade are not normally considered fraternization; however, some instructor-student relationships would be considered fraternization.

(1) Is there a compromise of the chain of command?

(2) Is there an appearance of partiality? Perception is as important as reality.

(3) Is there a potential for good order, discipline, morale, or authority to be undermined?

d. **Responsibilities.** The responsibility for maintaining the customary and traditional standards of conduct lies with the senior. The line between acceptable conduct and fraternization will not be crossed unless the senior allows it to happen.

(1) The leader must be careful to avoid even the perception of fraternization without destroying the fraternal bond between Marines of all grades.

(2) Educate your Marines about both the Marine Corps policy on fraternization and the reasons behind it. If we expect our Marines to respect us, there can't be even the hint of favoritism.

(3) Additionally, we must demand an obedience to lawful orders that is unhesitating. If the chain of command is allowed to be weakened by a lax attitude toward fraternization, we will not be able to depend on discipline when it counts the most.

INSTRUCTOR NOTE: Instructors may enhance this tie-in with additional material in Appendix A, Guided Discussion 5.

TRANSITION: We have discussed fraternization, are there any questions?

SUMMARY (10 MIN)

During this period of instruction we have covered unarmed manipulations and fraternization. I am now confident you will be able to use these techniques to gain control of an aggressor.

INSTRUCTOR NOTE: Provide follow-on instructions.

UNITED STATES MARINE CORPS
MARTIAL ARTS CENTER OF EXCELLENCE
THE BASIC SCHOOL
24191 GILBERT ROAD
QUANTICO, VIRGINIA 22134

LESSON PLAN

ARMED MANIPULATION

MCCS-TAN-1012

TAN BELT

UNITED STATES MARINE CORPS

MARTIAL ARTS CENTER OF EXCELLENCE
THE BASIC SCHOOL
24191 GILBERT ROAD
QUANTICO, VIRGINIA 22134

INSTRUCTOR PREPARATION GUIDE

LESSON TITLE: Armed Manipulation

LESSON DESIGNATOR: MCCS-TAN-1012

TOTAL LESSON TIME: 2 hour 30 minutes

REFERENCES: MCO 1500.59_
NAVMC 3500.41_
MCRP 3-02_

PERSONNEL REQUIRED: One instructor and assistants

FACILITIES: Soft footed training area

REVIEW COURSE MATERIALS:
- Review Lesson Plan

ADD PERSONALIZATION:
- Personalize the lesson by adding subject matter detail, personal experiences, examples, and questions.

MATERIALS/EQUIPMENT:
- Mouthpiece
- Rifle

SETUP AND PLANNING:
- Reserve Training Area
- Conduct Rehearsal

INTRODUCTION (5 MIN)

1. GAIN ATTENTION. A Marine is taught to keep their weapon with them at all times. Marines must constantly be aware of their surroundings because someone may attempt to take their weapon at any time. Just as Marines before us, we must possess the ability to adapt and operate in hostile environments in order to accomplish our mission.

2. OVERVIEW. Good morning, my name is _____. This lesson will cover armed manipulations and a warrior study.

3. POSITIONS

INSTRUCTOR NOTE: Assign demonstration and practice positions. Ensure students have enough space, and can see and hear the instructor.

4. SAFETY. To prevent injury, ensure the following:

a. Start slowly and increase speed with proficiency.

b. Never execute techniques at full force or full speed.

c. Techniques will be performed on a soft-footed area.

d. Before training with firearms, unload and show clear.

e. When handling firearms, the weapons safety rules apply.

(1) Treat every weapon as if it were loaded.

(2) Never point a weapon at anything you do not intend to shoot.

(3) Keep your finger straight and off the trigger until you are ready to fire.

(4) Keep your weapon on "safe" until you intend to fire.

TRANSITION. Now that you know what will be covered are there any questions? Let's discuss the purpose of armed manipulations.

BODY (105 MIN)

1. EXPLAIN

a. **Purpose.** The purpose of armed manipulations is to retain your weapon and gain compliance of the aggressor. Blocking techniques are used to stop an attack.

b. **Principles.** The principles for armed manipulations are retention, blocking, and follow-on techniques.

(1) Retention. If an aggressor grabs your weapon, you must quickly retain your weapon and gain compliance. These techniques can be used with either the rifle or the shotgun, from the basic warrior stance or modified port arms.

(2) Blocking. Blocking techniques may be executed from the basic warrior stance or modified port arms. The preferred grip for blocks is to hold the weapon at the small of the stock. If the technique is executed while holding onto the pistol grip, the blocking surface of the weapon is reduced and there is a greater chance of injury to the hand.

(3) Follow-On Techniques**.** In a combat engagement you should follow-on with a thrust, slash, or buttstroke to kill the aggressor. In a non-lethal scenario you must operate within the continuum of force. You will not always need to use deadly force.

c. **Fundamentals**. The fundamentals for armed manipulations are control, timing, and distractors.

(1) Control. Maintain positive control of your weapon to prevent the aggressor from taking it. Keep a strong grip on the weapon and hold it tight to your body where you have more power.

(2) Timing. The counter must be performed immediately when the aggressor begins to grab your weapon. Hesitating will allow the aggressor to gain more control and prevent you from countering.

(3) Distractors. Use strikes to damage or distract the aggressor and loosen his grasp. Distractors may be used at any point in the technique to help you execute the counter. Strikes to the face and groin are particularly effective and may cause the aggressor to immediately release his grasp.

2. DEMONSTRATE

INSTRUCTOR NOTE: Demonstrate only one technique at a time. Do not explain the steps or open the class for questions.

INTERIM TRANSITION: Go to practice position one.

3. IMITATE

a. **Counter to the Muzzle Grab**. This technique is used when an aggressor grabs the muzzle of your rifle.







(1) Start facing the aggressor in the port arms position. The aggressor grabs the muzzle of your weapon with either hand.

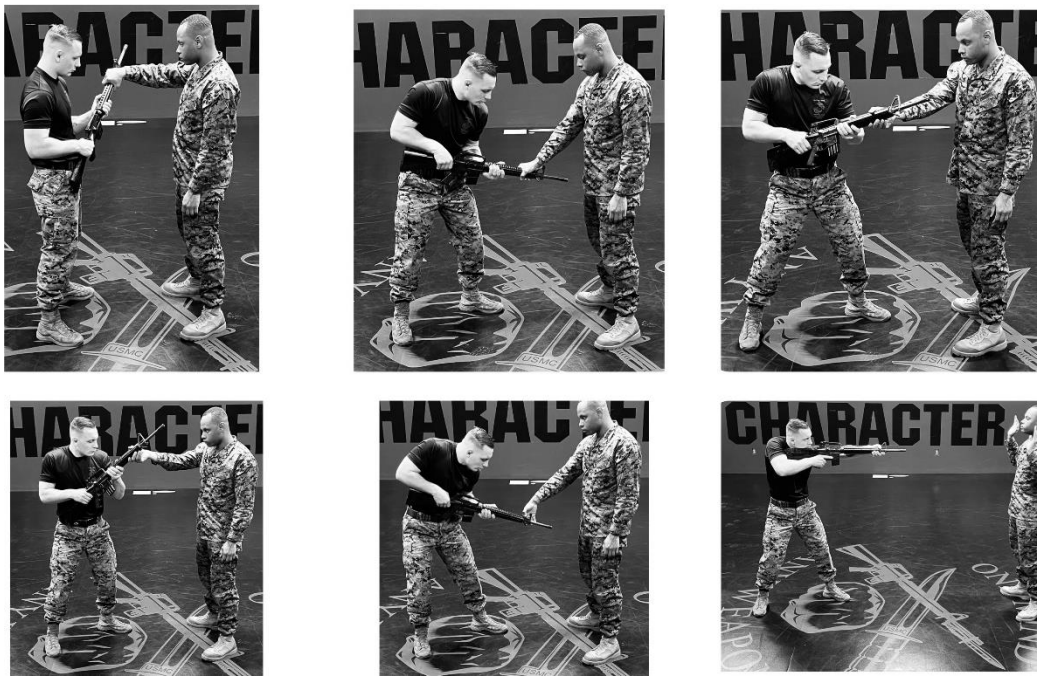
(2) Forcefully rotate the muzzle in a circular motion towards the aggressor's thumb and then slash downward to release his grip.

(3) At the same time, step back with your right foot to increase your leverage and balance.

(4) When the aggressor releases the weapon, step back to increase the distance between you and the aggressor.

(5) Transition to the ready carry and aim in on the aggressor.

b. **Counter to the Over-Hand Grab**. This technique is used when an aggressor grabs the hand guards of your rifle palm down.



(1) Start facing the aggressor in the port arms position. The aggressor grabs the hand guards of your weapon with either hand palm down.

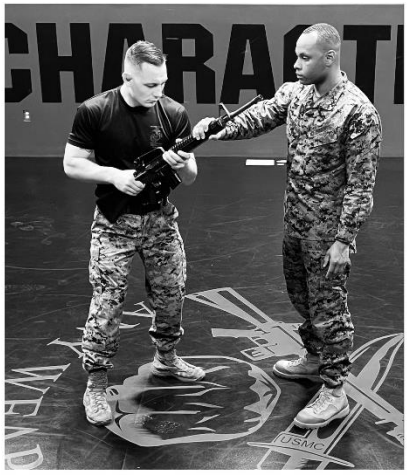
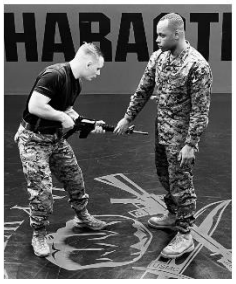
(2) Just as in the muzzle grab, forcefully rotate the muzzle in a circular motion towards the aggressor's thumb and then slash downward to release his grip.

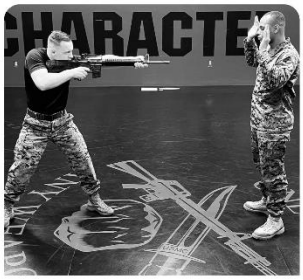
(3) At the same time, step back with your right foot to increase your leverage and balance.

(4) When the aggressor releases the weapon, step back to increase the distance between you and the aggressor.

(5) Transition to the ready carry and aim in on the aggressor.

b. **Counter to the Under-Hand Grab**. This technique is used when an aggressor grabs the hand guards of your rifle palm up.



(1) Start facing the aggressor in the port arms position. The aggressor grabs the hand guards of your weapon with either hand palm up.

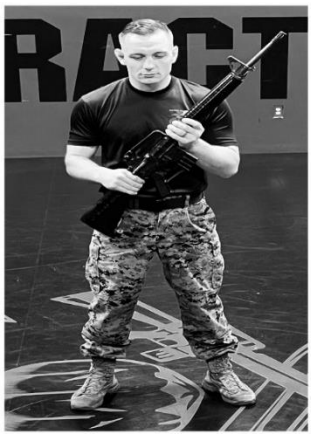
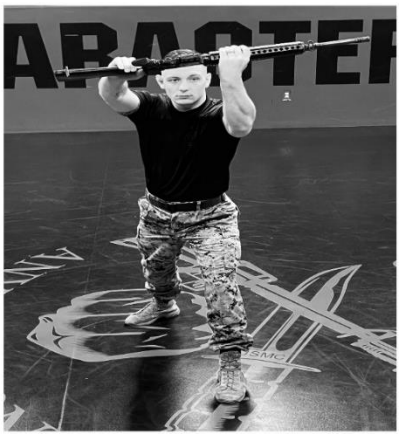
(2) Just as in the muzzle grab, forcefully rotate the muzzle in a circular motion towards the aggressor's thumb and then slash downward to release his grip.

(3) At the same time, step back with your right foot to increase your leverage and balance.

(4) When the aggressor releases the weapon, step back to increase the distance between you and the aggressor.

(5) Transition to the ready carry and aim in on the aggressor.

d. **High Block**. A high block is executed against a vertical attack coming from high to low.

(1) Begin in the port-arms position.

(2) Step forward with your lead foot and forcefully thrust your arms up at approximately a 45-degree angle from your body. The weapon should be over the top of your head, parallel to the deck.

(3) Ensure the weapon is over the head to block a blow to your head, with the pistol grip and magazine facing the attack.

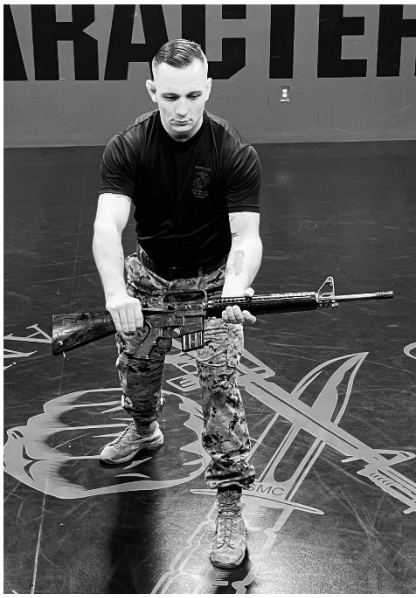
(4) The elbows are bent but there is enough muscular tension in the arms to absorb the impact.

(5) Left hand grip will be firm on the hand guards. Hand positions and grip should not change from port arms.

(6) Return to port-arms position.

e. **Low Block**. A low block is executed against a vertical attack coming from low to high.





(1) Begin in the port-arms position.

(2) Step forward with your lead foot and forcefully thrust your arms down at approximately a 45-degree angle from your body. The weapon should be at or below your waist, parallel to the deck.

(3) The elbows are bent but there is enough muscular tension in the arms to absorb the impact.

(4) Return to port-arms position.

f. **Mid Block**. A mid-block is executed against a linear/straight attack coming directly toward you.



(1) Begin in the port-arms position.

(2) Step forward with your lead foot and forcefully thrust your arms straight out from your body. The weapon should be held at a position similar to "present arms."

(3) The elbows are bent but there is enough muscular tension in the arms to absorb the impact.

(4) Return to port-arms.

g. **Left Block**. A left block is executed against a horizontal buttstroke or a slash.



(1) Begin in the port-arms position.

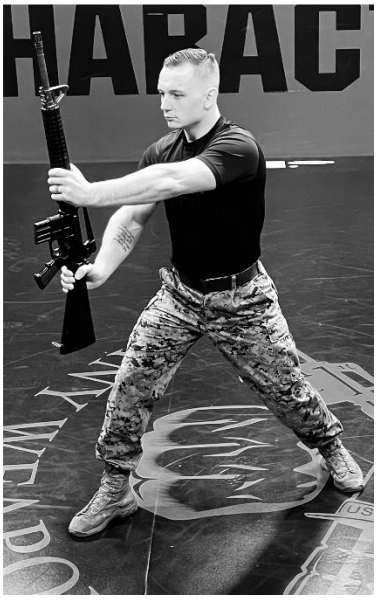
(2) Step forward-left, at a 45-degree angle and forcefully thrust your arms to the left, holding the rifle vertically in the direction of the attack.

(3) The elbows are bent but there is enough muscular tension in the arms to absorb the impact.

(4) Return to port-arms position.

h. **Right Block**. A right block is executed against a horizontal buttstroke or a slash.





(1) Begin in the port-arms position.

(2) Step forward-right, at a 45-degree angle and forcefully thrust your arms to the right, holding the rifle vertically in the direction of the attack.

(3) The elbows are bent but there is enough muscular tension in the arms to absorb the impact.

(4) Return to port-arms position.

4. PRACTICE

INSTRUCTOR NOTE: Fault check student proficiency and safety.

TRANSITION: We have learned armed manipulations, are there any questions? We will now discuss _____.

5. WARRIOR STUDY

INSTRUCTOR NOTE: Present a warrior study of your choice to the class. Ensure to tie-in the disciplines of MCMAP, core values, and leadership characteristics.

TRANSITION: We have discussed _____, are there any questions?

SUMMARY (10 MIN)

During this period of instruction we have covered armed manipulations and a warrior study. I am now confident you will be able to use these techniques to gain control of an aggressor.

INSTRUCTOR NOTE: Provide follow-on instructions.

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LESSON PLAN

KNIFE TECHNIQUES

MCCS-TAN-1013

TAN BELT

UNITED STATES MARINE CORPS

MARTIAL ARTS CENTER OF EXCELLENCE
THE BASIC SCHOOL
24191 GILBERT ROAD
QUANTICO, VIRGINIA 22134

INSTRUCTOR PREPARATION GUIDE

LESSON TITLE: Knife Techniques

LESSON DESIGNATOR: MCCS-TAN-1013

TOTAL LESSON TIME: 1 hour 30 minutes

REFERENCES: MCO 1500.59_
NAVMC 3500.41_
MCRP 3-02_

PERSONNEL REQUIRED: One instructor and assistants

FACILITIES: Soft footed training area

REVIEW COURSE MATERIALS:

- Review Lesson Plan

ADD PERSONALIZATION:

- Personalize the lesson by adding subject matter detail, personal experiences, examples, and questions.

MATERIALS/EQUIPMENT:

- Mouthpiece
- Training Knives

SETUP AND PLANNING:

- Reserve Training Area
- Conduct Rehearsal

INTRODUCTION (5 MIN)

1. GAIN ATTENTION. All Marines must be trained and prepared to use a knife should the situation arise. Knife fighting is a violent engagement likely resulting in death. When armed with a knife, the Marine must use it responsibly. We also need to act responsibly off duty by practicing sexual responsibility.

2. OVERVIEW. Good morning, my name is _____. This lesson will cover knife techniques and sexual responsibility.

3. POSITIONS

INSTRUCTOR NOTE: Assign demonstration and practice positions. Ensure students have enough space, and can see and hear the instructor.

4. SAFETY. To prevent injury, ensure the following:

a. Start slowly and increase speed with proficiency.

b. Never execute techniques at full force or full speed.

c. Do not make contact on the aggressor with the weapon.

d. Conduct all practical application utilizing approved training gear.

TRANSITION. Now that you know what will be covered are there any questions? Let's discuss the purpose of knife techniques.

BODY (75 MIN)

1. EXPLAIN

a. **Purpose.** The purpose of knife techniques is to kill the aggressor or cause enough damage to stop his attack.

b. **Principles.** The principles for knife techniques are mindset, grip, stance, and movement.

(1) Mindset. When engaged, your mindset is a factor of success or failure. Mindset is the "mental trigger" during a defining moment that enables you to commit to an attack. You must have the superior mindset against the aggressor to succeed.

(2) Grip. Your grip on the knife should be a natural and relaxed hammer grip with enough strength to hold the weapon while maintaining dexterity. From this position, the blade of the knife is always facing the aggressor.

(3) Stance. The basic warrior stance is the foundation for knife techniques. The left arm will serve as a vertical shield protecting the head, neck, and torso. The weapon should be held at a level between the belt and chest, tight to the body to facilitate weapon retention.

(4) Movement. Movement is used to open up different target areas of the body and avoid the aggressor's strikes. Do not stand directly in front of the aggressor; they can rely on forward momentum to create the tactical advantage.

c. **Fundamentals**. The fundamentals for knife techniques are target areas and angles of attack.

(1) Target Areas. The objective in a knife fight is to attack vital target areas readily accessible such as the face, neck, torso, and groin. The extremities are secondary targets that are not immediately fatal, but will often open up fatal target areas, or become fatal if left unattended.

(2) Angles of Attack. There are six angles from which a knife attack can be launched: Vertically up or down, forward diagonal, reverse diagonal, forward horizontal, reverse horizontal, and a straight thrust.

2. DEMONSTRATE

INSTRUCTOR NOTE: Demonstrate only one technique at a time. Do not explain the steps or open the class for questions.

INTERIM TRANSITION: Go to practice position one.

3. IMITATE

a. **Vertical Slash**. Slashing techniques are used to cut the aggressor and/or open them up for follow-on techniques. Slashing distracts the aggressor or causes enough damage to get in close to the aggressor.



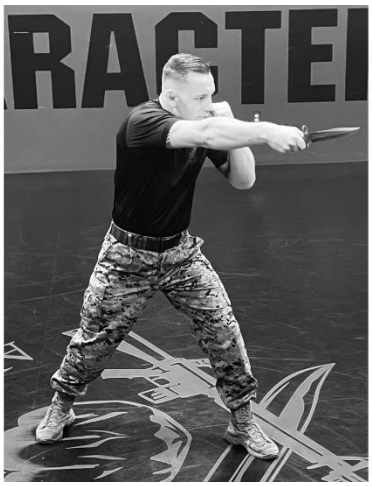
(1) Start facing the aggressor in the modified basic warrior stance.

(2) Thrust your right hand out and bring the weapon straight down on the aggressor.

(3) Continue dragging the knife down through the aggressor's body. Maintain contact on the aggressor's body with the blade of the knife. The slashing motion follows a vertical line straight down through the target.

(4) Return to the modified basic warrior stance.

b. **Vertical Thrust**. Thrusting techniques are more effective than slashing techniques because of the damage they can cause. The thrusting motion follows a vertical line straight up through the target.


(1) Start facing the aggressor in the modified basic warrior stance.

(2) Thrust your right hand toward the aggressor, inserting the knife blade straight into the target.

(3) Pull the knife out of the aggressor.

(4) Return to the modified basic warrior stance.

4. PRACTICE

INSTRUCTOR NOTE: Fault check student proficiency and safety.

TRANSITION: We have learned knife techniques, are there any questions? We will now discuss sexual responsibility.

5. TIE-IN (SEXUAL RESPONSIBILITY). As a warrior each Marine's conduct should always be above reproach. This includes our sexual relationships. The most important factor affecting your choices should be your moral foundation as a warrior. This is your character. During your development as a Marine, and as you learn martial arts, you should be strengthening

your character as well as your mind and body. You should understand what our core values are and put them into practice as part of your daily life. Like every other choice in life, you can choose to do the right or wrong thing. Let us discuss some of the values involved with our sexual conduct.

a. **Duty**. As a warrior your duty is to conduct yourself properly at all times. Our core values should guide your actions.

b. **Discipline**. For each Marine this is self-discipline by having the ability to control our actions and not give in to pressure. Have the discipline to practice safe sex, avoid promiscuity and take responsibility for your actions.

c. **Pride**. Having pride in yourself and the Marine Corps means remembering certain sexual conduct and practices can bring discredit upon the Marine Corps as well as shame and embarrassment to you and your family. This should always be a consideration when making important life decisions.

d. **Moral Courage**. Have the courage to be honest in your relationships. This includes the courage to take responsibility for your actions if your sexual relationship results in pregnancy or a sexually transmitted disease.

e. **Commitment**. Understand we have committed ourselves as Marines to do the right thing but if we make a mistake we admit to it and live with the consequences of our actions.

INSTRUCTOR NOTE: Instructors may enhance this tie-in with additional material in Appendix A, Guided Discussion 2.

TRANSITION: We have discussed sexual responsibility, are there any questions?

SUMMARY (10 MIN)

During this period of instruction we have covered knife techniques and sexual responsibility. I am now confident you will be able to use these techniques to kill the enemy if necessary.

INSTRUCTOR NOTE: Provide follow-on instructions.

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LESSON PLAN

WEAPONS OF OPPORTUNITY

MCCS-TAN-1014

TAN BELT

UNITED STATES MARINE CORPS

MARTIAL ARTS CENTER OF EXCELLENCE
THE BASIC SCHOOL
24191 GILBERT ROAD
QUANTICO, VIRGINIA 22134

INSTRUCTOR PREPARATION GUIDE

LESSON TITLE: Weapons of Opportunity

LESSON DESIGNATOR: MCCS-TAN-1014

TOTAL LESSON TIME: 30 minutes

REFERENCES: MCO 1500.59_
NAVMC 3500.41_
MCRP 3-02_

PERSONNEL REQUIRED: One instructor

FACILITIES: Soft footed training area

REVIEW COURSE MATERIALS:
- Review Lesson Plan

ADD PERSONALIZATION:
- Personalize the lesson by adding subject matter detail, personal experiences, examples, and questions.

MATERIALS/EQUIPMENT:
- None

SETUP AND PLANNING:
- Reserve Training Area
- Conduct Rehearsal

INTRODUCTION (5 MIN)

1. GAIN ATTENTION. On the battlefield, a Marine should be ready to use anything around him to serve as a weapon. Weapons of opportunity can be a stick, a club, a broken rifle, an e-tool, or even a belt. A Marine must always be able to adapt to his immediate situation and overcome any adversity.

2. OVERVIEW. Good morning, my name is _____. This lesson will cover weapons of opportunity.

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

4. METHOD/MEDIA. This lesson will be taught by the informal lecture method.

5. EVALUATION. This class is lesson purpose and will not be evaluated.

6. SAFETY/CEASE TRAINING. In the case of a fire alarm you will exit the classroom and the class commander will get a head count and report to the instructor.

TRANSITION. Now that you know what will be covered are there any questions? Let's discuss the purpose of weapons of opportunity.

BODY (15 MIN)

1. PURPOSE. The purpose of weapons of opportunity is to use anything on the battlefield to inflict maximum damage on the aggressor. This may mean throwing sand or liquid in an aggressor's eyes to temporarily impair his vision so that fatal damage can be done to his head with a rock, e-tool, helmet, or anything that is readily available to the Marine. In a confrontation, a Marine must use whatever it takes to win, or face the very real possibility of losing his life. Weapons of opportunity are classified into four categories:

a. **Long Weapons.** Long weapons are those whose length and/or weight require them to be held with two hands in order to be effectively employed. Long, straight weapons such as long tent poles, camouflage net poles, pioneer gear from vehicles such as a shovel, axe, pry bar, pick, or similar items should be employed in the same manner as a rifle and bayonet with a two handed grip.

b. **Short Weapons.** Short weapons are those whose length allows them to be held with one hand in order to be effectively employed. A short, straight weapon in the form of a stick such as an e-tool, tent stake, short tent pole, maintenance tools or smaller pieces of gear should be employed in the same manner as a knife or non-lethal baton to block, strike, or thrust at an aggressor.

c. **Flexible Weapons.** Flexible weapons such as a belt, rope, tent guideline, communications wire, length of chain, bootlace or similar material can also be used effectively to block or capture an aggressor's weapon, or to distract or garrote an aggressor.

d. **Battlefield Debris.** Debris on the battlefield such as glass or any sharp piece of metal may be used to cut, slash, or stab an aggressor. Other debris such as ammo can, sand bags, rocks, boards, metal pipe, or broken rifles may be used to strike an aggressor or block his attack.

INSTRUCTOR NOTE: Provide examples of weapons of opportunity.

2. PRINCIPLES. The principles for weapons of opportunity depend on the type of weapon employed. The types of weapons of opportunity are unlimited, but some examples are: a stick, pole, e-tool, belt, battlefield debris, dirt, or even liquid. Regardless of the weapon, all techniques apply the principles of mindset, grip, stance, and movement.

a. **Mindset**. When engaged, your mindset is a factor of success or failure. Mindset is the "mental trigger" during a defining moment that enables you to commit to an attack. You must have the mindset to use anything you can find on the battlefield to kill the enemy by whatever means necessary.

b. **Grip**. Your grip on the weapon of opportunity should be natural with enough strength to hold the weapon while maintaining dexterity. The one-handed grip is used for short weapons and the two-handed grip is used for long weapons.

(1) One-handed Grip. The one handed grip should resemble your grip on a knife. With your dominate hand, firmly grasp the lower end of the weapon and orient it toward the aggressor.

(2) Two-handed Grip. The two handed grip should resemble your grip on a rifle and bayonet. With your dominate hand, firmly grasp the lower end of the weapon. Grasp the upper end of the weapon with your lead hand palm up; your hands should be no more than 10” to 12” apart. Orient the weapon toward the aggressor.

c. **Stance**. The basic warrior stance is the foundation for all techniques. The left arm will serve as a vertical shield protecting the head, neck, and torso. The weapon should be held at a level between the belt and chest, tight to the body to facilitate weapon retention.

d. **Movement**. Movement is used to open up different target areas of the body and avoid the aggressor’s strikes. Do not stand directly in front of the aggressor; they can rely on forward momentum to create the tactical advantage.

3. FUNDAMENTALS. The fundamentals for weapons of opportunity are target areas and angles of attack.

a. **Target Areas**. The objective with a weapon of opportunity is to attack vital target areas that are readily accessible such as the face, neck, torso, and groin. The extremities are secondary targets that are not immediately fatal, but will often open up fatal target areas.

b. **Angles of Attack**. There are six angles from which an attack can be launched: Vertically up or down, forward diagonal, reverse diagonal, forward horizontal, reverse horizontal, and a straight thrust.

TRANSITION: We discussed weapons of opportunity, are there any questions?

SUMMARY (10 MIN)

During this period of instruction we have covered weapons of opportunity. I am now confident you will be able to use anything on the battlefield to kill the enemy.

INSTRUCTOR NOTE: Provide follow-on instructions.

UNITED STATES MARINE CORPS
MARTIAL ARTS CENTER OF EXCELLENCE
THE BASIC SCHOOL
24191 GILBERT ROAD
QUANTICO, VIRGINIA 22134

LESSON PLAN

STRUCTURE AND HISTORY OF MCMAP

MCCS-TAN-1015

TAN BELT

UNITED STATES MARINE CORPS

MARTIAL ARTS CENTER OF EXCELLENCE
THE BASIC SCHOOL
24191 GILBERT ROAD
QUANTICO, VIRGINIA 22134

INSTRUCTOR PREPARATION GUIDE

LESSON TITLE: Structure and History of MCMAP

LESSON DESIGNATOR: MCCS-TAN-1015

TOTAL LESSON TIME: 30 minutes

REFERENCES: MCO 1500.59_
NAVMC 3500.41_
MCRP 3-02_

PERSONNEL REQUIRED: One instructor and assistants

FACILITIES: Indoor/Outdoor Classroom

REVIEW COURSE MATERIALS:

- Review Lesson Plan

ADD PERSONALIZATION:

- Personalize the lesson by adding subject matter detail, personal experiences, examples, and questions.

MATERIALS/EQUIPMENT:

- None

SETUP AND PLANNING:

- Reserve Training Area
- Conduct Rehearsals

INTRODUCTION (5 MIN)

1. GAIN ATTENTION. The Marine Corps Martial Arts Program has a specific structure that makes it unique to all organized training groups. It is comprised of similar characteristics and distinct measures that make it a full program. At the end of the period of instruction you will have a clear idea of the composition of the Marine Corps Martial Arts Program.

2. OVERVIEW. Good morning, my name is _____. The purpose of this lesson is to provide you with a detailed understanding of the history and structure of MCMAP. We will be covering the history of martial arts, history of MCMAP, overview of MCMAP, and structure of MCMAP.

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

4. METHOD/MEDIA. This lesson will be taught by the informal lecture method.

5. EVALUATION. This is a lesson purpose class and will not be evaluated.

6. SAFETY/CEASE TRAINING. In the case of a fire alarm you will exit the classroom and the class commander will get a head count and report to the instructor.

TRANSITION: Now that you know what will be taught and how it will be taught, are there any questions? Let's discuss the history of martial arts.

BODY (15 MIN)

1. HISTORY OF MARTIAL ARTS

a. **Origin.** When one hears the words martial arts, they automatically think of dojos, kung fu movies, judo tournaments, and flying kicks. In reality, the term martial means military or war-like. The original term martial arts, or more correctly martial ways, was for all aspects of warfare: weapons usage, navigation, communication, operational planning, etc. The true origins of martial arts lie on the battlefield where armed opponents are engaged in a fight for their lives and the lives of their comrades.

b. **Evolution.** All modern civilian martial arts have evolved from these battlefield origins. Many schools were developed to teach combat skills based on the experiences of past warriors; if the warrior survived, it must work. These systems often covered many weapons and their effective uses. Martial arts training changed into sport systems during periods of peace. During the 19th and 20th centuries, the term martial arts began to relate to unarmed civilian self-defense or sports systems.

c. **Principles.** Combat systems must be principle based rather than technique based; function must override form. The techniques are the vehicle used to teach and reinforce the principles. Practitioners focus only on techniques and never fully grasp the principles of their study. A true

combative martial art combines sound principles, fundamental techniques, mission accomplishment, simplicity, and develops a focused combat mindset.

2. HISTORY OF MCMAP. The United States Marine Corps was born during the battles that created this country and Marines have upheld the reputation as tough and determined fighters since 1775. Drawing upon the experiences of past Marines, we have developed a martial culture unrivaled in the world today. This legacy includes not only our fighting prowess but also the character and soul of what makes us unique. The battles that exist in impeccable heraldry in the Corps' legacy – Belleau Wood, Edson's Ridge, Chosin Reservoir, and Hue City – are hallmarked by the courage and tenacity of leathernecks who fought with all available weaponry to accomplish a mission. MCMAP is a program by Marines, for Marines.

a. **Continental Marines.** The fighting system of the Marine Corps reflects an evolution dating back to the creation of the Marine Corps. The Marine boarding parties had to rely on bayonet and sword techniques when raiding other vessels, while sharpshooters provided accurate fire from the riggings of supporting ships. There were no formal schools for this training; instead, Marines learned skills on the job passed on from Marine to Marine.

b. **WWI.** During World War I, some of these same techniques were modified and supplemented with unarmed combat techniques to make them more useful and suited for trench warfare. Bayonet techniques continued to play an increasingly larger role in close combat training during WWI.

c. **WWII.** After World War I, Marine Corps units began to standardize close combat techniques based on bayonet, knife, boxing, wrestling, and fencing. During this period martial arts techniques were developed by various subject matter experts including Colonel "Cold-Steel" Walker, Colonel Rex Applegate, Major Anthony J. Biddle, Captains W. M. Greene, Samuel B. Griffith, William E. Fairbairn, and Eric A. Sykes. These pioneers contributed the techniques and training methods that eventually evolved into the combatives used for WWII. The major components of these systems were combat conditioning, bayonet fighting and close in fighting techniques. Many of the techniques in MCMAP, specifically tan belt, were based on the fundamentals from World War II combative training.

d. **L.I.N.E.** There were few changes to the training publications after WWII, with most units using their own subject matter experts to supplement unit training, until the introduction of the Linear Infighting Neural-Override Engagement (L.I.N.E.) system by Master Sergeant Ron Donvito in the early 1980s. This program was the first official standardized fighting system for the Marine Corps, establishing a Marine Corps Order and clear testing standards. Combined with combat hitting skills (modified boxing), L.I.N.E became a recruit training requirement by the early 1990s.

e. **Close Combat.** The L.I.N.E. program came under review due to a large number of injuries and 3 deaths as a result of combat hitting skills. In 1998 a subject matter expert board was formed and the Marine Corps Close Combat Program was established to enhance the training by incorporating non-lethal techniques needed in various situations, such as Non-Combat Evacuation Operations (NEO) and Riot Control.

f. **MCMAP.** In 1999, the Commandant of the Marine Corps, General James L. Jones, detailed his vision of a Marine Corps Martial Arts Program, which stemmed from his experiences as a young Captain in Vietnam. He witnessed the North Vietnamese soldiers avoiding a fight with the Republic of Korean Marines because of the perception that all Korean Marines were black belts in Tae Kwon Do. With that vision the Commandant issued guidance for the program, resulting in a period of testing and evaluation. From this testing and evaluation, the Marine Corps Martial Arts Program was born. MCMAP evolved into its present day form by combining the best combat-tested martial arts skills with proven core values and leadership training. The Marine Corps Martial Arts Program is like Marines, unique. MCMAP was finally implemented as part of the Commandant of the Marine Corps' initiative in the summer of 2000. General Jones assigned LtCol George Bristol and MGySgt Cardo Urso to establish the MCMAP curriculum to be taught at the Martial Arts Center of Excellence (MACE).

3. OVERVIEW OF MCMAP. The Marine Corps Martial Arts Program is an integrated, weapons-based system that incorporates the full spectrum of violence and contributes to the mental, character and physical development of all Marines. The focus of MCMAP is the personal development of each Marine in a team framework using a standardized, trainable, and sustainable close combat fighting system. All techniques are integrated with equipment, physical challenges, and tactics found on the modern battlefield.

a. **Purpose.** MCMAP is designed to enhance the Marine Corps' capabilities as an elite fighting force by providing basic combative skills for all Marines. MCMAP increases the warfighting capabilities of individual Marines and units across the spectrum of violence. It is a weapon-based system rooted in the credo that every Marine is a rifleman and will engage the aggressor from 500 meters to 500 millimeters. MCMAP boosts self-confidence and esprit de corps, and fosters the warrior ethos in all Marines.

b. **Motto**. The motto of MCMAP, "One mind, any weapon", states the essence of the program. This means every Marine is always armed even without a weapon. They are armed with a combat mindset, the ability to assess and to act, and the knowledge that all Marines can rely on one another.

c. **Close Combat.** The dilemma of close-range combat; hand grenades, close-in assault fire, weapons fighting, and hand-to-hand engagement will always be a part of the Marine Corps mission. In this respect, the ethos of the United States Marine Corps is timeless. The closeness of interpersonal violence remains unmatched. Whether on the beaches of Iwo Jima, downtown Mogadishu, Haiti, or in Fallujah, Iraq, conflicts will occur and Marines will deploy.

d. **Today's Corps.** Today's Corps is more technologically advanced and intelligent than it has ever been. New integrated systems will bring the Marines of the new millennium to a heightened sense of battlefield awareness unseen in modern warfare. Within the present "less to do more" deployment schedule, a platoon will do today what a company was tasked to do in the past. In spite of these changes, the violence of warfare and conflict will continue.

e. **Today's Marines.** While it is clear today's young Marines are smarter and more physically fit, their need to deal with complex situations mixed with the full spectrum of violence is real. Today's strategic Corporal is a trigger squeeze away from being the catalyst of

tomorrow's escalation of violence. It is with this threat in mind that the Commandant of the Marine Corps created the Marine Corps Martial Arts Program.

4. STRUCTURE OF MCMAP

a. **Disciplines.** The Marine Corps Martial Arts Program is built on the foundation of the three disciplines: mental, character, and physical. Each discipline is presented systematically to Marines at each belt level. Those disciplines taught at lower belt levels are then reviewed and reinforced during follow-on training and at the next belt level. Many skills specific to one discipline reinforce the strengths of the other disciplines. This creates a synergistic effect, whereby the program as a whole is stronger than its individual parts. For example, warrior studies strengthen Marines' mental discipline with history, while developing core values and warrior ethos.

b. **MACE.** The MACE is responsible for maintaining all references and Programs of Instruction for MCMAP. The MACE has numerous other responsibilities to include running MAIT and MAI courses, sending out mobile training teams (MTTs), and monitoring martial arts mishap reports.

c. **Satellite Schools.** Satellite Schools are responsible for running MAI courses and assisting local units with all aspects of MCMAP.

d. **Martial Arts Instructor Trainers.** The MAIT can run MAI courses and supervises the instructors within their unit. Instructor Trainers are responsible for acting as the commanding officers representative for MCMAP and implementing a unit training program in accordance with the commander's guidance. Instructor Trainers must develop training that integrates and enhances the unit's mission.

e. **Martial Art Instructors.** This is where the individual user is transformed into someone who gives back to their Marines and the Corps. The Instructor is responsible for teaching users within their unit up to their own belt level. They teach the physical techniques, conduct combat conditioning, supervise free sparring, and conduct the character and mental training which positively influences the unit's cohesion, esprit de corps, and combat readiness.

f. **Users.** Belt users' responsibilities include participating in all technique classes, tie-ins, warrior studies, and sustaining techniques. They must also participate in combat conditioning, sustainment and integration, and free-sparring. Belt qualified users at all levels are responsible for maintaining the skills in which they have earned. It is also important for all users to understand when and why it may be necessary to use those techniques.

TRANSITION: We have covered the structure and history of MCMAP, are there any questions?

SUMMARY (10 MIN)

During this period of instruction we have discussed the history of martial arts, history of MCMAP, overview of MCMAP, and structure of MCMAP. I am now confident you have a thorough understanding of the history and structure of MCMAP.

INSTRUCTOR NOTE: Provide follow-on instructions.

UNITED STATES MARINE CORPS
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QUANTICO, VIRGINIA 22134

LESSON PLAN

RESPONSIBLE USE OF FORCE

MCCS-TAN-1016

TAN BELT

UNITED STATES MARINE CORPS

MARTIAL ARTS CENTER OF EXCELLENCE
THE BASIC SCHOOL
24191 GILBERT ROAD
QUANTICO, VIRGINIA 22134

INSTRUCTOR PREPARATION GUIDE

LESSON TITLE: Responsible Use of Force

LESSON DESIGNATOR: MCCS-TAN-1016

TOTAL LESSON TIME: 30 minutes

REFERENCES: MCO 1500.59_
NAVMC 3500.41_
MCRP 3-02_

PERSONNEL REQUIRED: One instructor and assistants

FACILITIES: Indoor/Outdoor Classroom

REVIEW COURSE MATERIALS:

- Review Lesson Plan

ADD PERSONALIZATION:

- Personalize the lesson by adding subject matter detail, personal experiences, examples, and questions.

MATERIALS/EQUIPMENT:

- None

SETUP AND PLANNING:

- Reserve Training Area
- Conduct Rehearsals

INTRODUCTION (5 MIN)

1. GAIN ATTENTION. The most important decision a Marine may ever make may be whether or not to engage a person with deadly force. To make the right decision, Marines must understand the non-lethal options available to them and they must act responsibly. This training should also develop judgment and maturity in the Marines so they can walk away from potential incidents.

2. OVERVIEW. Good morning, my name is _____. The purpose of this lesson is to familiarize you with the responsible use of force. We will be covering the responsible use of force, temper and intent, and real world scenarios.

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

4. METHOD/MEDIA. This lesson will be taught by the informal lecture method.

5. EVALUATION. This class is lesson purpose and will not be evaluated.

6. SAFETY/CEASE TRAINING. In the case of a fire alarm you will exit the classroom and the class commander will get a head count and report to the instructor.

TRANSITION: Now that you know what will be taught and how it will be taught, are there any questions? Let's discuss the responsible use of force.

BODY (15 MIN)

1. RESPONSIBLE USE OF FORCE. This lesson is intended to teach the Marine Corps policy, guidelines, and procedures for the use of force for Marines functioning as law enforcement or security personnel. This does not apply to Marines performing military operations subject to the DoD Standing Rules of Engagement or mission specific rules of engagement. In order to act responsibly, Marines must understand and possess the knowledge and skills required to handle all situations appropriately, without unnecessarily escalating the violence.

a. **Missions of the Marine Corps.** The missions of today's Marine Corps encompass peacekeeping, humanitarian assistance, and domestic leadership. This includes evacuation operations, maintaining law and order, riot control, courtesy patrol, and the example Marines must set while off-duty. As you hone your martial arts skills and those of your students, you need to be aware that you may eventually find yourself confronted with one of these situations. Marines in this type of environment must learn to use only the amount of force necessary, without escalating the violence, to meet the demands of the situation.

b. **Moral Principles.** The responsible use of force is tied to the following moral principles:

(1) Service before Self. A Marine is a warrior-defender, willing to give his life for the life of others. Where a Marine walks, people are safer. A Marine is the defender of others, rather than just a defender of one's self.

(2) Equality. In any type of mission, Marines must believe that the people they are protecting are equal and that their lives and the lives of their loved ones are just as important as the Marine's.

(3) Core Values. Marines embody the core values of Honor, Courage, and Commitment. These values guide Marines to exemplify ethical and moral behavior, respect human dignity, and adhere to a higher standard of personal conduct. The core values are what establish the Marine as the warrior and citizen others strive to emulate. Marines must be physically, mentally, and morally fit to uphold these values.

c. **Deadly Force.** Deadly force is the force which a person uses causing, or that a person knows or should know would create a substantial risk of causing, death or serious bodily harm or injury. Deadly force is only employed as a last resort, and only after all lesser means of force have failed to produce the intended result, or when circumstances prevent the use of lesser means.

2. TEMPER AND INTENT. In order to respond appropriately to a situation, the Marine must be able to quickly assess the temper and intent of the person so they can make a judgment as to the person's intended actions.

a. **Temper.** Temper is a person's emotional state. Emotional state can be inferred from physical behavior such as yelling, crying, nervousness, uneasiness, calmness, joviality, aggressiveness, etc.

b. **Intent.** Intent is a person's intended actions. Intent can be inferred from physical behavior that is more action-oriented such as running, hitting, carrying or drawing a weapon, reaching for a purse, etc. Intent can also be inferred from a person's equipment or clothing. Does the person's clothing and belongings conform to their reason for being there?

c. **Assessing Temper and Intent.** The Marine's response to a situation depends on their assessment of temper and intent. The Marine should constantly assess the temper and intent of every person with whom they come into contact. This must be done very quickly to determine the threat a subject poses and the way the Marine will respond to the person. Marines should become more focused when something is out of the ordinary. Throughout any situation temper and intent must be constantly re-evaluated and the Marine must adjust their actions accordingly.

3. REAL WORLD SCENARIOS. As a Marine, the first situation you may find yourself in where you must react as a warrior may not be on the battlefield, but while on liberty. In our daily lives we interact with fellow Marines, our families, friends, and the civilian population. Eventually you may find yourself in a potential confrontation that could range from a minor disagreement, domestic dispute, road rage, potential fight, or riot. You must be prepared to respond appropriately to each of these situations. Listed in descending order are options available for a Marine to take in order to arrive at a peaceful solution.

INSTRUCTOR NOTE: Using the options available to a Marine listed below for responding to various situations, provide actual examples of situations and elicit feedback from the class on how they would handle the situation. Conclude by providing various options for a peaceful resolution.

a. **Avoid the Situation.** Identify a possible confrontational situation before you become involved and avoid becoming entangled in that situation.

b. **Remove Yourself from the Situation.** If you have become involved, attempt to remove yourself from the situation as quickly as possible.

c. **Deescalate the Situation.** If unable to leave or if extenuating circumstances prevent you from leaving attempt to deescalate the situation. Do not become confrontational yourself.

d. **Use Minimum Force Necessary.** If you find yourself being assaulted or attacked, immediately take charge of the situation by using the minimum amount of force necessary.

*Alcohol and emotions do not mix and may further aggravate a confrontational situation. All Marine must control themselves, their emotions, and the situation at all times.

TRANSITION: We have covered the responsible use of force, are there any questions?

SUMMARY (10 MIN)

During this period of instruction we have discussed the responsible use of force, temper and intent, and real world scenarios. I am now confident you will use the martial arts skills you have learned in a responsible manner.

INSTRUCTOR NOTE: Provide follow-on instructions.

UNITED STATES MARINE CORPS
MARTIAL ARTS CENTER OF EXCELLENCE
THE BASIC SCHOOL
24191 GILBERT ROAD
QUANTICO, VIRGINIA 22134

LESSON PLAN

PUGIL STICK TRAINING

MCCS-TAN-1017

TAN BELT

UNITED STATES MARINE CORPS

MARTIAL ARTS CENTER OF EXCELLENCE
THE BASIC SCHOOL
24191 GILBERT ROAD
QUANTICO, VIRGINIA 22134

INSTRUCTOR PREPARATION GUIDE

LESSON TITLE: Pugil Stick Training

LESSON DESIGNATOR: MCCS-TAN-1017

TOTAL LESSON TIME: 2 hours 15 minutes

REFERENCES: MCO 1500.59_
NAVMC 3500.41_
MCRP 3-02_

PERSONNEL REQUIRED: Referee, RSO, Corpsman

FACILITIES: Soft footed training area

REVIEW COURSE MATERIALS:

- Review Lesson Plan

ADD PERSONALIZATION:

- Personalize the lesson by adding subject matter detail, personal experiences, examples, and questions.

MATERIALS/EQUIPMENT:

- Pugil Sticks
- Mouthpiece
- Helmet w/ Face Cage
- Neck Roll
- Flak Jacket
- Hockey Gloves
- Groin Protection

SETUP AND PLANNING:

- Reserve Training Area
- Conduct Rehearsals
- Brief Support Personnel

INTRODUCTION (5 MIN)

1. GAIN ATTENTION. Training not only the physical but also the mental is crucial to the development of the combative mindset. Pugil stick training prepares the Marine to function when faced with stress and violence. These skills are the building block to developing the physical skills and combative mindset vital to success on the battlefield.

2. OVERVIEW. Good morning, my name is _____. This lesson will cover the conduct of pugil stick training.

3. SAFETY SCREENING. Prior to pugil stick training, you must ask participating students the following questions.

a. Anyone answering yes to the following questions will be prohibited from participating in pugil stick training.

(1) Who has had dental surgery within the last 24 hours?

(2) Are you in a limited duty or no duty status, or do you have a sick call chit stating “no martial arts training”?

(3) Who has stitches or staples on their body?

(4) Do you have an ear infection/pain?

(5) Do you currently have a sinus infection?

(6) Do you have a facial injury, either a black eye or facial bruising?

(7) Have you participated in a pugil stick bout in the last 7 days?

b. Any of the following questions answered "yes" require that the student see and obtain approval from a medical officer in order to participate in pugil stick training.

(1) Who has had a broken bone (not including stress fractures) within the last six months?

(2) Who has had a head /shoulder injury within the last five years?

(3) Who has ever dislocated their shoulder?

(4) Who has received a blow to the head within the last seven days, for any reason?

(5) Who has had a concussion within the last six months and have not been medically screened since arriving for training?

(6) Do you have a history of recurring headaches and have not been medically screened since arriving for training?

(7) Have you ever sustained an injury in pugil stick training?

(8) Have you ever been knocked out during a recruit training event?

(9) Have you become disoriented as a result of a blow received in martial arts training? "Disoriented" is defined as a student who either:

(a) Appears to be dazed or confused

(b) Does not respond to/understand commands

(c) Can't remember being knocked down or hit

(d) Has slurred speech or appears abnormally clumsy

c. Students answering "yes" to any of the following questions will be examined by a corpsman. The corpsman will recommend to the safety officer or MAI/MAIT whether or not the Marine should participate in pugil stick training.

(1) Are you restricted to wearing running shoes by medical personnel?

(2) Do you currently have a headache?

(3) Who is on light duty?

(4) Do you have a medical condition not covered above that prevents you from participating in close combat training?

TRANSITION. Now that you know what will be covered are there any questions? Let's discuss the purpose of pugil sticks.

BODY (2 HOURS)

1. PURPOSE. The purpose of pugil sticks is to bridge from static to dynamic and inoculation to interpersonal violence.

a. **Bridge from Static to Dynamic.** Pugil sticks is the bridge between static bayonet techniques and a dynamic environment. This is the final stage of training after executing bayonet techniques in the air and on dummies. Free sparring gives Marines the opportunity to apply the individual techniques they have learned in a realistic environment with a live resisting opponent. Executing techniques one at a time in the air is much different than using them together against another person who is defending themselves and also trying to hurt you.

b. **Inoculation to Interpersonal Violence.** Inoculation is the process of introducing something to the body so it can defend itself in the future. By introducing Marines to violence on a personal level, they will be more prepared for a real close combat scenario.

2. CONDUCT OF THE BOUT. Free sparring is a training tool designed to develop Marines' skills and confidence, and must not become a fight club or beat-down.

a. **Combat Mindset.** Proper combat mindset is essential for free sparring to be effective. Instructor Trainers must ensure the emphasis is on effective combatives and it does not become sport fighting. The focus should be on killing blows, solid offensive and defensive techniques, and gaining the tactical advantage so the enemy cannot return to the engagement. Free sparring also develops the control and maturity to use the appropriate amount of violence for any given situation along the continuum of force.

b. **Maturity.** All Marines must control their egos and tempers at all times. Marines who demonstrate immaturity, lack of control, or unsportsmanlike conduct will not be allowed to participate.

c. **Time Limit.** There is no time limit for pugil sticks because the bout will be stopped on the first killing blow.

d. **Killing Blow**. A killing blow is a strike with a weapon that would cause serious bodily harm or death. The referee must consider the technique, force, and target area when determining what is, or is not, a killing blow.

e. **Whistle**. The referee will control all pugil stick bouts with a whistle. A loud, clear whistle blast is much easier for the fighters to hear when wearing a helmet and fighting. The four whistle blasts will start the fight, stop the fight, identify the winner, and show the killing blow used.

f. **Target Areas**. The authorized target areas are the front of the face and torso. Marines will not strike the back of the head or torso, the neck, or the groin.

g. **Techniques**. The authorized techniques are those taught in tan belt bayonet: straight thrust, butt strokes, smash, slash, and disrupt. Marines must practice proper fundamentals such as the modified basic warrior stance and angles of movement. The pugil stick will always be used as a bayonet, never as a baseball bat or club.

3. SAFETIES. Free sparring events should be as realistic as possible while ensuring the safety of the Marines. It is the responsibility of the instructor to ensure all required safety measures are present and adhered to at all times.

a. **Personnel.** All sparring events must have the required safety personnel as described below.

(1) Fighters. All Marines are personally responsible for their safety and the safety of the other fighter. Marines must be in a full duty status to participate in free sparring. If there is any question as to whether or not a Marine is physically qualified to participate, they will see a corpsman or medical officer. Before pugil sticks is conducted, the instructor must read the pugil stick training screening that can be found above.

(2) Referee. The referee must be an MAI or MAIT and is responsible for the overall conduct of the bout. They will not have any other role, such as coaching or keeping time, that will distract them in any way. The referee will brief the fighters, check safety gear, start the fight, stop the fight, and monitor the Marines fighting. They must be actively engaged so they can physically break up the fight in case of any unsafe condition.

(3) RSO. The RSO should be an MAI or MAIT but can be a Staff NCO or Officer if none are available. This person is strictly responsible for safety. They will not fight, referee, or coach because it will distract them from observing safety. If they observe any unsafe condition they will inform the referee or stop the bout themselves.

(4) Corpsman. A corpsman is required to be present for all free sparring events.

(5) Coach. Having a coach is optional for all free sparring events. If used, this is a MAI or MAIT who is not filling the role of the referee or the RSO. The coach should reinforce proper technique, principles, and fundamentals.

b. **Safety Gear.** All gear must be inspected by the instructor for serviceability prior to use. The safety gear required for pugil sticks is a helmet with face cage, mouthpiece, neck roll, flak jacket, groin protection, and hockey gloves. The pugil stick or training weapons must also be checked for serviceability.

c. **Training Area.** A soft footed area with a non-slippery surface must be selected for conducting pugil sticks. This can be a sandy or grassy area that is clear of rocks, stumps, and debris. Mats are not recommended for pugil sticks because students' feet can stick to the mat, prohibiting movement and leading to injury. A ring or octagon may be used as long as there is enough room to execute techniques and the walls are protected with mats or sandbags.

d. **Second Impact Syndrome.** A powerful strike to the head can cause a concussion, which is the bruising of brain tissue caused by the brain impacting the inside of the skull. A second concussion can result in irreversible damage or death if the person has not fully recovered from the first concussion. There must be seven days between pugil stick training to mitigate second impact syndrome.

e. **Chronic Traumatic Encephalopathy (CTE).** Also known as boxer's dementia and punch drunk syndrome, CTE is brain damage caused by repeated mild head injuries. Medical researchers have recently found that CTE also occurs in other sports such as football, hockey, soccer, and wrestling. Increased awareness of CTE has led to a push for additional caution in dealing with concussions and other head injuries among youth, high school, college, and professional athletes. When properly implemented, the safeties for free sparring mitigate repeated head injury, and CTE.

f. **Hands Out Procedures.** If a fighter cannot safely continue in a free sparring event they will put both hands straight out in front of them. A Marine will go hands out if they feel they are not able to defend themselves. This may be due to getting the wind knocked out of them, becoming injured, or problems with safety gear. If this happens the referee must immediately stop the bout to assess the situation. The referee will put the Marine's hands on their shoulders and evaluate their condition to determine if and when they can continue.

g. **Unsafe Conditions.** It is the referee's, and RSO's, responsibility to immediately stop the fight if they see any unsafe condition such as a defenseless fighter, safety gear problems, or if a fighter is injured. A fighter is defenseless if they appear unable or unwilling to intelligently defend themselves by exposing their back, falling to the ground, dropping their weapons, or dropping theirs hands. If any safety gear is unserviceable, missing, or not fitted properly the fight must be stopped to correct the problem. If a fighter appears to be injured, by screaming or yelling, the fight must be stopped. Once the unsafe condition is corrected, the referee will restart the fight.

SUMMARY (10 MIN)

During this period of instruction we have practiced pugil stick training. I am now confident you will be able to use these techniques to kill the enemy.

INSTRUCTOR NOTE: Provide follow-on instructions.

UNITED STATES MARINE CORPS
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QUANTICO, VIRGINIA 22134

LESSON PLAN

BODY SPARRING

MCCS-TAN-1018

TAN BELT

UNITED STATES MARINE CORPS

MARTIAL ARTS CENTER OF EXCELLENCE
THE BASIC SCHOOL
24191 GILBERT ROAD
QUANTICO, VIRGINIA 22134

INSTRUCTOR PREPARATION GUIDE

LESSON TITLE: Body Sparring

LESSON DESIGNATOR: MCCS-TAN-1018

TOTAL LESSON TIME: 1 hour

REFERENCES: MCO 1500.59_
NAVMC 3500.41_
MCRP 3-02_

PERSONNEL REQUIRED: Referee, RSO, Corpsman

FACILITIES: Soft footed training area

REVIEW COURSE MATERIALS:

- Review Lesson Plan

ADD PERSONALIZATION:

- Personalize the lesson by adding subject matter detail, personal experiences, examples, and questions.

MATERIALS/EQUIPMENT:

- Mouthpiece
- Head gear
- 16 oz. Boxing Gloves
- Groin Protection

SETUP AND PLANNING:

- Reserve Training Area
- Conduct Rehearsals
- Brief Support Personnel

INTRODUCTION (5 MIN)

1. GAIN ATTENTION. Training not only the physical but also the mental is crucial to the development of the combative mindset. Body sparring prepares the Marine to function when faced with stress and violence. These skills are the building block to developing the physical skills and combative mindset vital to success on the battlefield.

2. OVERVIEW. Good morning, my name is _____. This lesson will cover the conduct of body sparring.

3. SAFETY. Safeties will be cover later in this lesson.

TRANSITION. Now that you know what will be covered are there any questions? Let's discuss the purpose of body sparring.

BODY (45 MIN)

1. PURPOSE. The purpose of body sparring is to bridge from static to dynamic and inoculation to interpersonal violence.

a. **Bridge from Static to Dynamic.** Body sparing is the bridge between static punches and a dynamic environment. This is the final stage of training after executing punches in the air and on pads. Free sparring gives Marines the opportunity to apply the individual techniques they have learned in a realistic environment with a live resisting opponent. Executing techniques one at a time in the air is much different than using them together against another person who is defending themselves and also trying to hurt you.

b. **Inoculation to Interpersonal Violence.** Inoculation is the process of introducing something to the body so it can defend itself in the future. By introducing Marines to violence on a personal level, they will be more prepared for a real close combat scenario.

2. CONDUCT OF THE BOUT. Free sparring is a training tool designed to develop Marines' skills and confidence, and must not become a fight club or beat-down.

a. **Combat Mindset.** Proper combat mindset is essential for free sparring to be effective. Instructor Trainers must ensure the emphasis is on effective combatives and it does not become sport fighting. The focus should be on killing blows, solid offensive and defensive techniques, and gaining the tactical advantage so the enemy cannot return to the engagement. Free sparring also develops the control and maturity to use the appropriate amount of violence for any given situation along the continuum of force.

b. **Maturity.** All Marines must control their egos and tempers at all times. Marines who demonstrate immaturity, lack of control, or unsportsmanlike conduct will not be allowed to participate.

c. **Time Limit.** Body sparring will be two to three minutes rounds, when conducted at the entry level.

d. **Target Areas**. The authorized target areas for body sparring are the front of the torso. Marines will not strike the head, neck, back, or groin.

e. **Techniques**. The authorized techniques are the punches taught in tan belt: lead hand punch, rear hand punch, hook, and uppercut. Marines will not execute kicks, knees, or elbows during body sparring. Marines must practice proper fundamentals such as the basic warrior stance and angles of movement. Fighters should not drop their hands, hugging their midsection, because it leaves the head unprotected and instills bad habits.

3. SAFETIES. Free sparring events should be as realistic as possible while ensuring the safety of the Marines. It is the responsibility of the instructor to ensure all required safety measures are present and adhered to at all times.

a. **Personnel.** All sparring events must have the required safety personnel as described below.

(1) Fighters. All Marines are personally responsible for their safety and the safety of the other fighter. Marines must be in a full duty status to participate in free sparring. If there is any question as to whether or not a Marine is physically qualified to participate, they will see a corpsman or medical officer.

(2) Referee. The referee must be an MAI or MAIT and is responsible for the overall conduct of the bout. They will not have any other role, such as coaching or keeping time, that will distract them in any way. The referee will brief the fighters, check safety gear, start the fight, stop the fight, and monitor the Marines fighting. They must be actively engaged so they can physically break up the fight in case of any unsafe condition.

(3) RSO. The RSO should be an MAI or MAIT but can be a Staff NCO or Officer if none are available. This person is strictly responsible for safety. They will not fight, referee, or coach because it will distract them from observing safety. If they observe any unsafe condition they will inform the referee or stop the bout themselves.

(4) Corpsman. A corpsman is required to be present for all free sparring events.

(5) Coach. Having a coach is optional for all free sparring events. If used, this is a MAI or MAIT who is not filling the role of the referee or the RSO. The coach should reinforce proper technique, principles, and fundamentals.

b. **Safety Gear.** The safety gear required for body sparring is head gear, mouthpiece, 16 ounce (minimum) boxing gloves, and groin protection. Females must also wear a flak jacket for added protection for the female anatomy.

c. **Training Area.** A soft footed area with a non-slippery surface must be selected for conducting body sparring. This can be a sandy or grassy area that is clear of rocks, stumps, and debris. Mats may be used if available. A ring or octagon may be used as long as there is enough room to execute techniques and the walls are protected with mats or sandbags.

d. **Chronic Traumatic Encephalopathy (CTE).** Also known as boxer's dementia and punch drunk syndrome, CTE is brain damage caused by repeated mild head injuries. Medical researchers have recently found that CTE also occurs in other sports such as football, hockey, soccer, and wrestling. Increased awareness of CTE has led to a push for additional caution in dealing with concussions and other head injuries among youth, high school, college, and professional athletes. When properly implemented, the safeties for free sparring mitigate repeated head injury, and CTE.

f. **Hands Out Procedures.** If a fighter cannot safely continue in a free sparring event they will put both hands straight out in front of them. A Marine will go hands out if they feel they are not able to defend themselves. This may be due to getting the wind knocked out of them, becoming injured, or problems with safety gear. If this happens the referee must immediately stop the bout to assess the situation. The referee will put the Marine's hands on their shoulders and evaluate their condition to determine if and when they can continue.

g. **Unsafe Conditions.** It is the referee's, and RSO's, responsibility to immediately stop the fight if they see any unsafe condition such as a defenseless fighter, safety gear problems, or if a fighter is injured. A fighter is defenseless if they appear unable or unwilling to intelligently defend themselves by exposing their back, falling to the ground, dropping their weapons, or dropping theirs hands. If any safety gear is unserviceable, missing, or not fitted properly the fight must be stopped to correct the problem. If a fighter appears to be injured, by screaming or yelling, the fight must be stopped. Once the unsafe condition is corrected, the referee will restart the fight.

SUMMARY (10 MIN)

During this period of instruction we have practiced body sparring. I am now confident you will be able to use these techniques to fight the enemy.

INSTRUCTOR NOTE: Provide follow-on instructions.

UNITED STATES MARINE CORPS
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THE BASIC SCHOOL
24191 GILBERT ROAD
QUANTICO, VIRGINIA 22134



GRAY BELT

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LESSON PLAN

BAYONET TECHNIQUES

MCCS-GRAY-2001

GRAY BELT

UNITED STATES MARINE CORPS

MARTIAL ARTS CENTER OF EXCELLENCE
THE BASIC SCHOOL
24191 GILBERT ROAD
QUANTICO, VIRGINIA 22134

INSTRUCTOR PREPARATION GUIDE

LESSON TITLE: Bayonet Techniques

LESSON DESIGNATOR: MCCS-GRAY-2001

TOTAL LESSON TIME: 1 hour

REFERENCES: MCO 1500.59_
NAVMC 3500.41_
MCRP 3-02_

PERSONNEL REQUIRED: One instructor and assistants

FACILITIES: Soft footed training area

REVIEW COURSE MATERIALS:
- Review Lesson Plan

ADD PERSONALIZATION:
- Personalize the lesson by adding subject matter detail, personal experiences, examples, and questions.

MATERIALS/EQUIPMENT:
- Rifle/Training Rifle
- Bayonet Trainer
- Wooden Bayonet Trainer
- Flak Jacket
- Helmet
- Mouthpiece

SETUP AND PLANNING:
- Reserve Training Area
- Conduct Rehearsals

INTRODUCTION (5 MIN)

1. GAIN ATTENTION. Our Corps was born in the fire and blood of revolution and has been forged and tempered in over 230 years of conflict and defense of the Nation. The fighting that took place in battles such as Bloody Ridge, Bairoko, and Okinawa was "Close-In" fighting; fighting consisting of grenades, firing rounds while closing, bayoneting and even knife fighting. Our history in close-in engagements has also been defined by the warrior ethos.

2. OVERVIEW. Good morning, my name is _____. This lesson will cover bayonet techniques and the warrior ethos.

3. POSITIONS

INSTRUCTOR NOTE: Assign demonstration and practice positions. Ensure students have enough space, and can see and hear the instructor.

4. SAFETY. To prevent injury, ensure the following:

a. Start slowly and increase speed with proficiency.

b. Never execute techniques at full force or full speed.

c. Training will be conducted in three stages.

(1) Marines will execute techniques in the air.

(2) Marines will practice strikes on a pad or dummy.

(3) Marines will practice during free sparring.

d. Before training with firearms, unload and show clear.

e. When handling firearms, the weapons safety rules apply.

(1) Treat every weapon as if it were loaded.

(2) Never point a weapon at anything you do not intend to shoot.

(3) Keep your finger straight and off the trigger until you are ready to fire.

(4) Keep your weapon on "safe" until you intend to fire.

f. Conduct all practical application utilizing approved training gear.

TRANSITION. Now that you know what will be covered are there any questions? Let's discuss the purpose of bayonet techniques.

BODY (45 MIN)

1. EXPLAIN

a. **Purpose**. The purpose of bayonet techniques is to disable or kill an aggressor.

b. **Principles**. The principles for bayonet techniques are mindset, grip, stance, and movement.

(1) Mindset. When engaged, your mindset is a factor of success or failure. Mindset is the "mental trigger" during a defining moment that enables you to commit to an attack. You must have the superior mindset against the aggressor to succeed.

(2) Grip. It is possible to execute these bayonet techniques while gripping the buttstock of the weapon, but the stress is on being able to execute them from the pistol grip. These are lethal, offensive techniques that can be used in conjunction with assault fire movement.

(a) Grab the pistol grip with your right hand. Keep your trigger finger off the trigger and included it in the grip.

(b) With the left hand, grab the hand guards of the rifle under-handed.

(c) Lock the buttstock of the rifle against the hip with the right forearm.

(d) Keep movements of the bayonet blade within a box, shoulder width across from your neck down to your waistline. Always keep the bayonet end of the rifle oriented toward the aggressor.

(3) Stance. All movement begins and ends with the modified basic warrior stance. Create a smaller silhouette and lower center of gravity by lowering your body at the knees and create “eye-muzzle-target” toward the aggressor.

(4) Movement. Movement is used to get from one place to another when the threat of contact is imminent. Use a controlled and steady combat glide to avoid tripping while moving toward the aggressor.

c. **Fundamentals.** The fundamentals for bayonet techniques are approach, close, and entry.

(1) Approach. Approaching is used when you have located the aggressor. While maintaining a combat glide, move toward the aggressor until you are within 5 to 10 feet. The bayonet must stay locked on the aggressor.

(2) Close. As you reach the critical distance of 5 to 10 feet, you will use a burst of speed to close the final distance with the aggressor. Increase your speed by quickening your steps without changing your stride length or standing upright. This will cause the aggressor to hesitate and give you the psychological and tactical advantage.

(3) Entry. The entry is made to get inside the aggressor's defense to conduct a lethal attack. The movement can be a step forward or to an oblique to get within range.

(a) Target Areas. The primary target areas of the body are the aggressors throat, groin, or face. The aggressor's torso can be another target area if it is not protected by body armor.

(b) Striking Surface. Thrusts will use the point of the bayonet and slashes will use the cutting edge of the bayonet. Buttstrokes will use the toe of the buttstock off the rifle and smashes will use the butt of the rifle.

TRANSITION: We have covered the purpose, principles, and fundamentals, are there any questions? I will now demonstrate the first technique.

2. DEMONSTRATE

INSTRUCTOR NOTE: Demonstrate only one technique at a time. Do not explain the steps or open the class for questions.

INTERIM TRANSITION: Go to practice position one.

3. IMITATE

a. **Disrupt And Thrust While Closing With A Static Aggressor**





(1) Assume the modified basic warrior stance approximately 20 to 30 feet away from the aggressor.

(2) Approach the aggressor by moving at a fast walk, using your legs to absorb the impact of your steps. Ensure the bayonet stays locked on the aggressor and it is not bouncing as you move.

(3) As you reach the critical distance of 5 to 10 feet from the aggressor you will use a burst of speed to close the final distance in a controlled aggressive manner.

FAULT CHECK: Allow students to practice approach and close until they become proficient.

(4) While closing, disrupt the aggressor's weapon by rotating your body slightly to the right, moving their bayonet slightly off line. You only need to redirect the aggressor's weapon a

couple of inches to have the weapon miss your body. This will give your blade a clear path to your primary target.

FAULT CHECK: The disrupt is performed concurrent with the thrust. It is not an independent movement.

(5) Enter by stepping forward and thrusting the blade of the weapon directly into the target. Continue to drive through the aggressor.

(6) Retract to the modified basic warrior stance, scan the area for additional threats, and prepare for follow on attacks.

4. PRACTICE

INSTRUCTOR NOTE: Fault check student proficiency and safety.

TRANSITION: We have learned bayonet techniques, are there any questions? We must also understand the principles of the warrior ethos.

5. TIE-IN (WARRIOR ETHOS). What is a Marine? Being a Marine is a state of mind. It is an experience some have likened more to a calling than a profession. Being a Marine is not a job or a pay check, nor is it an occupational specialty. It is not male or female, majority or minority, or a rank insignia. The stars, bars, and chevrons we wear are only indicators of the responsibility or authority we hold at a given time. Rather, being a Marine comes from the eagle, globe and anchor that is tattooed on the soul of every one of us who wears the Marine Corps uniform. It is a searing mark in our innermost being, which comes after the rite of passage through boot camp or OCS when a young man or woman is allowed for the first time to say, "I am a United States Marine." And unlike physical or psychological scars, which over time tend to heal and fade in intensity, the eagle, globe and anchor only grow more defined and intense the longer you are a Marine. "Once a Marine, always a Marine."

a. The determination to be different, and remain different, has manifested itself in many ways over the years; from military appearance, to strict obedience to orders, to disciplined behavior, to adherence, to traditional standards, and most of all, to an unyielding conviction that we exist to fight. Marines have been distinguished by these characteristics from our beginning. A sense of elitism has grown from the fact that every Marine, whether enlisted or officer, goes through the same training experience. This training has endowed the Corps with a sense of cohesiveness enjoyed by no other American service. This matter of being different is at the very heart of leading Marines. It defines who and what we are by reflecting the mystical cords of the mind that bind all Marines. What we are, what we have been, and what Marines will always be is enduring. There is yet another element of being different that defines Marines, and that is selflessness; a spirit that places the self-interest of the individual second to that of the institution we know as the Corps. That selflessness is stronger nowhere in American society than among Marines.

b. Ordinary men and women-heroes who showed extraordinary leadership have shaped our ethos and courage, both physical and moral, as they shaped the special character that is the essence of our Corps. They are heroes and leaders who are remembered not by their names, or rank, or because they received a decoration for valor. They are remembered because they were Marines.

"Success in battle is not a function of how many show up, but who they are." General Robert Barrow, 27th Commandant of the Marine Corps

c. Individual Marines, like those described above, are the bedrock upon which our Corps spirit is built. From the first day of recruit training, to their first assignments, to their first celebration of the Marine Corps birthday, each Marine is infused with an understanding of the deeds of his or her predecessors. Recruit training, both officer and enlisted, has long been the genesis of the enduring sense of brotherhood that characterizes the Corps. New recruits are told the day they enter training that, as one Marine leader put it, "A Marine believes in his God, in his Country, in his Corps, in his buddies, and in himself."

d. What happens on the parade decks of Parris Island and San Diego or in the woods of Quantico is what makes Marines. As noted in the Leading Marines publication (MCWP 6-11) it is the installation of "an intangible esprit along with the complicated, specific knowledge of soldiering." MCWP 6-11 further goes on to describe that Marines, as they always have, carry on the tradition as a force in readiness, able and willing to go anywhere and do anything. "Trained men who will stand and fight are never obsolete. It was not the bowman, but the long bow, not the cavalryman, but the horse, which vanished from the scene. Men-the man, the individual who is the Marine Corps symbol and stock-in-trade constitute the one element which never changes."

e. Every Marine is a rifleman. There is both a practical and moral dimension to the credo "every Marine a rifleman." The force structure of the Corps reflects its central purpose: an expeditionary force in readiness. And because it is expeditionary, it is also austere. Austerity places a premium on the role of every Marine. There are no "rear area" Marines, and during expeditionary operations no one is very far from the fighting. The success of each of these operations depends on the speed and flexibility with which Marines build combat power.

f. Marines fighting with maneuver elements are backed up by fellow Marines who labor unceasingly to support the mission by building logistic bases, running truck convoys, distributing supplies, and fighting when needed. This is nothing new. The first Marine aviator to earn the Medal of Honor in World War II, Captain Henry "Hank" Elrod, was a fighter pilot on Wake Island. His aircraft was destroyed after 15 days of heroic defense of the island, he died leading a platoon of Marines in ground combat. Actions of Marines like Captain Elrod continue to demonstrate that every Marine is a rifleman. These actions occur with such regularity, that non-Marines often show surprise on learning that there are any specialties in the Corps other than the infantry. This perception on the part of others is part of what makes our Corps, one that transcends occupational specialty.

g. There is almost nothing more precious to a Marine than a fellow Marine. This traditional bond flows from the combat training which all Marines receive, officer and enlisted, and the shared danger and adversity inherent in expeditionary operations.

> Those men on the line were my family, my home. They were closer to me than I can say, closer than any friends had been or ever would be. They had never let me down, and I couldn't do it to them. I had to be with them, rather than let them die and me live with the knowledge that I might have saved them. Men, I now knew, do not fight for flag or country, for the Marine Corps or glory or any other abstraction. They fight for one another. Any man in combat who lacks comrades who will die for him, or for whom he is willing to die, is not a man at all. He is truly damned.
>
> By Sergeant William Manchester, Author and WWII veteran of Okinawa.

h. This cohesion between Marines is not a function of a particular unit within the Corps. It is a function of the Corps itself. When a Marine reports to a unit, he or she may be unknown personally, but is a known quantity professionally. Regardless of anything else known about them, their leaders know that they have been trained as Marines and as such they bear that indelible stamp of "rifleman." Nowhere is the effect of this more evident than when Marines are exposed to danger or to war. Fellow Marines, remote from the action, are usually uneasy. Marines are going in harm's way, and there is an unnatural feeling of being "left out" among those not able to go. This attitude is born of the confidence that every Marine can fight, that every Marine can contribute to the mission, and that every Marine is duty bound to share in the danger and the risk of every other Marine in the Corps.

i. This "spirit" of confidence comes from training and tradition. Each individual Marine, because of the fighting tradition of the Corps and the toughness of the training, is confident of his own ability and that of his buddies. That is why Marines fight with discipline and steadfastness in the toughest of situations. This is why when victory or survival becomes doubtful, they turn to their belief in themselves, their buddies, and their units, fighting for one another, their unit, and the Marine Corps. This confidence in themselves and one another very often spells the difference between victory and survival or defeat and annihilation.

TRANSITION: We have discussed warrior ethos, are there any questions?

SUMMARY **(10 MIN)**

During this period of instruction we have covered bayonet techniques and warrior ethos. I am now confident you will be able to use these techniques to kill the enemy if necessary.

INSTRUCTOR NOTE: Provide follow-on instructions.

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LESSON PLAN

UPPER BODY STRIKES

MCCS-GRAY-2002

GRAY BELT

UNITED STATES MARINE CORPS

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24191 GILBERT ROAD
QUANTICO, VIRGINIA 22134

INSTRUCTOR PREPARATION GUIDE

LESSON TITLE: Upper Body Strikes

LESSON DESIGNATOR: MCCS-GRAY-2002

TOTAL LESSON TIME: 1 hour 45 minutes

REFERENCES: MCO 1500.59_
NAVMC 3500.41_
MCRP 3-02_

PERSONNEL REQUIRED: One instructor and assistants

FACILITIES: Soft footed training area

REVIEW COURSE MATERIALS:

- Review Lesson Plan

ADD PERSONALIZATION:

- Personalize the lesson by adding subject matter detail, personal experiences, examples, and questions.

MATERIALS/EQUIPMENT:

- Black Leather Gloves
- Striking Pad

SETUP AND PLANNING:

- Reserve Training Area
- Conduct Rehearsals

INTRODUCTION (5 MIN)

1. GAIN ATTENTION. During your career in the United States Marine Corps you will be exposed to many new techniques, such as upper body strikes. The weapons of your body, specifically your arms and hands, will be used from time to time in an offensive attack to stun and finish the aggressor. Marines also have fourteen identifiable traits that solidify our character as a leader. These traits are known as leadership traits.

2. OVERVIEW. Good morning, my name is _____. This lesson will cover upper body strikes and leadership traits.

3. POSITIONS

INSTRUCTOR NOTE: Assign demonstration and practice positions. Ensure students have enough space, and can see and hear the instructor.

4. SAFETY. To prevent injury, ensure the following:

a. Start slowly and increase speed with proficiency.

b. Never execute techniques at full force or full speed.

c. When executing strikes, ensure the joints are kept slightly bent to avoid hyperextension.

d. Training will be conducted in three stages.

(1) Marines will execute techniques in the air.

(2) Marines will practice strikes on a pad or dummy.

(3) Marines will practice during free sparring.

TRANSITION. Now that you know what will be covered are there any questions? Let's discuss the purpose of upper body strikes.

BODY (90 MIN)

1. EXPLAIN

a. **Purpose.** The purpose of upper body strikes is to stun the aggressor or to set him up for follow on techniques.

b. **Principles.** The principles for upper body strikes are generating power, muscular tension, follow through, and movement.

(1) Generating Power. Maximum power is generated by rotating the hips and shoulders into the attack, moving your body weight straight forward or backward, or dropping your body

weight into an aggressor. Body weight can be transferred into an attack from high to low or from low to high.

(2) Muscular Tension**.** There should be muscular tension in the hand and forearm at the moment of impact to maximize damage to the aggressor and to avoid injury to your hand. The arms are relaxed until the moment of impact.

(3) Follow Through**.** A strike should be delivered so the weapon (e.g., hand, elbow) hits and follows through the target. This technique will inflict maximum damage to the aggressor. Strikes with the arms are executed with heavy hands; the strike is executed by driving through with the strike to allow the weight of the hand to go through the target.

(4) Movement**.** Your movement will put you in the proper position for launching an attack against your aggressor as well as to help protect yourself. Movement is initiated from the basic warrior stance and ends in the basic warrior stance. Each strike can be performed with either the left or right arm depending upon your angle of attack, the position of the aggressor, and the vulnerable target areas exposed on the aggressor.

c. **Fundamentals.** The fundamentals for upper body strikes are the striking surface and target areas.

(1) Striking Surface. The striking surface for each upper body strike will maximize the damage given to the aggressor while minimizing the damage taken. The striking surface for a knife hand strike is the meaty portion of the hand below the little finger extending to the top of the wrist. The chin jab/palm heel strike uses the heel of the hand. The striking surface for elbow strikes is two inches above or below the point of the elbow, depending on your angle of attack.

(2) Target Areas. Target areas that should be attacked with upper body strikes are soft tissue areas such as the eyes, nose, jaw, and throat. The torso can also be attacked as a secondary target. Pinpoint accuracy is not necessary to attack these areas. Strikes use gross motor skills as opposed to fine motor skills.

TRANSITION: We have covered the purpose, principles, and fundamentals, are there any questions? I will now demonstrate the first technique.

2. DEMONSTRATE

INSTRUCTOR NOTE: Demonstrate only one technique at a time. Do not explain the steps or open the class for questions.

INTERIM TRANSITION: Go to practice position one.

3. IMITATE.

a. **Outside/Forward Knife Hand Strike**. The outside/forward knife hand strike is used when the primary target area is narrow, for example, to strike the neck between body armor and a helmet.

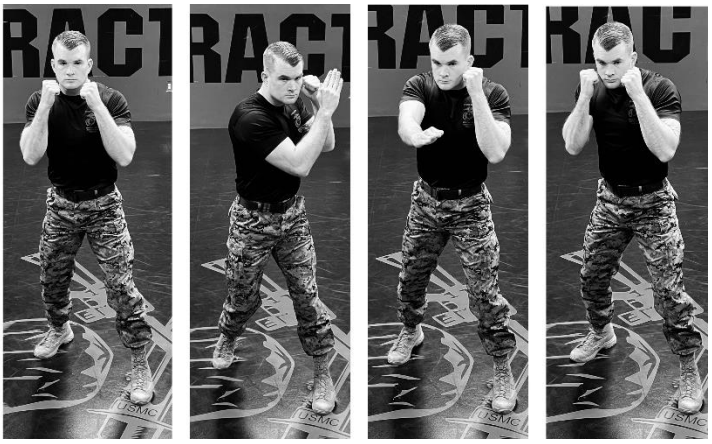


(1) From the basic warrior stance, make a knife hand with your right hand and thrust your knife hand forward (horizontally) into the aggressor while rotating your right hip and shoulder forward.

(2) Rotate your wrist so your palm is up. Contact should be made on the aggressor with the meaty portion of the knife hand.

(3) Follow through the target with your hand and rapidly return to the basic warrior stance.

b. **Inside/Reverse Knife Hand Strike**. The inside/reverse knife hand strike is primarily used after executing the outside/forward knife hand strike.

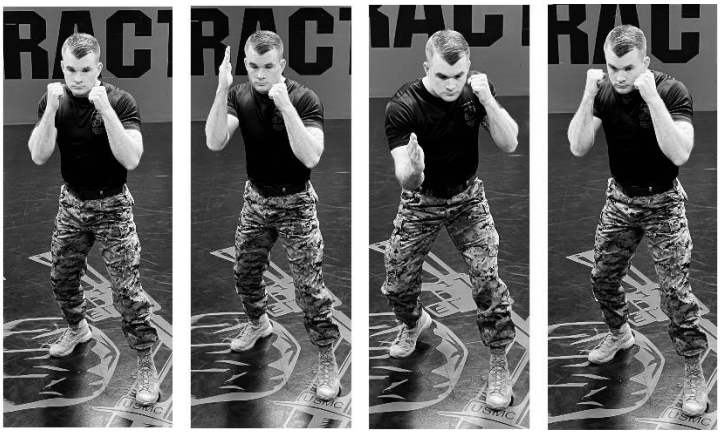


(1) From the basic warrior stance, make a knife hand with your right hand and thrust your knife hand forward (horizontally) into the aggressor while rotating your right hip and shoulder backwards.

(2) Rotate your wrist so your palm is down. Contact should be made on the aggressor with the meaty portion of the knife hand.

(3) Follow through the target with your hand and rapidly return to the basic warrior stance.

c. **Vertical Knife Hand Strike**. The vertical knife hand strike is primarily used to attack the back of the neck.

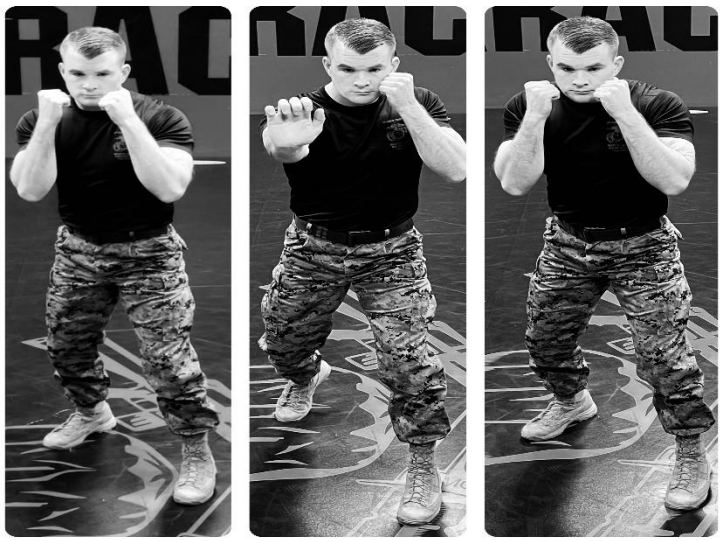


(1) From the basic warrior stance, make a knife hand with your right hand and drop your knife hand down (vertically) onto the aggressor while dropping your body weight and rotating your right hip and shoulder forward.

(2) Your palm should be facing inboard. Contact should be made on the aggressor with the meaty portion of the knife hand.

(3) Follow through the target with your hand and rapidly return to the basic warrior stance.

d. **Chin Jab/Palm Heel Strike**. The chin jab/palm heel strike can immediately render an aggressor unconscious and cause extensive damage to the neck and spine.



(1) From the basic warrior stance, bend your right wrist back at a 90 degree angle with your palm facing the aggressor and your fingers pointing up. Extend your hand into a flat position with your fingers bent and joined at the second knuckle.

(2) Forcefully rotate your hips and shoulders toward the aggressor and thrust your rear hand straight out, to nearly full extension.

(3) Shift your body weight to your lead foot while pushing off on the ball of your rear foot.

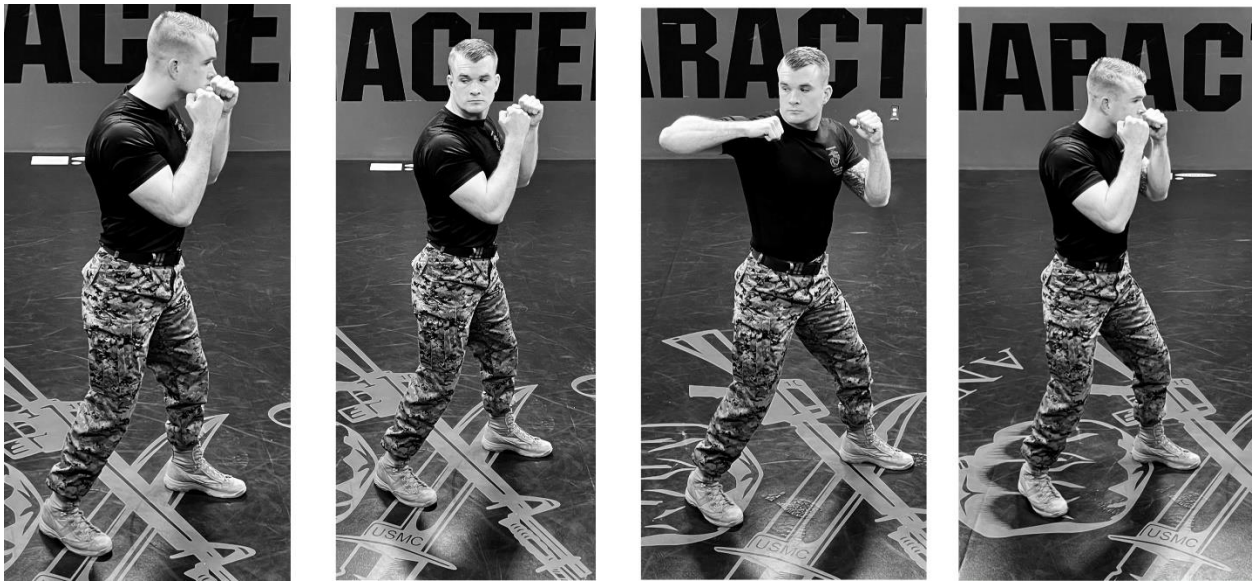
INSTRUCTOR NOTE: A forward angle of movement is not required when conducting this technique.

(4) Thrust the palm of your hand directly up under the aggressor's chin while rotating your right hip and shoulder forward.

(5) The attack should travel up the centerline of the aggressor's chest to his chin. Contact should be made on the aggressor's chin with the heel of your palm.

(6) Follow through the target with your hand and rapidly return to the basic warrior stance.

e. **Horizontal Rear Elbow Strike**. The horizontal rear elbow strike is used when being attacked from the rear.



(1) From the basic warrior stance, look back over your shoulder to acquire your target.

(2) Thrust your right elbow horizontally backwards toward the aggressor while taking a slight step backwards to generate power and bring yourself within striking range of the aggressor.

(3) The right forearm is parallel to the deck with the palm facing the deck.

(4) Rotate your right hip and shoulder backwards to generate additional power.

(5) Follow through the target with your elbow and rapidly return to the basic warrior stance.

f. **Vertical Elbow Strike High to Low**. The vertical elbow strike high to low is primarily used to attack the back of the neck when the aggressor is bent over.



(1) From the basic warrior stance, bend your right elbow, keeping your fist close to your ear with your elbow at shoulder level.

(2) Drop your elbow down (vertically) onto the aggressor while dropping your body weight and rotating your right hip and shoulder forward.

(3) Follow through the target with your elbow and rapidly return to the basic warrior stance.

4. PRACTICE

INSTRUCTOR NOTE: Fault check student proficiency and safety. After practicing in the air, allow the students to practice on strike pads. Ensure partners hold the pad correctly.

TRANSITION: We have learned upper body strikes, are there any questions? Every Marine must also understand and develop their leadership traits.

5. TIE-IN (LEADERSHIP TRAITS). The traits of leadership are the basic fundamentals Marines use to develop their own leadership abilities and their subordinates. The results of failure to apply these fundamentals are obvious. For example, a leader's lack of knowledge or judgment could result in the unnecessary loss of Marines' lives. Our profession is deadly serious when it comes to the requirements for effective leadership by all Marines. The acronym that helps us remember these important leadership principles is “JJ-DID-TIEBUCKLE”:

a. **Judgment**. Judgement is the ability to weigh facts and possible courses of action in order to make sound decisions. Sound judgment allows a leader to make appropriate decisions in the guidance and training of his Marines and the employment of his unit. A Marine who exercises good judgment weighs pros and cons accordingly to arrive at an appropriate decision and take proper action.

b. **Justice**. Justice is giving reward and punishment according to the merits of the case in question. The ability to administer a system of rewards and punishments impartially and consistently is critical to a leader's success. The quality of displaying fairness and impartiality is vital in order to gain the trust and respect of subordinates and maintain discipline and unit cohesion, particularly in the exercise of responsibility as a leader.

c. **Dependability**. Dependability is the certainty of proper performance of duty. It is the quality that permits a senior to assign a task to a junior with the understanding it will be accomplished with minimum supervision. This understanding includes the assumption the initiative will be taken on small matters not covered by instructions. It is knowing you can always be counted on.

d. **Initiative**. Initiative is taking action in the absence of orders. Since NCOs and junior officers often work without close supervision, emphasis is placed on being a self-starter. Initiative is a founding principle of Marine Corps Warfighting philosophy.

e. **Decisiveness**. Decisiveness is the ability to make decisions promptly and to announce them in a clear, forceful manner. The quality of character which guides a person to accumulate all available facts in a circumstance, weigh the facts, and choose and announce an alternative which seems best.

f. **Tact**. Tact is the ability to deal with others without creating hostility. The quality of consistently treating peers, seniors, and subordinates with respect and courtesy is a sign of maturity. Tact allows commands, guidance, and opinions to be expressed in a constructive and beneficial manner. This deference must be extended under all conditions regardless of true feelings.

g. **Integrity**. Integrity is the uprightness of character and soundness of moral principles. It is the quality of truthfulness and honesty. A Marine's word is his bond. Nothing less than complete honesty in all of your dealings with subordinates, peers, and superiors is acceptable. For the warrior, integrity is the unity of the mind, body and spirit. It is an understanding that a true warrior is only complete when he has trained himself completely so that his physical prowess is complimented by his mental skills and all is under the control of his soul. The opposite of integrity is not lying but disintegration.

h. **Enthusiasm**. Enthusiasm is the display of sincere interest and exuberance in the performance of duty. Displaying interest in a task, and optimism that it *can* be successfully completed, greatly enhance the likelihood the task *will* be successfully completed.

i. **Bearing**. Bearing is creating a favorable impression in carriage, appearance, and personal conduct at all times. It is the ability to look, act, and speak like a leader whether or not these manifestations indicate one's true feelings. Some signs of these traits are clear and plain speech, an erect gait, and impeccable personal appearance. Bearing is keeping your head, keeping your word and keeping your temper. This is how a warrior acts.

j. **Unselfishness**. Unselfishness is the avoidance of providing for one's own comfort and personal advancement at the expense of others. The quality of looking out for the needs of your

subordinates before your own is the essence of leadership. This quality is not to be confused with putting these matters ahead of the accomplishment of the mission.

k. **Courage**. Courage is a mental quality that recognizes fear of danger or criticism, but enables a Marine to proceed in the face of it with calmness and firmness. Knowing and standing for what is right, even in the face of popular disfavor, is often the leader's lot. The business of fighting and winning wars is a dangerous one. The importance of courage on the battlefield is obvious.

l. **Knowledge**. Knowledge is having an understanding of a science or an art. It is the range of one's information, professional knowledge and understanding of one's Marines. The gaining and retention of current developments in military and naval science and world affairs is important for your growth and development. For the warrior this is the mental discipline of the martial art.

m. **Loyalty**. Loyalty is the quality of faithfulness to country, the Corps, and unit, and to one's seniors, subordinates, and peers. The motto of our Corps is *Semper Fidelis,* Always Faithful. You owe unswerving loyalty up and down the chain of command; to seniors, subordinates, and peers.

n. **Endurance**. Endurance is the mental and physical stamina measured by the ability to withstand pain, fatigue, stress, and hardship. The quality of withstanding pain during a conditioning hike in order to improve stamina is crucial in the development of leadership. Leaders are responsible for leading their units in physical endeavors and for motivating them as well. Without endurance a warrior is only a shadow of what he could be.

o. It is important to realize simple knowledge of these basic tenets of leadership is not enough; rather the leader of Marines must instinctively apply them personally, and earnestly develop them in his subordinates. This is not only critical as we develop our subordinates as future leaders but because of the fact these traits are also at the very heart of a sound character development (Select a particular trait and elaborate on that trait).

INSTRUCTOR NOTE: Instructors may enhance this tie-in with additional material in Appendix A, Guided Discussion 1.

TRANSITION: We have discussed leadership traits, are there any questions?

SUMMARY (10 MIN)

During this period of instruction we have covered upper body strikes and leadership traits. I am now confident you will be able to use these techniques to defend yourself if necessary.

INSTRUCTOR NOTE: Provide follow-on instructions.

UNITED STATES MARINE CORPS
MARTIAL ARTS CENTER OF EXCELLENCE
THE BASIC SCHOOL
24191 GILBERT ROAD
QUANTICO, VIRGINIA 22134

LESSON PLAN

LOWER BODY STRIKES

MCCS-GRAY-2003

GRAY BELT

UNITED STATES MARINE CORPS

MARTIAL ARTS CENTER OF EXCELLENCE
THE BASIC SCHOOL
24191 GILBERT ROAD
QUANTICO, VIRGINIA 22134

INSTRUCTOR PREPARATION GUIDE

LESSON TITLE: Lower Body Strikes

LESSON DESIGNATOR: MCCS-GRAY-2003

TOTAL LESSON TIME: 1 hour 30 minutes

REFERENCES: MCO 1500.59_
NAVMC 3500.41_
MCRP 3-02_

PERSONNEL REQUIRED: One instructor and assistants

FACILITIES: Soft footed training area

REVIEW COURSE MATERIALS:

- Review Lesson Plan

ADD PERSONALIZATION:

- Personalize the lesson by adding subject matter detail, personal experiences, examples, and questions.

MATERIALS/EQUIPMENT:

- Striking Pad

SETUP AND PLANNING:

- Reserve Training Area
- Conduct Rehearsals

INTRODUCTION (5 MIN)

1. GAIN ATTENTION. The legs provide the most powerful weapons of the body. Likewise, certain leadership principles give the Marine powerful weapons with which to lead. The techniques taught in this period of instruction, both the physical and mental, will assist the Marine to be a leader and warrior both on and off the field of battle.

2. OVERVIEW. Good morning, my name is _____. This lesson will cover lower body strikes and the leadership principles.

3. POSITIONS

INSTRUCTOR NOTE: Assign demonstration and practice positions. Ensure students have enough space, and can see and hear the instructor.

4. SAFETY. To prevent injury, ensure the following:

a. Start slowly and increase speed with proficiency.

b. Never execute techniques at full force or full speed.

c. When executing strikes, ensure the joints are kept slightly bent to avoid hyperextension.

d. Training will be conducted in three stages.

(1) Marines will execute techniques in the air.

(2) Marines will practice strikes on a pad or dummy.

(3) Marines will practice during free sparring.

TRANSITION. Now that you know what will be covered are there any questions? Let's discuss the purpose of lower body strikes.

BODY (75 MIN)

1. EXPLAIN

a. **Purpose.** The purpose of lower body strikes is to stop an aggressor's attack or create an opening in his defense in order to launch an attack.

b. **Principles.** The principles for lower body strikes are generating power, follow through, and movement.

(1) Generating Power**.** The legs provide the most powerful weapons of the body because they use the largest muscles of the body. Maximum power is generated by rotating the hips into

the attack, driving the hips forward, or dropping your body weight into an aggressor. Strikes with the rear leg are more powerful while strikes with the lead leg are faster.

(2) Follow Through**.** A strike should be delivered so the weapon (e.g., foot, knee) hits and follows through the target. This technique will inflict maximum damage to the aggressor. The strike is executed by driving through with the strike to allow the weight of the leg to go through the target.

(3) Movement**.** Your movement will put you in the proper position for launching an attack against your aggressor as well as to help protect yourself. Movement is initiated from the basic warrior stance and ends in the basic warrior stance. Each strike can be performed with either the left or right leg depending upon your angle of attack, the position of the aggressor, and the vulnerable target areas exposed on the aggressor.

c. **Fundamentals.** The fundamentals for lower body strikes are the striking surface and target areas.

(1) Striking Surface. The striking surface for each lower body strike will maximize the damage given to the aggressor while minimizing the damage taken. The striking surface for a horizontal knee strike is two inches above the knee, or the inside of the knee, depending on your position. The side kick uses the outside cutting edge of your boot. The axe stomp uses the cutting edge of your heel.

(2) Target Areas. The primary target areas for lower body strikes are the lower extremities, the groin, and the lower torso. Never kick high because this jeopardizes your balance and leaves you vulnerable to a counter attack. The head is only a primary target area if the aggressor is on the ground or bent over.

TRANSITION: We have covered the purpose, principles, and fundamentals, are there any questions? I will now demonstrate the first technique.

2. DEMONSTRATE

INSTRUCTOR NOTE: Demonstrate only one technique at a time. Do not explain the steps or open the class for questions.

INTERIM TRANSITION: Go to practice position one.

3. IMITATE

a. **Horizontal Knee Strike**. The horizontal knee strike is used to inflict major damage during close range fighting or grappling.

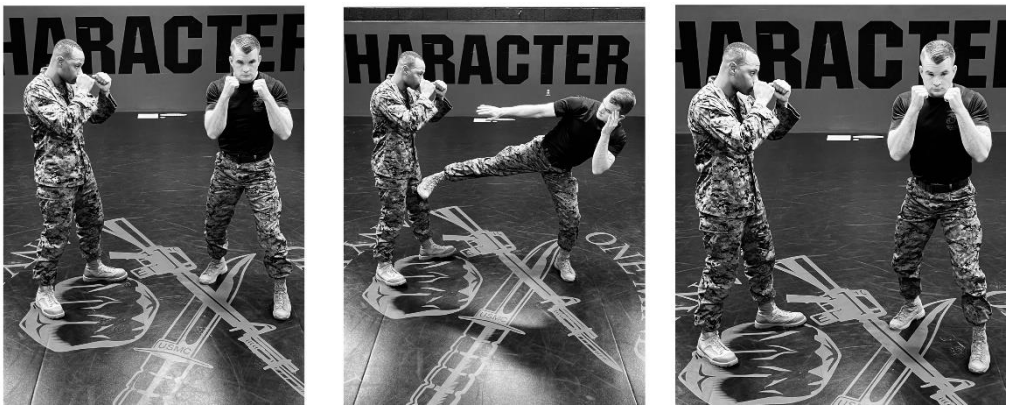


(1) From the basic warrior stance, grab the aggressor's neck or gear with both hands without interlacing your fingers. If you interlace your fingers, your aggressor can pull back or reach behind their head and break the fingers.

(2) Pull the aggressor down and at the same time raise your right knee driving it up forcefully into the aggressor. Power is generated by pulling the aggressor down and thrusting the knee horizontally with your hips.

(3) Follow through the target with your knee and rapidly retract to the basic warrior stance.

b. **Side Kick**. The side kick is used to stop an aggressor's attack coming from your side.



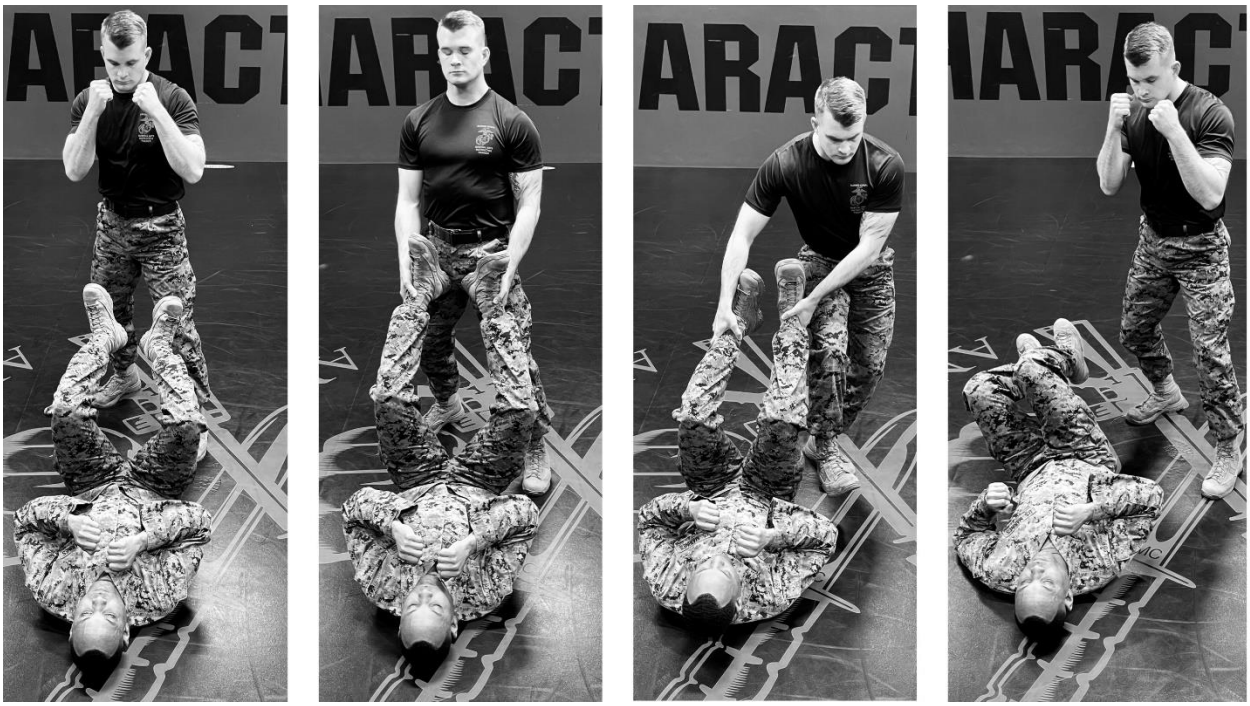
(1) From the basic warrior stance, look to your right to acquire the target. Raise your right knee in front your body and shift your body weight to your left leg to maintain your balance.

INSTRUCTOR NOTE: Primary target area is from the aggressor's knee to lower torso. Secondary target area would be the upper torso/head if the opportunity presents itself.

(2) Thrust your right foot to the right, making contact on the aggressor with the outside cutting edge of your right boot.

(3) Follow through the target with your foot and rapidly retract to the basic warrior stance.

c. **Axe Stomp**. The axe stomp is used to attack the aggressor when he is on the deck in the guard position with his feet preventing you from executing a vertical stomp and you are standing.



(1) From the basic warrior stance, bring your right leg across your body placing your right foot in front of your left. Shift your body weight to your left leg to maintain your balance.

(2) Swing your right foot above waist high in a clockwise motion. Forcefully drive the cutting edge of your right heel down onto the aggressor while keeping your right knee slightly bent.

(3) At the same time, drop your body weight into the strike.

(4) Rapidly retract to the basic warrior stance.

4. PRACTICE

INSTRUCTOR NOTE: Fault check student proficiency and safety. After practicing in the air, allow the students to practice on strike pads. Ensure partners hold the pad correctly.

TRANSITION: We have learned lower body strikes, are there any questions? We will now discuss the leadership principles.

5. TIE-IN (LEADERSHIP PRINCIPLES). The eleven leadership principles are a guide for every Marine, regardless of their rank or MOS. As you will see, they are rooted in our core values, our warrior ethos, and our leadership traits. Let us discuss each.

a. **Know Yourself and Seek Self-Improvement**. Evaluate yourself by using the leadership traits to determine your strengths and weaknesses. Work to improve your weaknesses and utilize your strengths. With knowledge of yourself and group behavior, and your experience, you can determine the best way to deal with any given situation. Ask your peers and seniors for an honest evaluation of your leadership ability. This will help you to identify your weaknesses and strengths. As a warrior you should spend more time on your weaknesses; only then will you become a better leader.

b. **Be Technically and Tactically Proficient**. Before you can lead, you must be able to do the job. As a Marine, you must demonstrate your ability to accomplish the mission. To do this you must be capable of answering questions and demonstrating competence in your MOS, as well as the basic skills of a rifleman that each of us must maintain. Respect is the reward of the Marine who shows competence. Tactical and technical competence can be learned from books and from on the job training. Included in this area are physical fitness, water survival, and martial arts skills.

c. **Know Your Marines and Look Out for Their Welfare**. This is one of the most important of the principles as it is also one of the two purposes of leadership. You should know your Marines and how they react to different situations. This knowledge can save lives. A Marine who is nervous and lacks self-confidence should never be put in a situation where important and immediate decision must be made. Knowledge of your Marines' personalities will enable you, as the leader, to decide how to best handle each Marine and determine when close supervision is needed.

d. **Keep Your Marines Informed**. Marines by nature are inquisitive. To promote efficiency and morale, a leader should inform the Marines in his unit of all happenings and give reasons why things are to be done. This, of course, is done when time and security permit. Informing your Marines of the situation makes them feel that they are a part of the team and not just a cog in a wheel. Informed Marines perform better and, if knowledgeable of the situation, can carry on without your personal supervision. The key to giving out information is to be sure Marines have enough information to do their job intelligently and to inspire their initiative, enthusiasm, loyalty, and convictions.

e. **Set the Example**. As a Marine progresses through the ranks by promotion, all too often he takes on the attitude of "do as I say, not as I do." Nothing turns Marines off faster! As a leader of Marine your duty is to set the standards for your Marines by personal example. The Marines in your unit take careful note of your appearance, attitude, physical fitness, and personal example. If your personal standards are high, then you can rightfully demand the same of your Marines. If your personal standards are not high you are setting a double standard for your Marines and you will rapidly lose their respect and confidence. Remember your Marines reflect your image! Leadership is taught by example.

f. **Ensure the Task is Understood, Supervised, And Accomplished**. This principle is necessary in the exercise of command. Before you can expect your Marines to perform, they must know first what is expected of them. You must communicate your instructions in a clear, concise manner. Talk at a level that your Marines are sure to understand, but not at a level so low that would insult their intelligence. Before your Marines start a task, allow them a chance to ask questions or seek advice. Supervision is essential. Without supervision you cannot know if the assigned task is being properly accomplished. Over supervision is viewed by subordinates as

harassment and effectively stops their initiative. There is a fine line between proper supervision by the leader and micromanagement. The effective leader will never cross that line. Allow subordinates to use their own techniques and judgment. Then periodically check their progress.

g. **Train Your Marines as a Team**. Every waking hour Marines should be trained and schooled; challenged and tested; corrected and encouraged with perfection and teamwork as a goal. When not at war, Marines are judged in peacetime roles such as proficiency in drill, dress, bearing demeanor, shooting, self-improvement, and most importantly, performance of military duties. No excuse can be made for the failure of leaders to train their Marines to the highest state of physical condition and to instruct them to be the very best in the profession of arms. Train with a purpose and emphasize the essential element of teamwork.

h. **Make Sound and Timely Decisions**. The leader must be able to rapidly estimate a situation and make a sound decision based on that estimation. Hesitation or a reluctance to make a decision leads subordinates to lose confidence in your abilities as a leader. Loss of confidence in turn creates confusion and hesitation within the unit. Once you make a decision and discover it is the wrong one, don't hesitate to revise your decision. Marines respect the leader who admits and corrects mistakes immediately instead of trying to bluff through a poor decision.

i. **Develop a Sense of Responsibility Among Your Subordinates**. Another way to show your Marines that you are interested in their welfare is to give them the opportunity for professional development. Assigning tasks and delegating the authority to accomplish tasks promotes mutual confidence and respect between the leader and subordinates. It also encourages the subordinates to exercise initiative and to give wholehearted cooperation in the accomplishment of unit tasks. When you properly delegate authority, you demonstrate faith in your Marines and increase their desire for greater responsibilities. If you fail to delegate authority, you indicate a lack of leadership, and your subordinates may take it to be a lack of trust in their abilities.

j. **Employ Your Command in Accordance with its Capabilities**. Successful completion of a task depends upon how well you know your unit's capabilities. If the task assigned is one that your unit has not been trained to do, failure is very likely to result. Failures lower your unit's morale and self-esteem. You wouldn't send a cook section to "PM" a vehicle; nor would you send three Marines to do the job of ten. Seek out challenging tasks for your unit, but be sure that your unit is prepared for and has the ability to successfully complete the mission.

k. **Seek Responsibility and Take Responsibility for Your Actions**. For professional development, you must actively seek out challenging assignments. You must use initiative and sound judgment when trying to accomplish jobs that are not required by your grade. Seeking responsibilities also means that you take responsibility for your actions. You are responsible for all that your unit does, or fails to do. Regardless of the actions of your subordinates, the responsibility for decisions and their execution falls on you as the leader. You must issue all orders in your name. Stick by your convictions and do what you think is right, but accept justified and constructive criticism. Never remove or demote a subordinate for a failure that is the result of your own mistake.

INSTRUCTOR NOTE: Instructors may enhance this tie-in with additional material in Appendix A, Guided Discussion 1.

TRANSITION: We have discussed the leadership principles, are there any questions?

SUMMARY (10 MIN)

During this period of instruction we have covered lower body strikes and leadership principles. I am now confident you will be able to use these techniques to defend yourself if necessary.

INSTRUCTOR NOTE: Provide follow-on instructions.

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LESSON PLAN

CHOKES

MCCS-GRAY-2004

GRAY BELT

UNITED STATES MARINE CORPS

MARTIAL ARTS CENTER OF EXCELLENCE
THE BASIC SCHOOL
24191 GILBERT ROAD
QUANTICO, VIRGINIA 22134

INSTRUCTOR PREPARATION GUIDE

LESSON TITLE: Chokes

LESSON DESIGNATOR: MCCS-GRAY-2004

TOTAL LESSON TIME: 45 minutes

REFERENCES: MCO 1500.59_
NAVMC 3500.41_
MCRP 3-02_

PERSONNEL REQUIRED: One instructor and assistants

FACILITIES: Soft footed training area

REVIEW COURSE MATERIALS:

- Review Lesson Plan

ADD PERSONALIZATION:

- Personalize the lesson by adding subject matter detail, personal experiences, examples, and questions.

MATERIALS/EQUIPMENT:

- Mouthpiece

SETUP AND PLANNING:

- Reserve Training Area
- Conduct Rehearsals

INTRODUCTION (5 MIN)

1. GAIN ATTENTION. When performed correctly, a choke can render an aggressor unconscious in as little as eight to thirteen seconds, regardless of size or gender. However, to be effective, you must fully understand how to apply the techniques. Like chokes, hazing can choke off our ability to accomplish the mission.

2. OVERVIEW. Good morning, my name is _____. This lesson will cover chokes and hazing.

3. POSITIONS

INSTRUCTOR NOTE: Assign demonstration and practice positions. Ensure students have enough space, and can see and hear the instructor.

4. SAFETY. To prevent injury, ensure the following:

a. Start slowly and increase speed with proficiency.

b. Never execute techniques at full force or full speed.

c. Techniques will be performed on a soft-footed area.

d. Apply slow, steady pressure until the aggressor taps out. Aggressor will tap out when they become uncomfortable. They may tap the deck, tap themselves, tap the Marine, or verbally say "tap-tap-tap." The Marine must immediately release the pressure when the aggressor taps out.

e. Never hold a choke for more than five seconds in training. The aggressor should never become light headed.

f. Do not apply pressure to the trachea during training.

TRANSITION. Now that you know what will be covered are there any questions? Let's discuss the purpose of chokes.

BODY (30 MIN)

1. EXPLAIN

a. **Purpose.** The purpose of chokes is to render an aggressor unconscious or gain control of the situation using less than lethal force.

b. **Principles.** The principles for chokes are the two types of chokes: blood chokes and air chokes.

(1) Blood Chokes**.** A blood choke is performed on the carotid artery, which carries oxygen-enriched blood from the heart to the brain. The carotid artery is located on both sides of the

neck. When executed properly, a blood choke takes 8 to 13 seconds to render the aggressor unconscious. The blood choke is preferred because it can end the fight more quickly.

(2) Air Chokes**.** An air choke is performed on the windpipe or trachea, cutting off the air to the lungs and heart. When executed properly, an air choke takes 2 to 3 minutes to render the aggressor unconscious. The air choke is not recommended because of the length of time it takes to end the fight. Air chokes are not taught in MCMAP.

c. **Fundamentals.** The fundamental for chokes is control. Control the aggressor's center of gravity and weight distribution to allow you to keep them in a vulnerable position long enough for the choke to be effective.

TRANSITION: We have covered the purpose, principles, and fundamentals, are there any questions? I will now demonstrate the first technique.

2. DEMONSTRATE

INSTRUCTOR NOTE: Demonstrate only one technique at a time. Do not explain the steps or open the class for questions.

INTERIM TRANSITION: Go to practice position one.

3. IMITATE

a. **Front Choke**. The front choke uses the aggressor's collar to choke him when you are facing each other.



(1) Begin by facing the aggressor in the basic warrior stance.

(2) Grab high in the back of your aggressor's right collar with your right hand, palm facing up. Hold the collar tight in your right palm.

(3) Reach under your right arm with your left hand and grab the back of the aggressor's left collar, palm facing up, forming an X with your wrists. Attempt to make your thumbs touch behind the aggressor's neck.

(4) Curl your wrist inward and pull down toward your chest. The aggressor's carotid arteries will be cut off by your radial bones. Ensure you apply pressure on the carotid arteries and not the trachea.

4. PRACTICE

INSTRUCTOR NOTE: Fault check student proficiency and safety.

TRANSITION: We have learned chokes, are there any questions? Every Marine must also prevent hazing.

5. TIE-IN (HAZING). Hazing is defined as any conduct, whereby one military member, regardless of service or rank, cause another military member, regardless of service or rank, to suffer or be exposed to an activity which is cruel, abusive, humiliating, or oppressive. Hazing includes, but is not limited to, any form of initiation or congratulatory act that involves physically striking another to inflict pain, piercing another's skin in any manner, verbally berating another, encouraging another to engage in illegal, harmful, demeaning or dangerous acts. Soliciting or coercing another to participate in any such activity is also considered hazing. Hazing need not involve physical contact among or between military members; it can be verbal or psychological in nature.

a. **Hazing Does Not Include**:

(1) Mission or operational activities.

(2) The requisite training to prepare for such missions or operations.

(3) Administrative corrective measures.

(4) Extra military instruction.

(5) Command authorized physical training.

(6) Authorized incentive training permitted at the Marine Corps Recruit Depots.

(7) Other similar activities authorized by the chain of command.

b. **Policy.** Hazing is prohibited. No Marine, or service member attached to a Marine command, including Marine detachments, may engage in hazing or consent to acts of hazing being committed on them. No one in a supervisory position may, by act, word, or omission, condone or ignore hazing if they know or reasonably should have known that hazing may occur. Consent to hazing is not a defense to violating the order. Any violation, attempted violation, or solicitation of another to violate the Marine Corps Order, subjects involved members to disciplinary action under Article 92 of the Uniform Code of Military Justice (UCMJ).

c. **Traditions.** Since the beginning, the Marine Corps has embraced a variety of "Traditions" that commemorate special events in our history or events that celebrate personal milestones and professional achievement. These events remind us of our legacy and help define us as a band of brothers. When properly organized and supervised, these events serve to enhance morale, esprit de corps, pride, professionalism and unit cohesiveness. Unfortunately, some in our ranks confuse hazing with the tradition of certain military ceremonies and develop initiations or "rites of passage" they believe promote loyalty. They do not. Moreover, the occurrence of improper conduct is not limited to such activities. Any "at risk" activity should be strictly scrutinized and supervised by the chain of command to ensure that the dignity and respect of all participants is maintained, while preserving the customs and traditions historically associated with the activity.

d. **Leadership Responsibilities**. With the implementation of the Marine Corps Martial Arts Program we have the opportunity to add to our "Traditions." One of these will be the ceremony associated with the "belt ceremony." As a Marine progresses though the various belt levels and masters additional skills, there should be an appropriate ceremony to mark this special occasion. Let us make this event one that can proudly join our other traditions and become a part of our heritage.

(1) It is the leader's responsibility to provide appropriate training as part of their unit's orientation and annual troop information programs to ensure that Marines are aware of the Marine Corps policy on hazing.

(2) A leader should foster a command climate conducive to the reporting of hazing incidents and be aware of the sensitive nature with which this type of report, as well as the victim's privacy, must be handled.

(3) Leaders teach their Marines the true traditions of our Corps. They make history, customs and courtesies, and traditions not just for inspection, but part of their daily lives. Leaders should schedule events such as mess nights, Bosses nights, Officer/SNCO/NCO calls, and Right-hand Man nights on a regular basis. Celebrate promotions, graduations, belt advancements and other special occasions in a positive reinforcing manner.

INSTRUCTOR NOTE: Instructors may enhance this tie-in with additional material in Appendix A, Guided Discussion 2.

TRANSITION: We have discussed hazing, are there any questions?

SUMMARY **(10 MIN)**

During this period of instruction we have covered chokes and hazing. I am now confident you will be able to use these techniques to control the situation if necessary.

INSTRUCTOR NOTE: Provide follow-on instructions.

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LESSON PLAN

THROWS

MCCS-GRAY-2005

GRAY BELT

UNITED STATES MARINE CORPS

MARTIAL ARTS CENTER OF EXCELLENCE
THE BASIC SCHOOL
24191 GILBERT ROAD
QUANTICO, VIRGINIA 22134

INSTRUCTOR PREPARATION GUIDE

LESSON TITLE: Throws

LESSON DESIGNATOR: MCCS-GRAY-2005

TOTAL LESSON TIME: 1 hour

REFERENCES: MCO 1500.59_
NAVMC 3500.41_
MCRP 3-02_

PERSONNEL REQUIRED: One instructor and assistants

FACILITIES: Soft footed training area

REVIEW COURSE MATERIALS:

- Review Lesson Plan

ADD PERSONALIZATION:

- Personalize the lesson by adding subject matter detail, personal experiences, examples, and questions.

MATERIALS/EQUIPMENT:

- Mouthpiece

SETUP AND PLANNING:

- Reserve Training Area
- Conduct Rehearsals

INTRODUCTION (5 MIN)

1. GAIN ATTENTION. Marines will never have the opportunity to choose their enemies and will need the skills to handle any situation with any size of aggressor. Problems may arise in a Marine's life that may be hard to handle. Marines may have to call on their inner strength and core values to guide them.

2. OVERVIEW. Good morning, my name is _____. This lesson will cover throws and commitment.

3. POSITIONS

INSTRUCTOR NOTE: Assign demonstration and practice positions. Ensure students have enough space, and can see and hear the instructor.

4. SAFETY. To prevent injury, ensure the following:

a. Start slowly and increase speed with proficiency.

b. Never execute techniques at full force or full speed.

c. Techniques will be performed on a soft-footed area.

d. Students being thrown will execute proper break falls.

e. Practice fit-ins when learning throws. To execute a fit-in, stop just before throwing the aggressor to the deck.

TRANSITION. Now that you know what will be covered are there any questions? Let's discuss the purpose of throws.

BODY (45 MIN)

1. EXPLAIN

a. **Purpose.** The purpose of a throw is to bring an aggressor to the deck to gain the tactical advantage in a fight.

b. **Principles**. The principles for throws are balance, leverage, timing, and body position.

(1) Balance. It is important to maintain control of your balance to prevent the aggressor from countering the throw.

(2) Leverage. You will use the aggressor's body as a lever to increase the power generated for the throw. Leverage will allow you to throw any aggressor of any size.

(3) Timing. All throws must be properly timed to attack the aggressor when they are off-balance and vulnerable.

(4) Body Position. You must put your body into a position that is optimal for the throw. If your position is incorrect, the aggressor can counter the throw.

c. **Fundamentals**. The fundamentals for throws are entry, off-balance, and execution.

(1) Entry. The first part of a throw is the entry. Your entry should be quick and un-telegraphed to prevent the aggressor from anticipating your movement and countering your attack. You also want to make sure your body positioning is correct in relation to your aggressor to allow for proper off-balancing and execution of the throw.

(2) Off-Balancing. The second part of a throw is off-balancing. Off-balancing techniques are used to control an aggressor by using his momentum to move or throw him. This aids in the execution of throws because your aggressor is unable to fight your attack with his full strength when he is off-balanced.

(a) Angles of Off-Balancing. There are eight angles or directions in which an aggressor can be off-balanced: forward, rear, right, left, forward right, forward left, rear right, and rear left. The angles correspond to your perspective, not the aggressor's.

(b) Off-Balancing Techniques. An aggressor can be off-balanced by pushing, pulling, or bumping. Pushing and pulling are performed by grabbing the aggressor with your hands and driving him forcefully to one of the angles of off-balancing. Bumping uses other parts of your body such as your shoulders, hips, and legs to off-balance the aggressor.

(c) Momentum. Off-balancing techniques rely on the momentum of the aggressor. For example, if the aggressor is charging at you, you can pull him to drive him to the deck. Likewise, if the aggressor is pulling on you, you can push him to drive him to the deck. Using momentum is particularly effective for Marines who are outsized by the aggressor.

INSTRUCTOR NOTE: Students may practice off-balancing. Ensure students do not to drive the aggressor to the deck.

(3) Execution. The third and final part of a throw is the execution. The remaining steps in throwing the aggressor to the deck are utilized here. Each step before this is just to set up and assist in this final process. Follow through the throw to maximize power.

TRANSITION: We have covered the purpose, principles, and fundamentals, are there any questions? I will now demonstrate the first technique.

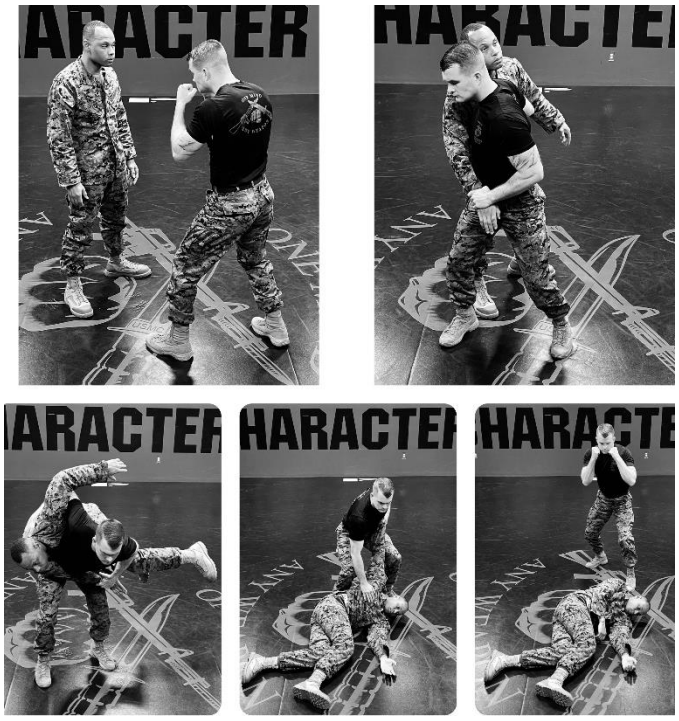
2. DEMONSTRATE

INSTRUCTOR NOTE: Demonstrate only one technique at a time. Do not explain the steps or open the class for questions.

INTERIM TRANSITION: Go to practice position one.

3. IMITATE

a. **Hip Throw**. A hip throw is particularly effective if the aggressor is moving forward or pushing on you.



(1) Start facing the aggressor in the basic warrior stance.

(2) Grasp the aggressor's right wrist with your left hand and step either in between his feet or outside his right foot with your right foot.

(3) Rotate on the ball of your right foot and bring your left foot to the inside of the aggressor's feet and your knees should be bent.

(4) At the same time, hook your right arm around the back of the aggressor's body and pull him in close to you. Your backside and hip should be lower than and outside your aggressor's hips and in a position of leverage.

(5) Pull your aggressor's right arm across your body and slightly lift the aggressor off the deck by bending at the waist, straightening your legs, and rotating your body to your left. If the aggressor cannot be easily lifted, your body position is incorrect.

INSTRUCTOR NOTE: Have the students practice fit-ins as many times as necessary to become proficient.

(6) Drive the aggressor to the deck by forcing him over your hip and following through with the throw.

(7) Rapidly return to the basic warrior stance.

4. PRACTICE

INSTRUCTOR NOTE: Fault check student proficiency and safety.

TRANSITION: We have learned throws, are there any questions? Every Marine must also understand commitment.

5. TIE-IN (COMMITMENT). Commitment is the promise or pledge to complete a goal or obligation; dedication to an institution or idea. The spirit of determination and dedication within members of a force of arms that leads to professionalism and mastery of the art of war. It leads to the highest order of discipline for unit and self. It is the ingredient that enables 24-hour a day dedication to Corps and Country, to pride, concern for others and is an unrelenting determination to achieve a standard of excellence in every endeavor. Commitment is the value that establishes the Marine as the warrior and citizen others strive to emulate. The promise or pledge to complete a worthy goal by worthy means, which requires identification with that goal and demonstrated actions to support that goal, including, but not limited to:

a. **Competence**. Competence is maintaining, and improving one's skill level to support the team. It is commitment to growing toward a standard of excellence second to none.

b. **Teamwork**. Individual effort in support of other team members in accomplishing the team's mission is the central concept of teamwork. Marines take care of their own. All worthwhile accomplishments are the result of a team effort.

c. **Selflessness**. Marines take care of their subordinates, their families, their fellow Marines before themselves. The welfare of our country and our Corps is more important than our individual welfare.

d. **Concern for People**. The Marine Corps is the custodian of this nation's future, especially her young people. We exist to defend the nation, but just as importantly, we are in the business of creating honorable citizens. Everyone is of value, regardless of race, nation of origin, religion, or gender. Concern includes a commitment to improving the level of education, skill, self-esteem, and quality of life for Marines and their families. On the battlefield, a Marine is the fiercest of all warriors and the most benevolent of conquerors.

e. **Spiritual Heritage**. The U. S. Constitution, the Pledge of Allegiance, and the creeds that guide our nation recognize the value of religious and spiritual heritage of individuals and base our understanding of rights and duties on the endowment of all people, by God, with the inalienable rights of life, liberty, and the pursuit of happiness. Marines maintain spiritual health and growth to nurture enduring values and acquire a source of strength required for success in battle and the ability to endure hardship.

INSTRUCTOR NOTE: Instructors may enhance this tie-in with additional material in Appendix A, Guided Discussion 3.

TRANSITION: We have discussed commitment, are there any questions?

SUMMARY (10 MIN)

During this period of instruction we have covered throws and commitment. I am now confident you will be able to use these techniques to gain the tactical advantage in a fight.

INSTRUCTOR NOTE: Provide follow-on instructions.

UNITED STATES MARINE CORPS
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24191 GILBERT ROAD
QUANTICO, VIRGINIA 22134

LESSON PLAN

COUNTERS TO STRIKES

MCCS-GRAY-2006

GRAY BELT

UNITED STATES MARINE CORPS

MARTIAL ARTS CENTER OF EXCELLENCE
THE BASIC SCHOOL
24191 GILBERT ROAD
QUANTICO, VIRGINIA 22134

INSTRUCTOR PREPARATION GUIDE

LESSON TITLE: Counters to Strikes

LESSON DESIGNATOR: MCCS-GRAY-2006

TOTAL LESSON TIME: 1 hour

REFERENCES: MCO 1500.59_
NAVMC 3500.41_
MCRP 3-02_

PERSONNEL REQUIRED: One instructor and assistants

FACILITIES: Soft footed training area

REVIEW COURSE MATERIALS:

- Review Lesson Plan

ADD PERSONALIZATION:

- Personalize the lesson by adding subject matter detail, personal experiences, examples, and questions.

MATERIALS/EQUIPMENT:

- Mouthpiece

SETUP AND PLANNING:

- Reserve Training Area
- Conduct Rehearsals

INTRODUCTION (5 MIN)

1. GAIN ATTENTION. In a close combat situation, an aggressor may attempt to strike you with punches or kicks. When an aggressor uses a strike, you must avoid the strike and put yourself in an offensive position to attack the aggressor. In the same way, the code of conduct helps us act honorably as part of the U.S. Armed Forces.

2. OVERVIEW. Good morning, my name is _____. This lesson will cover counters to strikes and the code of conduct.

3. POSITIONS

INSTRUCTOR NOTE: Assign demonstration and practice positions. Ensure students have enough space, and can see and hear the instructor.

4. SAFETY. To prevent injury, ensure the following:

a. Start slowly and increase speed with proficiency.

b. Never execute techniques at full force or full speed.

c. When executing strikes, ensure the joints are kept slightly bent to avoid hyperextension.

d. Techniques will be performed on a soft-footed area.

TRANSITION. Now that you know what will be covered are there any questions? Let's discuss the purpose of counters to strikes.

BODY (45 MIN)

1. EXPLAIN

a. **Purpose.** The purpose of counters to strikes is to counter the aggressor's attack and gain the tactical advantage.

b. **Principles**. The principles for counters to strikes are move, block, and strike.

(1) Move. The first step in countering a strike is to move out of the way of the impact of the strike. Movement should remove you from the point of your aggressor's strike and put you in a position to attack. Movement is executed at approximately a 45-degree angle to the front or rear. Movement always starts and ends in the basic warrior stance, with the toe of your lead foot pointing toward the aggressor.

(2) Block. The second step is to block the attack. Blocks are made with the meaty portion of your forearm, perpendicular to the angle of the strike. This maximizes the blocking surface and increases the likelihood of blocking the attack. Block the aggressor's attack with the force of a strike, and follow through to redirect the attack.

(3) Strike. The final step is to execute follow-on strikes to end the fight. This includes all punches, upper/lower body strikes, chokes, throws, joint manipulations, or any combinations of techniques. The follow-on techniques used will depend on your angle to the aggressor, his position, and his vulnerable target areas.

c. **Fundamentals**. The fundamentals for counters to strikes are timing, techniques, and target areas.

(1) Timing. The technique must be performed at the right time to make the aggressor more vulnerable. Without the proper timing, you will not be able to counter a strike.

(2) Techniques. For follow-on techniques to be effective, you must apply their respective principles and fundamentals, such as: generating power, rapid retraction, telegraphing, striking surface, off-balancing, control, etc.

(3) Target Areas. Ensure you attack vulnerable target areas to inflict maximum damage to the aggressor. Follow-on techniques must cause enough damage to end the fight.

TRANSITION: We have covered the purpose, principles, and fundamentals, are there any questions? I will now demonstrate the first technique.

2. DEMONSTRATE

INSTRUCTOR NOTE: Demonstrate only one technique at a time. Do not explain the steps or open the class for questions.

INTERIM TRANSITION: Go to practice position one.

3. IMITATE

a. **Counter to a Lead Hand Punch**. The counter to a lead hand punch is used when the aggressor throws a lead hand punch.



(1) Start facing the aggressor in the basic warrior stance. The aggressor executes a lead hand punch by extending his left arm toward your face.

(2) Execute a forward right angle of movement, moving in toward the aggressor at approximately a 45 degree angle. Ensure your left foot is forward with your toe pointing toward the aggressor.

(3) At the same time, block the aggressor's left arm with the meaty portion of your left forearm. Do not over extend your arm and reach for the block.

(4) Execute at least three effective follow-on techniques to the aggressor's vulnerable target areas to end the fight.

(5) Return to the basic warrior stance.

b. **Counter to a Lead Leg Kick**. The counter to a lead leg kick is used when the aggressor throws a front kick with his lead leg.





(1) Start facing the aggressor in the basic warrior stance. The aggressor executes a front kick by extending his left leg above waist level.

(2) Execute a forward right angle of movement, moving in toward the aggressor at approximately a 45 degree angle. Ensure your left foot is forward with your toe pointing toward the aggressor.

(3) At the same time, block the aggressor's left leg with the meaty portion of your left forearm. Do not bend down or reach for the block. If the kick is below your waist, keep your hands up while you move out of the way of the attack.

(4) Execute at least three effective follow-on techniques to the aggressor's vulnerable target areas to end the fight.

(5) Return to the basic warrior stance.

4. PRACTICE

INSTRUCTOR NOTE: Fault check student proficiency and safety.

TRANSITION: We have learned counters to strikes, are there any questions? Every Marine must also know the code of conduct.

5. TIE-IN (CODE OF CONDUCT). The code of conduct is a simple, written creed applying to all American fighting men. The words of the code state principles Americans have honored in all the wars this country has fought since 1776. Let us discuss each.

a. **Article I. "I am an American. I serve in the forces which guard my country and our way of life. I am prepared to give my life in their defense."** It is a long-standing tradition of American citizens to willingly answer the call to arms when the peace and security of this nation are threatened. Americans have always risen to this challenge and have proven their dedication and willingness to make the supreme sacrifice.

b. **Article II. "I will never surrender of my own free will. If in command, I will never surrender my men while they still have the means to resist."** This is an American tradition that dates back to the Revolutionary War. An individual may never voluntarily surrender himself. If isolated and unable to fight the enemy, he/she is obligated to evade capture and rejoin friendly forces at the earliest possible time. Where a unit is involved, the Marine in command may never surrender that unit to the enemy while it has the power to resist or evade. A unit that is cut off or surrounded must continue to fight until it is relieved by or able to rejoin friendly forces.

c. **Article III. "If I am captured, I will continue to resist by all means available. I will make every effort to escape and aid others to escape. I will accept neither parole nor special favors from the enemy."** The misfortune of being captured by the enemy does not end a Marine's usefulness to his country. It is his duty to continue to resist the enemy by all possible means and to escape and assist others to escape. A Marine may not accept parole from the enemy or special favors such as more food, warm clothes, or fewer physical restrictions in return for promises not to escape or providing information to the enemy.

d. **Article IV. "If I become a prisoner of war, I will keep faith with my fellow prisoners. I will give no information nor take part in any action which might be harmful to my comrades. If I am senior, I will take command. If not, I will obey the lawful orders of those appointed over me and we'll back them up in every way."** Any action endangering the wellbeing of a fellow prisoner is forbidden. Prisoners of war will not help the enemy by identifying fellow prisoners who may have knowledge of particular value to the enemy and who may, therefore, be made to suffer brutal means of interrogation. The senior line officer or noncommissioned officer within the prisoner of war camp or group of prisoners will assume command according to rank or date of rank, without regard to service. If the senior officer or noncommissioned officer is incapacitated or unable to command for any reason, the next senior man will assume command.

e. **Article V. "When questioned, should I become a prisoner of war, I am required to give name, rank, service number, and date of birth. I will evade answering further questions to the utmost of my ability. I will make no oral or written statement disloyal to**

my country and its allies or harmful to their cause." Every POW must make every effort to avoid providing the enemy with information about his unit or operations that could endanger the lives of fellow Marines. To the present, Americans have traditionally fought the enemy wherever he was found and with whatever weapons were available. When captured, the POW continues the battle in a new arena. When facing interrogators, they are under fire just as though bullets and shell fragments were flying about them. Disarmed, the POW must fight back with mind and spirit, remaining faithful to his fellow POW's, yielding no military information, and resisting every attempt of indoctrination.

f. **Article VI. "I will never forget that I am an American responsible for my actions, and dedicated to the principles which made my country free. I will trust in my God and in the United States of America."** The repeated words "I am an American, fighting in the service of my country" are perhaps the most important words of the Code, because they signify each American's faith and confidence in their God, their country, and their service. It is the responsibility of each Marine to honor these traditions by carefully adhering to the meaning of each article of the Code of Conduct.

TRANSITION: We have discussed the code of conduct, are there any questions?

SUMMARY (10 MIN)

During this period of instruction we have covered counters to strikes and the code of conduct. I am now confident you will be able to use these techniques to gain the tactical advantage in a fight.

INSTRUCTOR NOTE: Provide follow-on instructions.

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LESSON PLAN

COUNTERS TO CHOKES AND HOLDS

MCCS-GRAY-2007

GRAY BELT

UNITED STATES MARINE CORPS

MARTIAL ARTS CENTER OF EXCELLENCE
THE BASIC SCHOOL
24191 GILBERT ROAD
QUANTICO, VIRGINIA 22134

INSTRUCTOR PREPARATION GUIDE

LESSON TITLE: Counters to Chokes and Holds

LESSON DESIGNATOR: MCCS-GRAY-2007

TOTAL LESSON TIME: 1 hour 30 minutes

REFERENCES: MCO 1500.59_
NAVMC 3500.41_
MCRP 3-02_

PERSONNEL REQUIRED: One instructor and assistants

FACILITIES: Soft footed training area

REVIEW COURSE MATERIALS:

- Review Lesson Plan

ADD PERSONALIZATION:

- Personalize the lesson by adding subject matter detail, personal experiences, examples, and questions.

MATERIALS/EQUIPMENT:

- Mouthpiece

SETUP AND PLANNING:

- Reserve Training Area
- Conduct Rehearsals

INTRODUCTION (5 MIN)

1. GAIN ATTENTION. An effective choke can render you unconscious in eight to thirteen seconds. A hold will allow your aggressor to control you and thus remove your ability to attack. It is important to be able to free yourself from chokes and holds so you can counter with an attack and end the fight. We must also use the six troop leading steps to accomplish whatever missions we may be assigned.

2. OVERVIEW. Good morning, my name is _____. This lesson will cover counters to chokes and holds and the six troop leading steps.

3. POSITIONS

INSTRUCTOR NOTE: Assign demonstration and practice positions. Ensure students have enough space, and can see and hear the instructor.

4. SAFETY. To prevent injury, ensure the following:

a. Start slowly and increase speed with proficiency.

b. Never execute techniques at full force or full speed.

c. Techniques will be performed on a soft-footed area.

d. Apply slow, steady pressure until the aggressor taps out. Aggressor will tap out when they become uncomfortable. They may tap the deck, tap themselves, tap the Marine, or verbally say "tap-tap-tap." The Marine must immediately release the pressure when the aggressor taps out.

e. Never hold a choke for more than five seconds in training. The aggressor should never become light headed.

f. Do not apply pressure to the trachea during training.

g. Students being thrown will execute proper break falls.

TRANSITION. Now that you know what will be covered are there any questions? Let's discuss the purpose of counters to chokes and holds.

BODY (75 MIN)

1. EXPLAIN

a. **Purpose.** The purpose of counters to chokes and holds is to remove you from the choke or hold in order to counter attack and gain the tactical advantage.

b. **Principles.** The principles for counters to chokes and holds are clear the airway and tuck the chin.

(1) Clear the Airway**.** The first step in any counter to a choke is to clear your airway by forcefully pulling the aggressor's arms down with your hands. Failure to clear the airway can result in unconsciousness in 8 to 13 seconds.

(2) Tuck The Chin**.** Once your airway is clear, tuck your chin to prevent the aggressor from re-applying the choke. Keep your chin tucked throughout the entire technique.

c. **Fundamentals**. The fundamentals for counters to chokes and holds are timing, balance, and distractors.

(1) Timing. The counter must be performed immediately when the aggressor begins to grab you. Hesitating will allow the aggressor to gain more control and prevent you from countering.

(2) Balance. Lower your center of mass and widen your stance to prevent yourself from becoming off-balance. Maintain your balance while you throw the aggressor off-balance to allow you to drive him to the deck.

(3) Distractors. Use strikes to damage or distract the aggressor and loosen his grasp. Distractors may be used at any point in the technique to help you execute the counter. Strikes to the face and groin are particularly effective and may cause the aggressor to immediately release his grasp.

2. DEMONSTRATE

INSTRUCTOR NOTE: Demonstrate only one technique at a time. Do not explain the steps or open the class for questions.

INTERIM TRANSITION: Go to practice position one.

3. IMITATE

a. **Counter to the Front Choke**. The counter to a front choke is used when the aggressor approaches from the front and uses both hands to choke you.



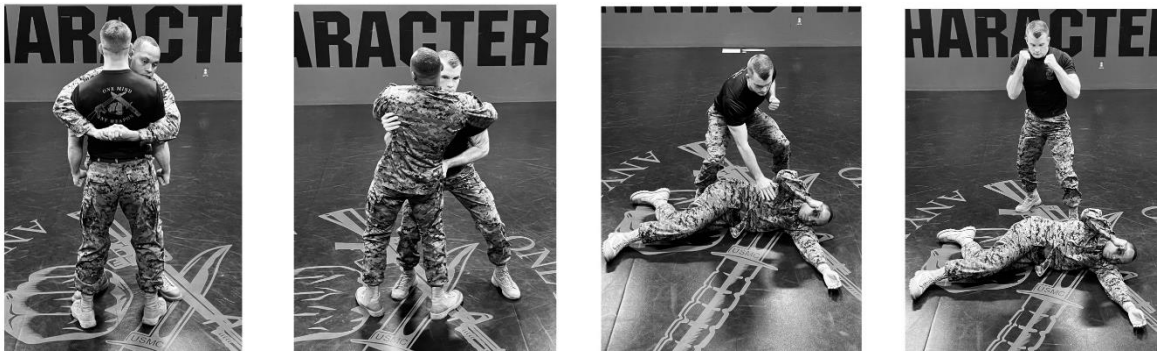
(1) Start with the aggressor facing you and placing you in a front choke with both of his hands around your neck.

(2) With your left hand, strike and grasp the aggressor's right forearm at the elbow and apply downward pressure on the radial nerve with your fingers. This will loosen the aggressor's grip and clear your airway.

(3) Execute a chin jab/palm heel strike to the aggressor's chin with your right hand between the aggressor's arms. Generate power by pushing off the ball of your right foot and stepping forward with your left foot to the outside of the aggressor's right foot.

(4) Return to the basic warrior stance.

b. **Counter to the Front Bear Hug**. The counter to a front bear hug is used when the aggressor approaches from the front and grasps around your arms.



(1) Start with the aggressor facing you and placing you in a front bear hug with both of your arms included in his grasp.

(2) Drop your body weight down, step out with your left leg, and flare your elbows to break the aggressor's grip.

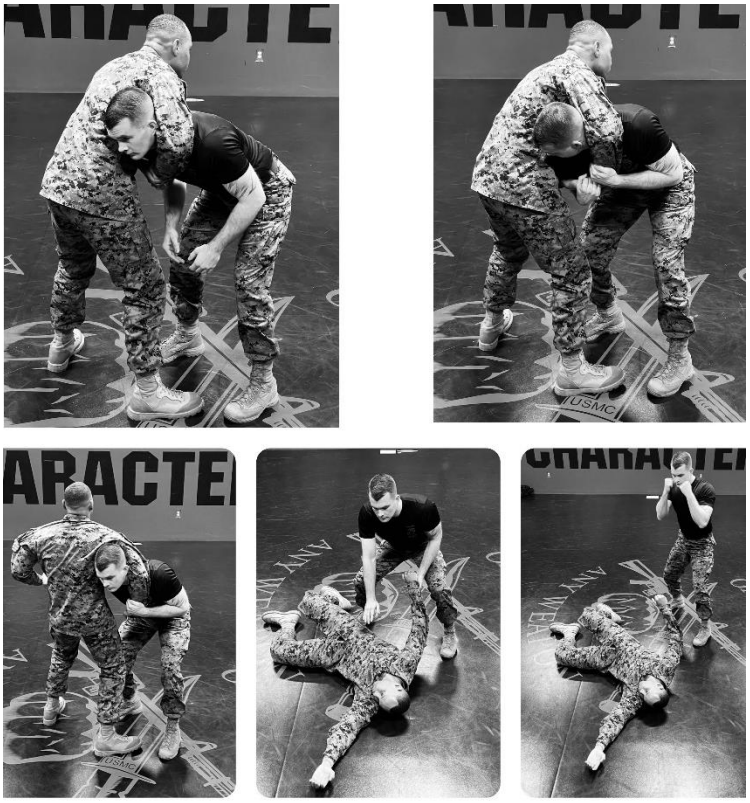
(3) Grasp the upper portion of the aggressor's torso with your right hand near his armpit, and grasp his lower torso with your left hand near his hip.

(4) Step forward with your left foot to the outside of the aggressor's right foot, and off-balance the aggressor by pushing with your right hand and pulling with your left hand.

(5) Execute a leg sweep to drive the aggressor to the deck.

(6) Return to the basic warrior stance.

c. **Counter to the Front Headlock.** The counter to a front headlock is used when the aggressor approaches from the front and puts his right arm around your neck, bending you forward and locking your head against his hip.



(1) Start with the aggressor standing facing you and placing you in a front headlock with his right arm.

(2) Clear the airway by grabbing the aggressor's wrist and forearm with both hands and forcefully pulling down. Once the airway is clear, tuck your chin to protect your airway and insert your right shoulder into your aggressors hold by placing your right shoulder by your right ear to prevent the aggressor from re-applying the choke.

(3) Maintain control of the aggressor's right wrist with your left hand and grasp his left shoulder with your right hand.

(4) Step forward with your left foot to the outside of the aggressor's right foot, and off-balance the aggressor by pushing with your right hand and pulling with your left hand.

(5) Execute a leg sweep to drive the aggressor to the deck.

(6) Return to the basic warrior stance.

4. <u>PRACTICE</u>

INSTRUCTOR NOTE: Fault check student proficiency and safety.

<u>TRANSITION</u>: We have learned counters to chokes and holds, are there any questions? We will now discuss the six troop leading steps.

5. TIE-IN (THE SIX TROOP LEADING STEPS: "BAMCIS"). The purpose of the troop leading steps is to provide you with a structured format to help you develop your plan of attack to accomplish whatever missions you may be assigned. Leaders at all levels use the troop leading steps to varying degrees, but none more so than at the small unit level. In order to help remember the troop leading steps we use the acronym BAMCIS.

a. **Begin the Planning**. When given an order, you must begin the planning for how you will execute the mission assigned. At this time you need to consider how much available time you have to prepare and execute using reverse planning. A good rule of thumb to utilize to determine how much time you have to plan is the "One third, two third" rule. Of the available time, you should use 1/3 to develop your plan and 2/3 should be for your Marines to prepare and rehearse. Next you issue a warning order to your Marines so they can begin preparing themselves and their equipment to assist you. The warning order will give the situation, mission, organization, uniform, equipment, schedule, specific instructions and should include inspection and rehearsals.

b. **Arrange Reconnaissance**. Next you want to arrange for reconnaissance and coordination. In a combat situation you will look at terrain, obstacles, routes, and the enemy. You will also coordinate with adjacent, supporting, and higher units. In a peacetime situation such as planning field training you will do the same type of reconnaissance and coordination.

c. **Make Reconnaissance**. After preparing, you will make your reconnaissance, to get an "eyes on" assessment of the terrain, obstacles, and enemy composition and layout. With this visual reconnaissance you are ready for the next troop leading step.

d. **Complete the Plan**. Based upon initial order received, facts gathered from your reconnaissance and coordination you will complete your plan. In a combat situation this would normally be accomplished by using a five-paragraph order.

e. **Issue the Order**. Once the order is completed you will issue the order. Ensure all are present, that your order is clear, concise and provides enough detail that your Marines understand it and have the information needed to accomplish the mission. Ask questions to verify that all understand the order.

f. **Supervise**. Finally, the last and most important of the troop leading steps is to supervise activities. It is continuous and includes the use of inspections, asking questions, and rehearsals. Do not confuse micro-managing with supervision and never assume that something has been done.

g. These troop leading steps help you prepare for and to execute assigned missions. It is a mental process useful both on the battlefield and in garrison; for tactical situations as well as everyday situations we face continuously. They help to make the best use of time, facilities, and personnel. All the steps should be considered, but depending on the mission and time available, the degree of consideration for each varies. The most important step and the one that can never be left out is supervision.

INSTRUCTOR NOTE: Instructors may enhance this tie-in with additional material in Appendix A, Guided Discussion 4.

TRANSITION: We have discussed the six troop leading steps, are there any questions?

SUMMARY (10 MIN)

During this period of instruction we have covered counters to chokes and holds and the six troop leading steps. I am now confident you will be able to use these techniques to gain the tactical advantage in a fight.

INSTRUCTOR NOTE: Provide follow-on instructions.

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LESSON PLAN

UNARMED MANIPULATIONS

MCCS-GRAY-2008

GRAY BELT

UNITED STATES MARINE CORPS

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THE BASIC SCHOOL
24191 GILBERT ROAD
QUANTICO, VIRGINIA 22134

INSTRUCTOR PREPARATION GUIDE

LESSON TITLE: Unarmed Manipulations

LESSON DESIGNATOR: MCCS-GRAY-2008

TOTAL LESSON TIME: 1 hour 30 minutes

REFERENCES: MCO 1500.59_
NAVMC 3500.41_
MCRP 3-02_

PERSONNEL REQUIRED: One instructor and assistants

FACILITIES: Soft footed training area

REVIEW COURSE MATERIALS:

- Review Lesson Plan

ADD PERSONALIZATION:

- Personalize the lesson by adding subject matter detail, personal experiences, examples, and questions.

MATERIALS/EQUIPMENT:

- Mouthpiece

SETUP AND PLANNING:

- Reserve Training Area
- Conduct Rehearsal

INTRODUCTION (5 MIN)

1. GAIN ATTENTION. We have learned many martial arts techniques that are intended to kill an aggressor. In many situations, Marines must be able to handle a situation without resorting to deadly force. These actions include the martial art techniques of unarmed manipulation. Marines must be prepared to act appropriately in any given situation. The core value of honor guides all Marines actions in any situation.

2. OVERVIEW. Good morning, my name is _____. This lesson will cover unarmed manipulations and honor.

3. POSITIONS

INSTRUCTOR NOTE: Assign demonstration and practice positions. Ensure students have enough space, and can see and hear the instructor.

4. SAFETY. To prevent injury, ensure the following:

a. Start slowly and increase speed with proficiency.

b. Never execute techniques at full force or full speed.

c. Techniques will be performed on a soft-footed area.

d. Apply slow, steady pressure until the aggressor taps out. Aggressor will tap out when they become uncomfortable. They may tap the deck, tap themselves, tap the Marine, or verbally say "tap-tap-tap." The Marine must immediately release the pressure when the aggressor taps out.

e. Students being thrown will execute proper break falls.

TRANSITION. Now that you know what will be covered are there any questions? Let's discuss the purpose of unarmed manipulations.

BODY (75 MIN)

1. EXPLAIN

a. **Purpose.** The purpose of unarmed manipulations is to control the aggressor and gain compliance without using deadly force.

b. **Principles.** The principles for unarmed manipulations are the use of force, isolation, and overload.

(1) Use of Force. You will not always need to use deadly force when confronted with an aggressor. Peacekeeping and humanitarian operations require you to operate within the continuum of force. In these scenarios the aggressor does not actively attack you and the threat remains low, but he continues to openly defy verbal commands. You will need to control the

aggressor, gain compliance, and deescalate the situation without causing serious bodily harm or death.

(2) Isolation. You must isolate the aggressor's extremity and the joint being manipulated by forcefully pulling it away from their body and holding it tight to your body.

(3) Overload. Overload the isolated joint by applying pressure to gain compliance. Hinge joints are overloaded in the direction the joint will not bend. Ball and socket joints are overloaded beyond the joint's natural range of motion.

c. **Fundamentals**. The fundamentals for unarmed manipulations are control, leverage, and distractors.

(1) Control. Control the aggressor's center of mass and weight distribution to allow you to keep them in a vulnerable position long enough for the technique to be effective.

(2) Leverage. You will use the aggressor's extremity as a lever to increase the force on the joint. Leverage will allow you to control any aggressor of any size.

(3) Distractors. Strikes may be used at any point in the technique to distract the aggressor and help you gain control. Distractors do not need to be executed at full force to be effective, and should target soft tissue areas to avoid causing serious bodily harm.

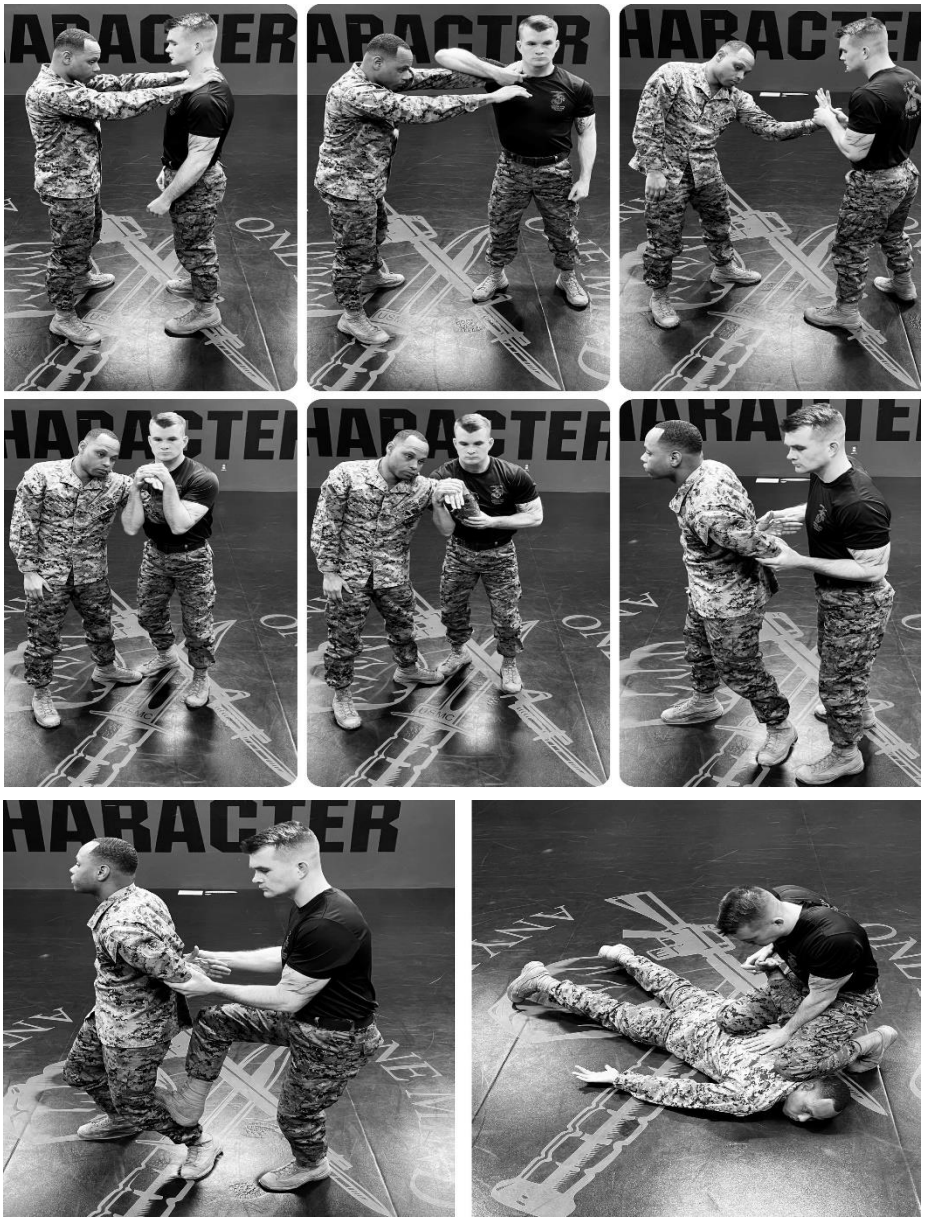
2. DEMONSTRATE

INSTRUCTOR NOTE: Demonstrate only one technique at a time. Do not explain the steps or open the class for questions.

INTERIM TRANSITION: Go to practice position one.

3. IMITATE

a. **Basic Wristlock Come-Along**. The basic wristlock come-along allows you to control the aggressor's movement and escort him in a safe manner.



(1) Take a step back with your left leg and ensure your body is facing to the left. Begin by executing a basic wristlock on the aggressor's left hand. Ensure you have the correct grip and maintain control of the aggressors hand by bringing it tight to your upper torso.

(2) Step outside the aggressor's left foot with your right foot and pivot to your left so you are facing the same direction as the aggressors on his left side. Maintain pressure on the aggressor's wrist with your left hand.

(3) At the same time, release your right hand and quickly reach behind and under the aggressor's left arm. Grab the aggressor's hand with your fingers on top of his hand and your thumb across his palm. His fingers should be pointing away from you.

(4) Change the grip of your left hand to match your right hand. The aggressor's upper arm should be controlled between your biceps and forearm with his elbow pointing down. Keep your elbows tight together and the aggressor's hand tight to your chest.

INSTRUCTOR NOTE: This is the come-along position. Follow the remaining steps if the aggressor is non-compliant.

(5) Maintain pressure on the aggressor's wrist with your right hand and trace your left hand down his arm to grab his elbow.

(6) Rotate the aggressor's elbow up while bringing his wrist down to the center of his back. Maintain inward and upward pressure on the aggressor's wrist and elbow to control him throughout the movement.

(7) Push down on the aggressor's calf or Achilles tendon with your right foot to bring him to the deck. Maintain control of the aggressor's wrist and elbow. The aggressor's arm may straighten as he goes to the deck.

(8) Kneel down with both knees on either side of the aggressor's arm, placing both knees on his back. Bring the aggressor's left arm across your right thigh and apply inward pressure with your knees to lock the aggressor's arm in place.

INSTRUCTOR NOTE: Ensure students apply slow steady pressure.

c. **Escort Position**. The escort position allows you to control the aggressor's movement and escort him in a safe manner.



(1) Begin facing the aggressor in a static stance.

(2) Step outside the aggressor's right foot with your left foot and grab his right wrist with your right hand.

(3) Pivot on your left foot and step out with your right so you face the same direction as the aggressor. Ensure the aggressor's right palm is facing away from your torso.

(4) Grab the aggressor's right shoulder with your left hand, driving your thumb into his armpit on his brachial plexus tie-in.

(5) Position the aggressor's right arm diagonally across your torso, keeping his wrist against your right hip. You should be standing to the right of and behind the aggressor. Use your chest to apply pressure on the aggressor's elbow.

INSTRUCTOR NOTE: This is the escort position. Follow the remaining steps if the aggressor is non-compliant.

(6) Release your grasp on the aggressor's shoulder with your left hand apply downward pressure on or slightly above his elbow with your left radial bone, executing an armbar takedown.

(7) Place your left knee at or slightly above the aggressor's right elbow to maintain control.

INSTRUCTOR NOTE: Ensure students apply slow steady pressure.

4. PRACTICE

INSTRUCTOR NOTE: Fault check student proficiency and safety.

TRANSITION: We have learned unarmed manipulations, are there any questions? We will now discuss honor.

5. TIE-IN (CORE VALUE: HONOR). Honor is the bedrock of our character. It is the quality that guides Marines to exemplify the ultimate in ethical and moral behavior; never to lie, cheat, or steal; to abide by an uncompromising code of integrity; to respect human dignity; to have respect and concern for each other. The quality of maturity, dedication, trust, and dependability that commits Marines to act responsibly; to be accountable for actions; to fulfill obligations; and to hold others accountable for their actions. The Marine Corps is a unique institution, not just to the military, but also to the nation and the world. As the guardians of the standards of excellence for our society, Marines must possess the highest sense of gallantry in serving the United States of America and embody responsibility to duty above self, including, but not limited to:

a. **Integrity**. Integrity means demonstrating the highest standards of consistent adherence to right, legal and ethical conduct. For the warrior, integrity is the unity of the mind, body and

spirit. It is an understanding that a true warrior is only complete when he has trained himself completely so that his physical prowess is complimented by his mental skills and all is under the control of his soul. The opposite of integrity is not lying but disintegration.

b. **Responsibility**. Responsibility means personally accepting the consequences for decisions and actions, and coaching right decisions of subordinates. A chain is only as strong as the weakest individual link, but a battalion of Marines is more like a cable. Together we are stronger than any individual strand, but one strand may hold us together in a crisis if it's strong enough. One Marine, taking responsibility for a situation may save the day. Every warrior must realize that we are also responsible for properly using the special skills we have been taught.

c. **Honesty**. Honesty means telling the truth. Marines should demonstrate overt honesty in word and action; clarifying possible misunderstanding or misrepresentation caused by silence or inaction by speaking up. Honesty is respecting other's property and demonstrating fairness in all actions. Marines do not lie, cheat, or steal. A warrior is not afraid of the truth and loathes the lie.

INSTRUCTOR NOTE: Instructors may enhance this tie-in with additional material in Appendix A, Guided Discussion 5.

TRANSITION: We have discussed honor, are there any questions?

SUMMARY (10 MIN)

During this period of instruction we have covered unarmed manipulations and honor. I am now confident you will be able to use these techniques to gain control of an aggressor.

INSTRUCTOR NOTE: Provide follow-on instructions.

UNITED STATES MARINE CORPS
MARTIAL ARTS CENTER OF EXCELLENCE
THE BASIC SCHOOL
24191 GILBERT ROAD
QUANTICO, VIRGINIA 22134

LESSON PLAN

ARMED MANIPULATIONS

MCCS-GRAY-2009

GRAY BELT

UNITED STATES MARINE CORPS

MARTIAL ARTS CENTER OF EXCELLENCE
THE BASIC SCHOOL
24191 GILBERT ROAD
QUANTICO, VIRGINIA 22134

INSTRUCTOR PREPARATION GUIDE

LESSON TITLE: Armed Manipulations

LESSON DESIGNATOR: MCCS-GRAY-2009

TOTAL LESSON TIME: 1 hour

REFERENCES: MCO 1500.59_
NAVMC 3500.41_
MCRP 3-02_

PERSONNEL REQUIRED: One instructor and assistants

FACILITIES: Soft footed training area

REVIEW COURSE MATERIALS:

- Review Lesson Plan

ADD PERSONALIZATION:

- Personalize the lesson by adding subject matter detail, personal experiences, examples, and questions.

MATERIALS/EQUIPMENT:

- Mouthpiece
- Rifle

SETUP AND PLANNING:

- Reserve Training Area
- Conduct Rehearsal

INTRODUCTION (5 MIN)

1. GAIN ATTENTION. A Marine is taught to keep their weapon with them at all times. Marines must constantly be aware of their surroundings because someone may attempt to take their weapon at any time. Marines must be prepared to respond in any situation. The core value of courage gives all Marines the strength to act in any situation.

2. OVERVIEW. Good morning, my name is _____. This lesson will cover armed manipulations and courage.

3. POSITIONS

INSTRUCTOR NOTE: Assign demonstration and practice positions. Ensure students have enough space, and can see and hear the instructor.

4. SAFETY. To prevent injury, ensure the following:

a. Start slowly and increase speed with proficiency.

b. Never execute techniques at full force or full speed.

c. Techniques will be performed on a soft-footed area.

d. Before training with firearms, unload and show clear.

e. When handling firearms, the weapons safety rules apply.

(1) Treat every weapon as if it were loaded.

(2) Never point a weapon at anything you do not intend to shoot.

(3) Keep your finger straight and off the trigger until you are ready to fire.

(4) Keep your weapon on "safe" until you intend to fire.

f. Apply slow, steady pressure until the aggressor taps out. Aggressor will tap out when they become uncomfortable. They may tap the deck, tap themselves, tap the Marine, or verbally say "tap-tap-tap." The Marine must immediately release the pressure when the aggressor taps out.

g. Students being thrown will execute proper break falls.

TRANSITION. Now that you know what will be covered are there any questions? Let's discuss the purpose of armed manipulations.

BODY (45 MIN)

1. EXPLAIN

a. **Purpose.** The purpose of armed manipulations is to retain your weapon and gain compliance of the aggressor.

b. **Principles.** The principles for armed manipulations are retention, blocking, and follow-on techniques.

(1) Retention. If an aggressor grabs your weapon, you must quickly retain your weapon and gain compliance. These techniques can be used with either the rifle or the shotgun, from the basic warrior stance or modified port arms.

(2) Blocking. Blocking techniques may be executed from the basic warrior stance or modified port arms. The preferred grip for blocks is to hold the weapon at the small of the stock. If the technique is executed while holding onto the pistol grip, the blocking surface of the weapon is reduced and there is a greater chance of injury to the hand.

(3) Follow-On Techniques**.** In a combat engagement you should follow-on with a thrust, slash, or buttstroke to kill the aggressor. In a non-lethal scenario you must operate within the continuum of force. You will not always need to use deadly force.

c. **Fundamentals**. The fundamentals for armed manipulations are control, timing, and distractors.

(1) Control. Maintain positive control of your weapon to prevent the aggressor from taking it. Keep a strong grip on the weapon and hold it tight to your body where you have more power.

(2) Timing. The counter must be performed immediately when the aggressor begins to grab your weapon. Hesitating will allow the aggressor to gain more control and prevent you from countering.

(3) Distractors. Use strikes to damage or distract the aggressor and loosen his grasp. Distractors may be used at any point in the technique to help you execute the counter. Strikes to the face and groin are particularly effective and may cause the aggressor to immediately release his grasp.

2. DEMONSTRATE

INSTRUCTOR NOTE: Demonstrate only one technique at a time. Do not explain the steps or open the class for questions.

INTERIM TRANSITION: Go to practice position one.

3. IMITATE

a. **Off-Balancing While Stationary Opponent is Pushing**. This technique is used when an aggressor grabs your rifle and pushes into you.



(1) Start facing the aggressor in the port arms position. The aggressor grabs your weapon with both hands and begins to push into you.

(2) Step back with your left foot and pivot your body to the left.

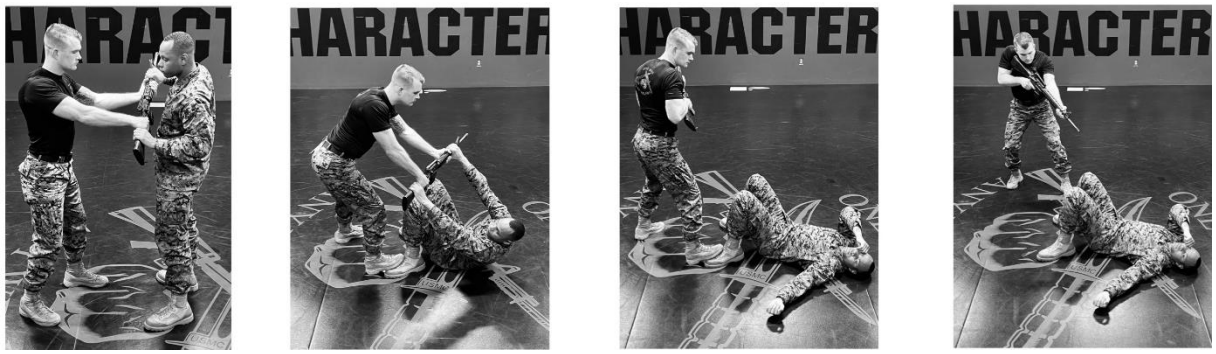
(3) At the same time, lower the muzzle and swing the butt of the weapon up in a quick jerking movement.

(4) Utilize the aggressor's momentum and movement to throw him past you or to the deck.

(5) When the aggressor releases the weapon, step back to increase the distance between you and the aggressor.

(6) Transition to the ready carry and aim in on the aggressor.

b. **Off-Balancing While Stationary Opponent is Pulling**. This technique is used when an aggressor grabs your rifle and pulls away from you.



(1) Start facing the aggressor in the port arms position. The aggressor grabs your weapon with both hands and begins to pull away from you.

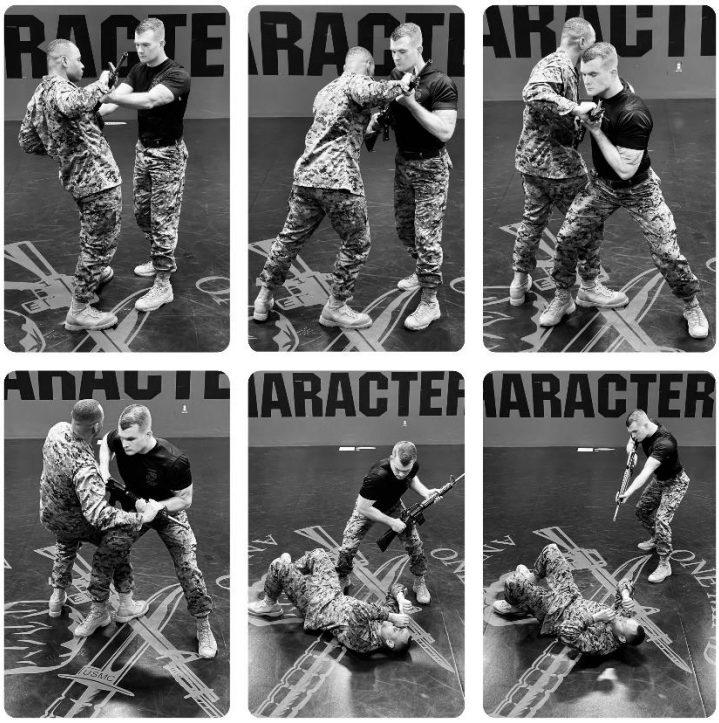
(2) Step on the aggressor's foot and push forward to off-balance him and drive him to the deck.

INSTRUCTOR NOTE: Ensure students let up on the aggressor's foot during training to prevent injury.

(3) When the aggressor releases the weapon, step back to increase the distance between you and the aggressor.

(4) Transition to the ready carry and aim in on the aggressor.

c. **Off-Balancing while Opponent is Pulling and Moving**. This technique is used when an aggressor grabs your rifle and pulls away from you while moving backwards.



(1) Start facing the aggressor in the port arms position. The aggressor grabs your weapon with both hands and begins to pull away from you while moving backwards.

(2) Extend the weapon away from your body to gain distance.

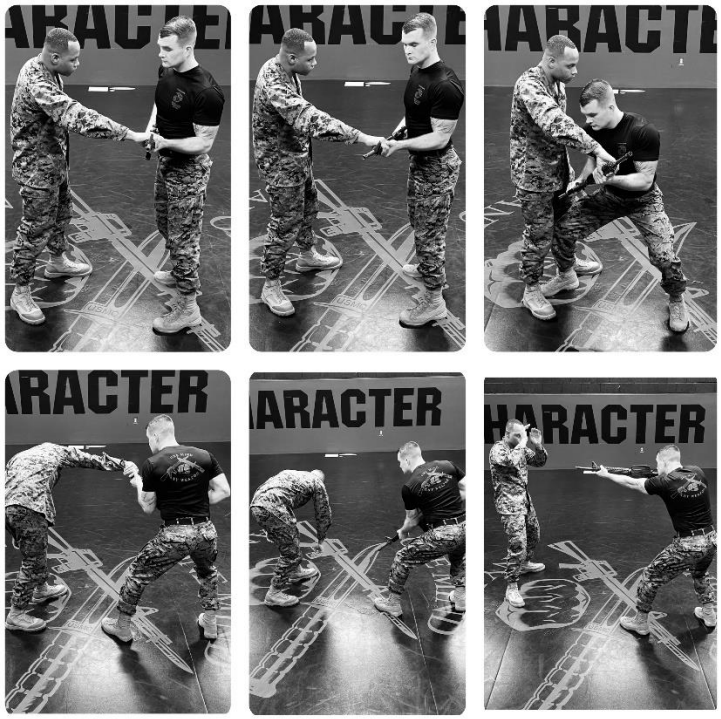
(3) Quickly pull the weapon tight to your body and step forward with your left foot to the outside of the aggressor's right foot.

(4) Drive the aggressor to the deck by executing a leg sweep while pushing the weapon across his torso.

(5) When the aggressor releases the weapon, step back to increase the distance between you and the aggressor.

(6) Transition to the ready carry and aim in on the aggressor.

d. **Counter to Over-Hand Grab Strike with Weapon**. This technique is used when an aggressor grabs your rifle palm down and you cannot break his grasp.



(1) Start facing the aggressor in the port arms position. The aggressor grabs the hand guards of your weapon with his right hand palm down. Attempt counter to the over-hand grab (Tan Belt).

(2) Slide your left hand up the hand guards and trap the aggressor's finger with your thumb to hold his hand in place.

(3) Step forward with your right foot and execute a buttstroke to the lower body of the aggressor.

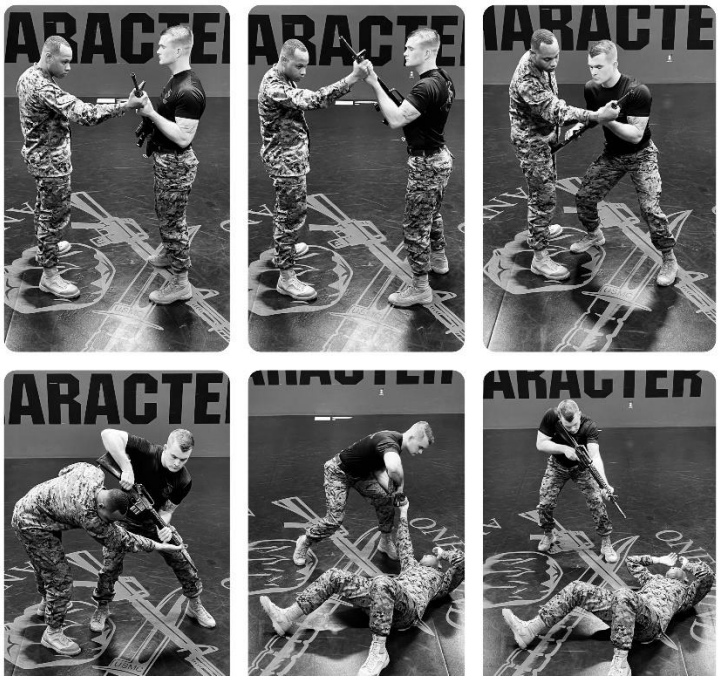
(4) Step back with your right foot and rotate the muzzle, placing it parallel to the aggressor's arm.

(5) Drop your body weight to apply downward pressure on the aggressor's elbow, affecting an armbar.

(6) When the aggressor releases the weapon, step back to increase the distance between you and the aggressor.

(7) Transition to the ready carry and aim in on the aggressor.

e. **Counter to Under-Hand Grab Strike with Weapon**. This technique is used when an aggressor grabs your rifle palm up and you cannot break his grasp.



(1) Start facing the aggressor in the port arms position. The aggressor grabs the hand guards of your weapon with his right hand palm up. Attempt counter to the under-hand grab (Tan Belt).

(2) Slide your left hand up the hand guards and trap the aggressor's finger with your thumb to hold his hand in place.

(3) Step forward with your right foot and execute a buttstroke to the lower body of the aggressor.

(4) Step back with your left foot and pivot your body to the left.

(5) At the same time, lower the muzzle and swing the butt of the weapon up in a quick jerking movement to throw the aggressor past you or to the deck.

(6) When the aggressor releases the weapon, step back to increase the distance between you and the aggressor.

(7) Transition to the ready carry and aim in on the aggressor.

4. <u>PRACTICE</u>

INSTRUCTOR NOTE: Fault check student proficiency and safety.

TRANSITION: We have learned armed manipulations, are there any questions? We will now discuss courage.

5. TIE-IN (CORE VALUE: COURAGE). Courage is the mental, moral, and physical strength ingrained in Marines to carry them through the challenges of combat and the mastery of fear; to do what is right; to adhere to a higher standard of personal conduct; to lead by example; and to make tough decisions under stress and pressure. It is the inner strength that enables a Marine to take that extra step. Courage is a mental quality that recognizes fear of danger or criticism, but enables a Marine to proceed in the face of it with calmness and firmness.

a. **Types of Courage**. Courage is the outward act of our character. By its presence or absence we show what we are truly made of. There are two types of courage, physical and moral.

(1) Physical Courage. Physical courage involves overcoming perceived dangers that can cause injury or death. A natural reaction to this is fear. It is the body's natural reaction to various types of dangers. Our heart rate increases, chemical reactions take place that heighten our senses and increase our strength. If we are aware that these changes are natural we can harness this extra energy along with the strength of our mind and character and deal with any situation. This is physical courage.

(2) Moral Courage. Moral courage involves doing the right thing when faced with a moral dilemma, ridicule, embarrassment or censure. Mark Twain called moral courage the "quiet courage." In most circumstances no one will know if you have to make this moral decision. You could see an ethical problem and pretend it doesn't exist. No one may be the wiser. The problem with this is that while there is no outward physical damage, a lack of moral courage will eat away at the individual's spirit. You will know and your conscience will constantly remind you of the cowardly deed. It will erode the very foundations of your character. By making the right decision you will strengthen your inner self and develop the moral courage to do the right thing, always.

b. **Elements of Courage**. The business of fighting and winning wars is a dangerous one; the importance of courage on the battlefield is obvious. Knowing and standing for what is right, even in the face of popular disfavor, is what makes a good leader. The following are elements of courage.

(1) Self-discipline. Marines hold themselves and others responsible for their actions. Marines are committed to maintaining physical, moral, and mental health; to fitness and exercise; and to lifelong learning.

(2) Patriotism. Patriotism is devotion to and defense of one's country. It is the freely chosen, informed willingness to support and defend the Constitution of the United States.

(3) Loyalty. Loyalty means steady reliability to do one's duty in service to the United States of America, the United States Marine Corps, one's command, one's fellow Marines, Sailors, Soldiers, Airmen, citizens, oneself, and to family.

(4) Valor. Valor is boldness and determination in facing danger in battle, and the daily commitment to excellence and honesty in actions small and large.

TRANSITION: We have discussed courage, are there any questions?

SUMMARY (10 MIN)

During this period of instruction we have covered armed manipulations and courage. I am now confident you will be able to use these techniques to gain control of an aggressor.

INSTRUCTOR NOTE: Provide follow-on instructions.

UNITED STATES MARINE CORPS
MARTIAL ARTS CENTER OF EXCELLENCE
THE BASIC SCHOOL
24191 GILBERT ROAD
QUANTICO, VIRGINIA 22134

LESSON PLAN

KNIFE TECHNIQUES

MCCS-GRAY-2010

GRAY BELT

UNITED STATES MARINE CORPS

MARTIAL ARTS CENTER OF EXCELLENCE
THE BASIC SCHOOL
24191 GILBERT ROAD
QUANTICO, VIRGINIA 22134

INSTRUCTOR PREPARATION GUIDE

LESSON TITLE: Knife Techniques

LESSON DESIGNATOR: MCCS-GRAY-2010

TOTAL LESSON TIME: 1 hour

REFERENCES: MCO 1500.59_
NAVMC 3500.41_
MCRP 3-02_

PERSONNEL REQUIRED: One instructor and assistants

FACILITIES: Soft footed training area

REVIEW COURSE MATERIALS:

- Review Lesson Plan

ADD PERSONALIZATION:

- Personalize the lesson by adding subject matter detail, personal experiences, examples, and questions.

MATERIALS/EQUIPMENT:

- Mouthpiece
- Training Knives

SETUP AND PLANNING:

- Reserve Training Area
- Conduct Rehearsal

INTRODUCTION (5 MIN)

1. GAIN ATTENTION. All Marines must be trained and prepared to use a knife should the situation arise. Knife fighting is a violent engagement likely resulting in death. Marines today train with the knife in the same manner as Marines of the past. Many customs, courtesies, and traditions have developed throughout Marine Corps history.

2. OVERVIEW. Good morning, my name is _____. This lesson will cover knife techniques and customs, courtesies, and traditions.

3. POSITIONS

INSTRUCTOR NOTE: Assign demonstration and practice positions. Ensure students have enough space, and can see and hear the instructor.

4. SAFETY. To prevent injury, ensure the following:

a. Start slowly and increase speed with proficiency.

b. Never execute techniques at full force or full speed.

c. Do not make contact on the aggressor with the weapon.

d. Conduct all practical application utilizing approved training gear.

TRANSITION. Now that you know what will be covered are there any questions? Let's discuss the purpose of knife techniques.

BODY (45 MIN)

1. EXPLAIN

a. **Purpose.** The purpose of knife techniques is to kill the aggressor or cause enough damage to stop his attack.

b. **Principles.** The principles for knife techniques are mindset, grip, stance, and movement.

(1) Mindset. When engaged, your mindset is a factor of success or failure. Mindset is the "mental trigger" during a defining moment that enables you to commit to an attack. You must have the superior mindset against the aggressor to succeed.

(2) Grip. Your grip on the knife should be a natural and relaxed hammer grip with enough strength to hold the weapon while maintaining dexterity. From this position, the blade of the knife is always facing the aggressor.

(3) Stance. The basic warrior stance is the foundation for knife techniques. The left arm will serve as a vertical shield protecting the head, neck, and torso. The weapon should be held at a level between the belt and chest, tight to the body to facilitate weapon retention.

(4) Movement. Movement is used to open up different target areas of the body and avoid the aggressor's strikes. Do not stand directly in front of the aggressor; they can rely on forward momentum to create the tactical advantage.

c. **Fundamentals**. The fundamentals for knife techniques are target areas and angles of attack.

(1) Target Areas. The objective in a knife fight is to attack vital target areas readily accessible such as the face, neck, torso, and groin. The extremities are secondary targets that are not immediately fatal, but will often open up fatal target areas, or become fatal if left unattended.

(2) Angles of Attack. There are six angles from which a knife attack can be launched: Vertically up or down, forward diagonal, reverse diagonal, forward horizontal, reverse horizontal, and a straight thrust.

2. DEMONSTRATE

INSTRUCTOR NOTE: Demonstrate only one technique at a time. Do not explain the steps or open the class for questions.

INTERIM TRANSITION: Go to practice position one.

3. IMITATE

a. **Forward Slash.** A forward slash is generally a slash from your aggressor's left shoulder diagonally to his right pocket.



(1) Start facing the aggressor in the modified basic warrior stance.

(2) Extend your right hand to make contact with the knife blade around the aggressor's left shoulder.

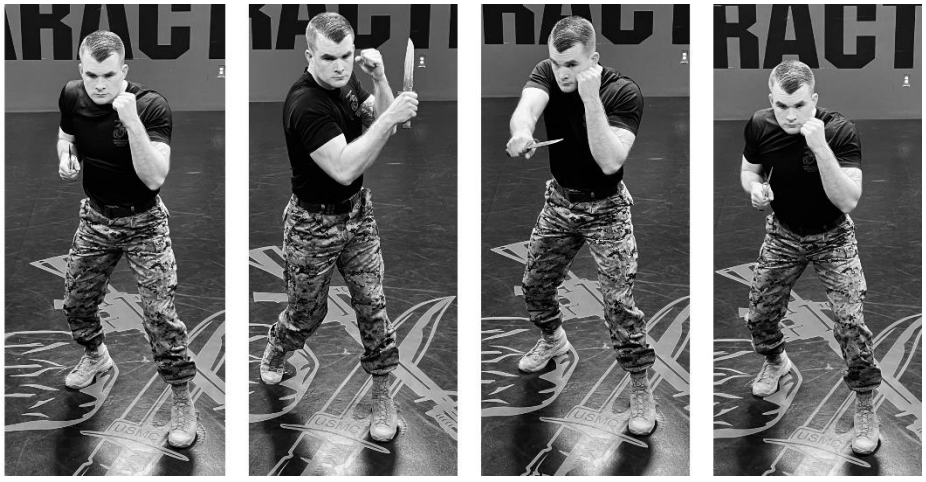
(3) Rotate your palm up to make the blade contact the aggressor. Do not move your arm outside the box, shoulder-width across from your neck to your waistline.

(4) Continue dragging the knife down and across the aggressor's body, from your right to your left.

(5) The movement ends with your forearm against your body and the knife at your left side, blade oriented toward the aggressor.

(6) Return to the modified basic warrior stance.

b. **Reverse Slash.** A reverse slash is generally a slash from your aggressor's right shoulder diagonally to his left pocket and usually follows a forward slash.



(1) Start facing the aggressor in the modified basic warrior stance.

(2) Extend your right hand across your body to make contact with the knife blade around the aggressor's right shoulder.

(3) Rotate your palm down to make the blade contact the aggressor. Do not move your arm outside the box, shoulder-width across from your neck to your waistline.

(4) Continue dragging the knife down and across the aggressor's body, from your left to your right.

(5) Return to the modified basic warrior stance.

c. **Forward Thrust.** A forward thrust follows a horizontal angle into the aggressor's neck (high thrust) or abdominal region (low thrust).



(1) Start facing the aggressor in the modified basic warrior stance.

(2) Extend your right hand toward the aggressor, palm down, inserting the knife blade into the target.

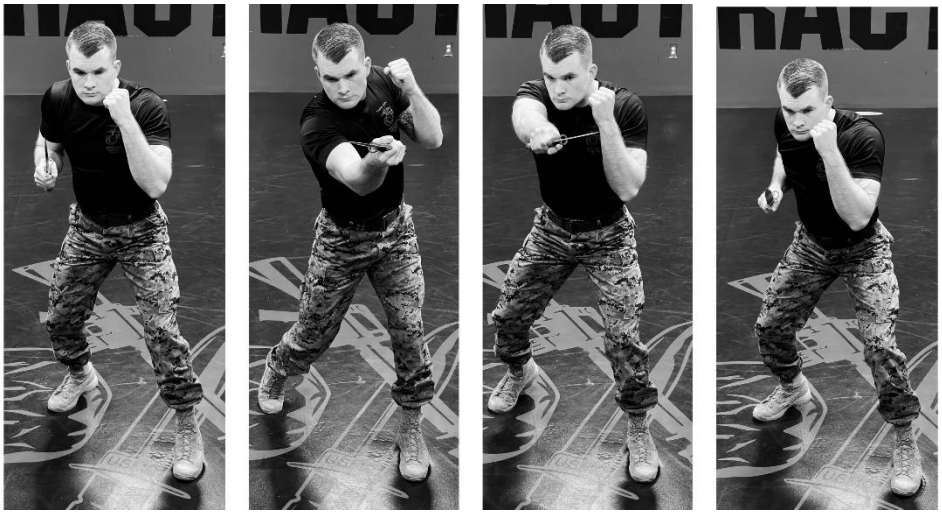
(3) Once the knife is inserted, twist the blade inward, rotating your palm up.

(4) Bring the knife to the opposite side of the aggressor's body from where it was inserted. Turning the blade and cutting your way out rather than pulling the knife straight out causes more damage to the aggressor.

(5) The movement ends with your forearm against your body and the knife at your left side, blade oriented toward the aggressor.

(6) Return to the modified basic warrior stance.

d. **Reverse Thrust.** A reverse thrust follows a horizontal angle into the aggressor's neck (high thrust) or abdominal region (low thrust) and usually follows a forward thrust.



(1) Start facing the aggressor in the modified basic warrior stance.

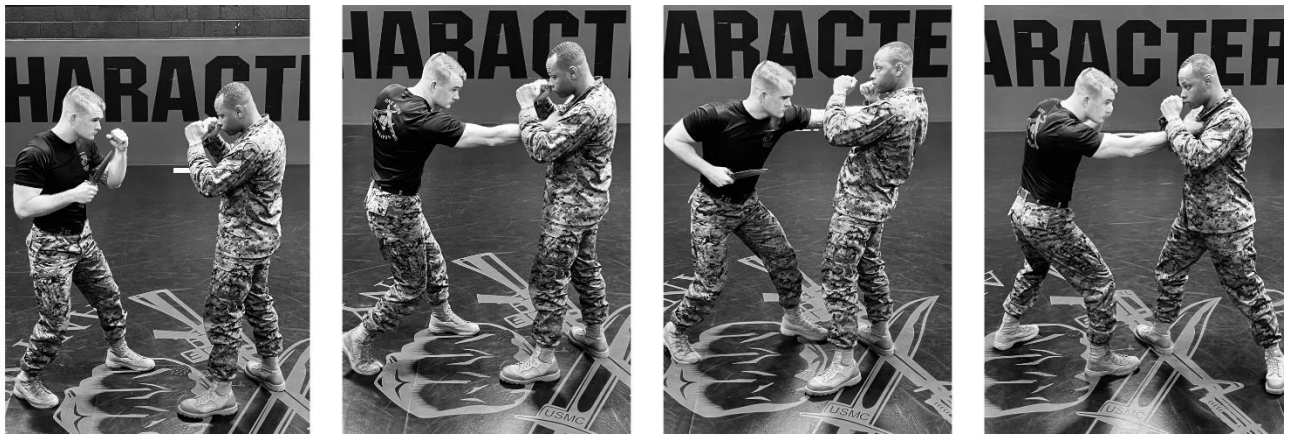
(2) Extend your right hand across your body toward the aggressor, palm up, inserting the knife blade into the target.

(3) Once the knife is inserted, twist the blade inward, rotating your palm down.

(4) Bring the knife to the opposite side of the aggressor's body from where it was inserted. Turning the blade and cutting your way out rather than pulling the knife straight out causes more damage to the aggressor.

(5) Return to the modified basic warrior stance.

e. **Bulldogging.** Bulldogging is used to incorporate knife techniques with movement and open hand strikes.



(1) Start facing the aggressor in the modified basic warrior stance.

(2) Maintaining a low silhouette and move forward in a normal walking motion. While moving forward, perform a thrusting or slashing technique.

(3) After each knife technique, execute a strike that off balances the aggressor and opens the target areas of the body.

(4) Follow each lead hand strike with another thrusting or slashing technique to a vulnerable target area.

(5) Continue moving forward, thrusting/slashing, and striking the aggressor until they are killed or disabled.

4. PRACTICE

INSTRUCTOR NOTE: Fault check student proficiency and safety.

TRANSITION: We have learned knife techniques, are there any questions? We will now discuss customs, courtesies, and traditions.

5. TIE-IN (CUSTOMS, COURTESIES, AND TRADITIONS). All cultures and organizations have formal and/or informal rules and regulations that guide conduct and maintain good order and discipline. These are customs, courtesies and traditions. Overtime the Marine Corps have developed its own unique customs, courtesies, and traditions. It is important you understand what these are and their importance to the strength of a unit. This strength includes unit discipline, esprit de corps, morale, and cohesion.

a. **Customs**. Customs are the practices of preserving ideas and actions from generation to generation. What are some customs that we have in the Marine Corps? Marine Corps Birthday, Parades and Ceremonies, Mess night, etc. Customs strengthen a unit by providing a link with our past, strengthening unit cohesion by instilling a sense of pride in the unit, esprit de corps and morale.

b. **Courtesies**. Courtesies are a set of rules of behavior. It allows for a set of rules that makes it easier for people to live with each other. As part of a military culture, this is essential. We all belong to units that must fight as a team. We also understand that within this unit there is a rank structure and chain of command. The courtesies of the Marines Corps allow for the harmonious interaction of all Marines. Some Marine Corps courtesies include saluting, reporting to seniors, addressing officers, etc.

c. **Traditions**. Traditions are the transmission of knowledge, opinions, doctrines, customs and practices from generation to generation by word of mouth or example. Marine Corps traditions have helped create a fighting force that has become recognized as an American institution. Our traditions foster camaraderie and provide us with an example to emulate. They provide us with a link to our past. Some Marine Corps traditions include our motto, our conduct in battle, change of command ceremony, and concepts such as never leaving our dead, wounded or equipment behind on the field of battle. “First to fight” and “the Marines have landed and the situation is well in hand” are examples of our combat traditions. These are the traditions of warriors. We must remember and practice them.

d. It is essential that all Marines know and apply the customs, courtesies and traditions of our Corps. They are a part of our heritage and will ensure our continued success in the future. As a warrior they provide us with a link to our past, guide our actions in the present and provide us with a means of passing on to future generations of Marines a part of who we are.

TRANSITION: We have discussed customs, courtesies, and traditions, are there any questions?

SUMMARY (10 MIN)

During this period of instruction we have covered knife techniques and customs, courtesies, and traditions. I am now confident you will be able to use these techniques to kill the enemy if necessary.

INSTRUCTOR NOTE: Provide follow-on instructions.

UNITED STATES MARINE CORPS
MARTIAL ARTS CENTER OF EXCELLENCE
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24191 GILBERT ROAD
QUANTICO, VIRGINIA 22134

LESSON PLAN

WEAPONS OF OPPORTUNITY

MCCS-GRAY-2012

GRAY BELT

UNITED STATES MARINE CORPS

MARTIAL ARTS CENTER OF EXCELLENCE
THE BASIC SCHOOL
24191 GILBERT ROAD
QUANTICO, VIRGINIA 22134

INSTRUCTOR PREPARATION GUIDE

LESSON TITLE: Weapons of Opportunity

LESSON DESIGNATOR: MCCS-GRAY-2012

TOTAL LESSON TIME: 1 hour

REFERENCES: MCO 1500.59_
NAVMC 3500.41_
MCRP 3-02_

PERSONNEL REQUIRED: One instructor and assistants

FACILITIES: Soft footed training area

REVIEW COURSE MATERIALS:

- Review Lesson Plan

ADD PERSONALIZATION:

- Personalize the lesson by adding subject matter detail, personal experiences, examples, and questions.

MATERIALS/EQUIPMENT:

- Mouthpiece
- Training Weapons of Opportunity

SETUP AND PLANNING:

- Reserve Training Area
- Conduct Rehearsal

INTRODUCTION (5 MIN)

1. GAIN ATTENTION. On the battlefield, a Marine should be ready to use anything around him to serve as a weapon. Weapons of opportunity can be a stick, a club, a broken rifle, an e-tool, or even a belt. A Marine must always be able to adapt to his immediate situation and overcome any adversity. That has been a part of our history since 1775.

2. OVERVIEW. Good morning, my name is _____. This lesson will cover weapons of opportunity and Marine Corps History.

3. POSITIONS

INSTRUCTOR NOTE: Assign demonstration and practice positions. Ensure students have enough space, and can see and hear the instructor.

4. SAFETY. To prevent injury, ensure the following:

a. Start slowly and increase speed with proficiency.

b. Never execute techniques at full force or full speed.

c. Do not make contact on the aggressor with the weapon.

d. Conduct all practical application utilizing approved training gear.

TRANSITION. Now that you know what will be covered are there any questions? Let's discuss the purpose of weapons of opportunity.

BODY (45 MIN)

1. EXPLAIN

a. **Purpose.** The purpose of weapons of opportunity is to use anything on the battlefield to inflict maximum damage on the aggressor.

b. **Principles.** The principles for weapons of opportunity depend on the type of weapon employed. The types of weapons of opportunity are unlimited, but some examples are: a stick, pole, e-tool, belt, battlefield debris, dirt, or even liquid. Regardless of the weapon, all techniques apply the principles of mindset, grip, stance, and movement.

(1) Mindset. When engaged, your mindset is a factor of success or failure. Mindset is the "mental trigger" during a defining moment that enables you to commit to an attack. You must have the mindset to use anything you can find on the battlefield to kill the enemy by whatever means necessary.

(2) Grip. Your grip on the weapon of opportunity should be natural with enough strength to hold the weapon while maintaining dexterity. The one-handed grip is used for short weapons and the two-handed grip is used for long weapons.

(a) One-handed Grip. The one handed grip should resemble your grip on a knife. With your dominant hand, firmly grasp the lower end of the weapon and orient it toward the aggressor.

(b) Two-handed Grip. The two handed grip should resemble your grip on a rifle and bayonet. With your dominant hand, firmly grasp the lower end of the weapon. Grasp the upper end of the weapon with your lead hand palm up; your hands should be no more than 10" to 12" apart. Orient the weapon toward the aggressor.

(3) Stance. The basic warrior stance is the foundation for all techniques. The left arm will serve as a vertical shield protecting the head, neck, and torso. The weapon should be held at a level between the belt and chest, tight to the body to facilitate weapon retention.

(4) Movement. Movement is used to open up different target areas of the body and avoid the aggressor's strikes. Do not stand directly in front of the aggressor; they can rely on forward momentum to create the tactical advantage.

c. **Fundamentals**. The fundamentals for weapons of opportunity are target areas and angles of attack.

(1) Target Areas. The objective with a weapon of opportunity is to attack vital target areas readily accessible such as the face, neck, torso, and groin. The extremities are secondary targets that are not immediately fatal, but will often open up fatal target areas.

(2) Angles of Attack. There are six angles from which an attack can be launched: Vertically up or down, forward diagonal, reverse diagonal, forward horizontal, reverse horizontal, and a straight thrust.

2. DEMONSTRATE

INSTRUCTOR NOTE: Demonstrate only one technique at a time. Do not explain the steps or open the class for questions.

INTERIM TRANSITION: Go to practice position one.

3. IMITATE

a. **Straight Thrust.** The straight thrust is a linear attack to the aggressor's torso, head, or neck.



(1) Start facing the aggressor in the modified basic warrior stance with a one or two handed grip.

(2) Move forward, pushing off with your rear foot to close the distance and generate power.

(3) At the same time, thrust your weapon straight into your aggressor with both hands. The weapon is thrusted at a slight upward angle or parallel to the deck, depending on the target area.

(4) Return to the modified basic warrior stance.

b. **Vertical Strike.** The vertical strike is a vertical attack from high to low towards the aggressor's head.



(1) Start facing the aggressor in the modified basic warrior stance with a one handed grip.

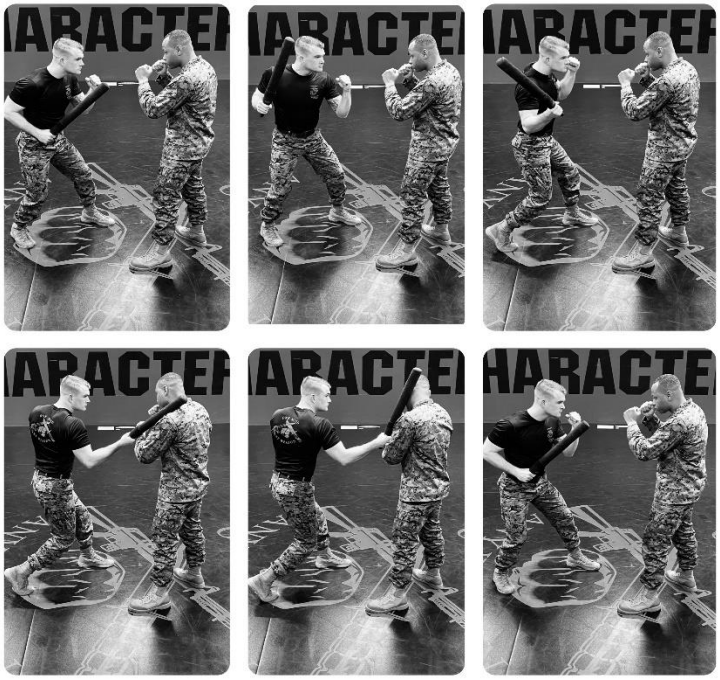
(2) Rotate your right forearm straight down at the elbow to forcefully bring the weapon down on the aggressor. At the same time, forcefully rotate your hips and shoulders toward the aggressor.

(3) Shift your body weight to your left foot and drop your body weight into the aggressor from high to low.

(4) Follow through with the strike by allowing the weight of the weapon to go through the target.

(5) Return to the modified basic warrior stance.

c. **Forward Strike.** The forward strike is a frontal attack executed at a 45-degree angle or horizontally.



(1) Start facing the aggressor in the modified basic warrior stance with a one handed grip.

(2) Strike while forcefully rotating your hips, shoulders and forearm to the inside at the elbow to bring the weapon down on to the aggressor.

(3) Follow through with the strike by allowing the weight of the weapon to go through the target.

(4) Return to the modified basic warrior stance.

d. **Reverse Strike.** The reverse strike is a frontal attack executed at a 45-degree angle or horizontally.



(1) Start facing the aggressor in the modified basic warrior stance with a one handed grip.

(2) Quickly bring your right hand across your body toward your left shoulder with the weapon extended over your right shoulder.

(3) Rotate your forearm to the right at your elbow to bring the weapon down on to the aggressor while forcefully rotating your hips and shoulders toward the aggressor.

(4) Follow through with the strike by allowing the weight of the weapon to go through the target.

(5) Return to the modified basic warrior stance.

4. PRACTICE

INSTRUCTOR NOTE: Fault check student proficiency and safety.

TRANSITION: We have learned weapons of opportunity, are there any questions? We will now discuss Marine Corps history.

5. TIE-IN (MARINE CORPS HISTORY). From its very beginnings, the Marine Corps has been a pivotal part of our country's history. Our legacy is a rich one that serves as an example for each of us to follow during our development as a Marine. Our history is one of combat in defense of the Nation and the ideals of our Constitution. It is a warrior's history.

a. Marine Corps history is the chronological record of the events and individuals that shaped our Corps. The strength of our Corps is its people and our history is the record of the deeds of every Marine who has gone before us. Their valor, devotion, commitment, and selflessness are what have made the Marine Corps strong. The gift or legacy of these Marines is a Corps whose reputation as an elite fighting force is second to none. It is a legacy of war fighting, duty,

sacrifice, discipline, and determination. By their actions, they have set the standard that we must strive always to maintain and if possible exceed.

b. As a warrior, every Marine should know the history of our Corps as well as he knows his weapon. We learn from our history, its customs, courtesies and traditions. We apply our customs, courtesies, and traditions so they will not be lost to the generation that follows us. We understand how we have become the type of organization we are and what will be required to maintain that same level of professionalism.

c. We also learn from the mistakes and successes of the past. This must be part of our study of the art of war. What tactics and techniques have been successful and how these can be applied today. We study the mistakes of the past in order to avoid them in the future. And finally, we study past leaders to learn from them how to be better leaders ourselves.

TRANSITION: We have discussed Marine Corps history, are there any questions?

SUMMARY **(10 MIN)**

During this period of instruction we have covered weapons of opportunity and Marine Corps history. I am now confident you will be able to use these techniques to use anything on the battlefield to kill the enemy.

INSTRUCTOR NOTE: Provide follow-on instructions.

UNITED STATES MARINE CORPS
MARTIAL ARTS CENTER OF EXCELLENCE
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LESSON PLAN

GROUND FIGHTING

MCCS-GRAY-2013

GRAY BELT

UNITED STATES MARINE CORPS

MARTIAL ARTS CENTER OF EXCELLENCE
THE BASIC SCHOOL
24191 GILBERT ROAD
QUANTICO, VIRGINIA 22134

INSTRUCTOR PREPARATION GUIDE

LESSON TITLE: Ground Fighting

LESSON DESIGNATOR: MCCS-GRAY-2013

TOTAL LESSON TIME: 1 hour 30 minutes

REFERENCES: MCO 1500.59_
NAVMC 3500.41_
MCRP 3-02_

PERSONNEL REQUIRED: One instructor and assistants

FACILITIES: Soft footed training area

REVIEW COURSE MATERIALS:

- Review Lesson Plan

ADD PERSONALIZATION:

- Personalize the lesson by adding subject matter detail, personal experiences, examples, and questions.

MATERIALS/EQUIPMENT:

- Mouthpiece

SETUP AND PLANNING:

- Reserve Training Area
- Conduct Rehearsals

INTRODUCTION (5 MIN)

1. GAIN ATTENTION. Anything is possible on the battlefield and if you should end up fighting an aggressor on the ground, you must be prepared for it. Ground fighting techniques will allow you to fight and aggressor and get back to your feet. In life you may be forced to grapple with tough situations that test your professionalism and ethics.

2. OVERVIEW. Good morning, my name is _____. This lesson will cover ground fighting and professionalism and ethics.

3. POSITIONS

INSTRUCTOR NOTE: Assign demonstration and practice positions. Ensure students have enough space, and can see and hear the instructor.

4. SAFETY. To prevent injury, ensure the following:

a. Start slowly and increase speed with proficiency.

b. Never execute techniques at full force or full speed.

c. Techniques will be performed on a soft-footed area.

d. Apply slow, steady pressure until the aggressor taps out. Aggressor will tap out when they become uncomfortable. They may tap the deck, tap themselves, tap the Marine, or verbally say "tap-tap-tap." The Marine must immediately release the pressure when the aggressor taps out.

TRANSITION. Now that you know what will be covered are there any questions? Let's discuss the purpose of ground fighting.

BODY (75 MIN)

1. EXPLAIN

a. **Purpose.** The purpose of ground fighting is to get back to your feet as quickly as possible.

b. **Principles.** The principles for ground fighting are space and control.

(1) Space**.** Create space in order to execute techniques that will disable the aggressor allowing you to get back to your feet. Too much or too little space can give the aggressor the advantage.

(2) Control**.** Control the aggressor in order to limit his movement and ability to damage you. Take away the aggressor's space to reduce his ability to fight.

c. **Fundamentals.** The fundamentals for ground fighting are the mount position and guard position. Both positions are offensive if you know techniques to give yourself the tactical advantage.

(1) Mount Position**.** In this position the aggressor is on the ground and you are on top. Your legs are outside the aggressor's hips, controlling his ability to move. This is an offensive position because you are able to control the aggressor and to execute ground fighting techniques.

(2) Guard Position. In this position you are on the ground and the aggressor is on top of you, but your legs are wrapped around his waist. This is also an offensive position because you control your aggressor's movement and execute ground fighting techniques.

TRANSITION: We have covered the purpose, principles, and fundamentals, are there any questions? I will now demonstrate the first technique.

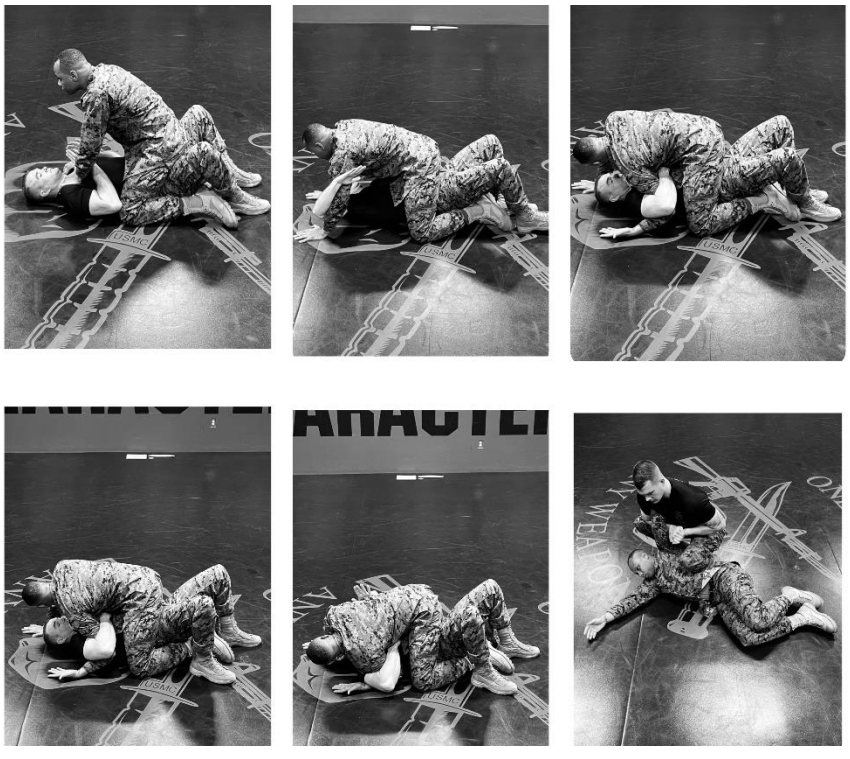
2. DEMONSTRATE

INSTRUCTOR NOTE: Demonstrate only one technique at a time. Do not explain the steps or open the class for questions.

INTERIM TRANSITION: Go to practice position one.

3. IMITATE

a. **Counter To The Mount**. This technique is used when you are on the ground and the aggressor is mounted on top of you.



(1) Begin by lying on your back with the aggressor mounted on top of you.

(2) Grab the aggressor's gear or clothing on their upper torso and pull them down close to you, while thrusting your hips upward. This off-balances the aggressor and will cause him to extend his arms in front of him and place his hands on the ground to regain his balance.

(3) With your right arm, over hook your aggressor's arm, from the inside around to the outside, above his elbow causing him to bend his elbow.

(4) Draw your elbow in and drive the knuckles of your right hand into his chest to bring him down close to you.

INSTRUCTOR NOTE: Ensure the aggressor's left hand is palm up.

(5) With your right foot, hook the aggressor's left leg or ankle to prevent him from using his leg to base out.

(6) With your left hand, strike the aggressor's right side and push off with your left leg to roll the aggressor off of you to your right side. Avoid being pulled into the aggressor's guard by bridging at a 45 degree angle over your right shoulder.

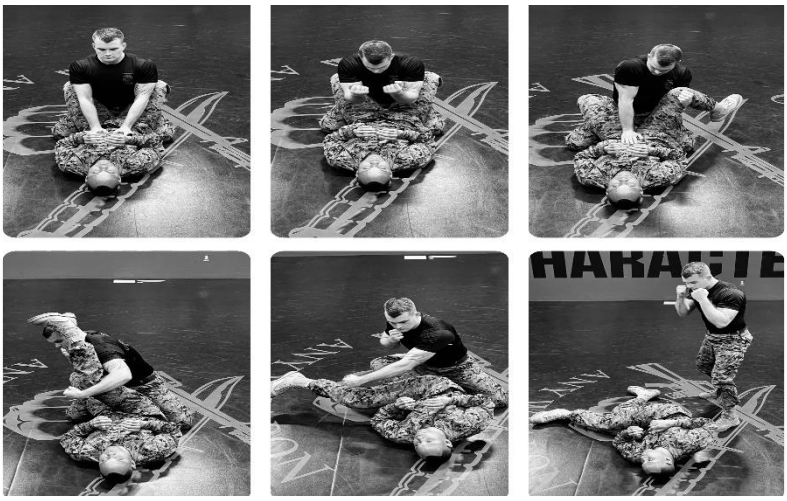
(7) Maintain control of the aggressor's hooked arm and go to a squatting position on his left side. The aggressor should be lying on his right side.

(8) Keep pressure on the aggressor's hip with your left knee and use your hands (palm-to-palm or figure-four) to apply pressure against the aggressor's left elbow. Forcefully turn to your right and arch your back as you rise to break the aggressor's arm and/or shoulder.

INSTRUCTOR NOTE: Ensure students apply slow steady pressure.

(9) Return to the basic warrior stance.

b. **Counter To The Guard**. This technique is used when the aggressor is on his back and you are trapped in his guard.



(1) Begin with your aggressor lying on his back with you in his closed guard.

(2) With your elbows, strike your aggressor's femoral nerve on the inside of his legs to open his guard.

(3) With your right hand, strike your aggressor's groin and hook your left arm underneath the aggressor's right knee. Ensure your upper body is low and your chin is tucked.

(4) Quickly throw the aggressor's right leg over your head with your left arm as you move to your left.

(5) Return to the basic warrior stance.

4. PRACTICE

INSTRUCTOR NOTE: Fault check student proficiency and safety.

TRANSITION: We have learned ground fighting, are there any questions? We will now discuss professionalism and ethics.

5. TIE-IN (PROFESSIONALISM AND ETHICS). One aspect of the Marine Corps that makes us so special is the high standards of performance and conduct for which we are recognized. This reputation is based upon the deeds and the actions of Marines from our past. But what made their actions so memorable was the level of professionalism and conduct associated with those actions. This continues today. We are an elite organization that views itself as special and with the highest standards. But what does it mean to be a professional?

a. **Professionalism**. The Marine Corps is neither a job nor merely a career men and women drone through in order to reach retirement. When we took our oath, in our hearts we pledged to give our all and sacrifice everything if necessary. As members of a Corps, of a collective team, we understand the concept of selflessness, subordinating our personal needs for that of the common good. We have accepted the fact that as Marines we are expected to maintain the highest standards of conduct and performance. Our appearance must be squared away and our

attention to detail meticulous. This is what makes us a professional. It is the hallmark of a Marine and of our warrior culture.

b. **Ethics**. The most important aspect of being a professional is our character. Our character is defined as the values by which we live our life. It governs our actions and guides our decisions. As warriors, we embrace a set of values that allows us to live life by an ethical set of standards. These ethical standards are set forth in the Constitution, the UCMJ, Law of War, Code of Conduct, and regulations. It is important to understand that to be a professional and to be a warrior you must be an individual whose character is based upon ethical standards and values. For a Marine, these are things we have been taught since the first day of recruit training or OCS. To truly be an ethical warrior you must apply these values without exception. It comes down to always listening to your conscience and making the right choice.

TRANSITION: We have discussed professionalism and ethics, are there any questions?

SUMMARY (10 MIN)

During this period of instruction we have covered ground fighting and professionalism and ethics. I am now confident you will be able to use these techniques to get back to your feet if you are ever on the ground.

INSTRUCTOR NOTE: Provide follow-on instructions.

UNITED STATES MARINE CORPS
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24191 GILBERT ROAD
QUANTICO, VIRGINIA 22134

LESSON PLAN

FORCE CONTINUUM

MCCS-GRAY-2014

GRAY BELT

UNITED STATES MARINE CORPS

MARTIAL ARTS CENTER OF EXCELLENCE
THE BASIC SCHOOL
24191 GILBERT ROAD
QUANTICO, VIRGINIA 22134

INSTRUCTOR PREPARATION GUIDE

LESSON TITLE: Force Continuum

LESSON DESIGNATOR: MCCS-GRAY-2014

TOTAL LESSON TIME: 30 minutes

REFERENCES: MCO 1500.59_
NAVMC 3500.41_
MCRP 3-02_

PERSONNEL REQUIRED: One instructor and assistants

FACILITIES: Indoor/Outdoor Classroom

REVIEW COURSE MATERIALS:

- Review Lesson Plan

ADD PERSONALIZATION:

- Personalize the lesson by adding subject matter detail, personal experiences, examples, and questions.

MATERIALS/EQUIPMENT:

- None

SETUP AND PLANNING:

- Reserve Training Area

Conduct Rehearsals

INTRODUCTION (5 MIN)

1. GAIN ATTENTION. The most important decision a Marine may ever make may be whether or not to engage a person with deadly force. To make the right decision, Marines must understand the non-lethal options available to them and they must act responsibly. This training should also develop judgment and maturity in the Marines so they can walk away from potential incidents.

2. OVERVIEW. Good morning, my name is _____. The purpose of this lesson is to familiarize you with the force continuum. We will be covering the responsible use of force, temper and intent, the levels in the continuum of force, and real world scenarios.

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

4. METHOD/MEDIA. This lesson will be taught by the informal lecture method with the aid of PowerPoint.

5. EVALUATION. This class is lesson purpose and will not be evaluated.

6. SAFETY/CEASE TRAINING. In the case of a fire alarm you will exit the classroom and the class commander will get a head count and report to the instructor.

TRANSITION: Now that you know what will be taught and how it will be taught, are there any questions? Let's discuss the responsible use of force.

BODY (15 MIN)

1. RESPONSIBLE USE OF FORCE. This lesson is intended to teach the Marine Corps policy, guidelines, and procedures for the use of force for Marines functioning as law enforcement or security personnel. This does not apply to Marines performing military operations subject to the DoD Standing Rules of Engagement or mission specific rules of engagement. In order to act responsibly, Marines must understand and possess the knowledge and skills required to handle all situations appropriately, without unnecessarily escalating the violence.

a. **Missions of the Marine Corps.** The missions of today's Marine Corps encompass peacekeeping, humanitarian assistance, and domestic leadership. This includes evacuation operations, maintaining law and order, riot control, courtesy patrol, and the example Marines must set while off-duty. As you hone your martial arts skills and those of your students, you need to be aware that you may eventually find yourself confronted with one of these situations. Marines in this type of environment must learn to use only the amount of force necessary, without escalating the violence, to meet the demands of the situation.

b. **Moral Principles.** The responsible use of force is tied to the following moral principles:

(1) Service before Self. A Marine is a warrior-defender, willing to give his life for the life of others. Where a Marine walks, people are safer. A Marine is the defender of others, rather than just a defender of one's self.

(2) Equality. In any type of mission, Marines must believe that the people they are protecting are equal and that their lives and the lives of their loved ones are just as important as the Marine's.

(3) Core Values. Marines embody the core values of Honor, Courage, and Commitment. These values guide Marines to exemplify ethical and moral behavior, respect human dignity, and adhere to a higher standard of personal conduct. The core values are what establish the Marine as the warrior and citizen others strive to emulate. Marines must be physically, mentally, and morally fit to uphold these values.

c. **Deadly Force.** Deadly force is the force which a person uses causing, or that a person knows or should know would create a substantial risk of causing, death or serious bodily harm or injury. Deadly force is only employed as a last resort, and only after all lesser means of force have failed to produce the intended result, or when circumstances prevent the use of lesser means.

2. TEMPER AND INTENT. In order to respond appropriately to a situation, the Marine must be able to quickly assess the temper and intent of the person so they can make a judgment as to the person's intended actions.

a. **Temper.** Temper is a person's emotional state. Emotional state can be inferred from physical behavior such as yelling, crying, nervousness, uneasiness, calmness, joviality, aggressiveness, etc.

b. **Intent.** Intent is a person's intended actions. Intent can be inferred from physical behavior that is more action-oriented such as running, hitting, carrying or drawing a weapon, reaching for a purse, etc. Intent can also be inferred from a person's equipment or clothing. Does the person's clothing and belongings conform to their reason for being there?

c. **Assessing Temper and Intent.** The Marine's response to a situation depends on their assessment of temper and intent. The Marine should constantly assess the temper and intent of every person with whom they come into contact. This must be done very quickly to determine the threat a subject poses and the way the Marine will respond to the person. Marines should become more focused when something is out of the ordinary. Throughout any situation temper and intent must be constantly re-evaluated and the Marine must adjust their actions accordingly.

3. LEVELS IN THE CONTINUUM OF FORCE. Marines must understand that when confronted with a situation where force may be required, their response must be appropriate to the perceived threat. The continuum of force is a wide range of possible actions, ranging from verbal commands to deadly force, which may be used to gain and maintain control of a potentially dangerous situation. The threat level can rise and fall based on the actions of both the Marine and the person involved. Marines must control the situation with the minimum amount of force necessary to gain compliance. The Continuum of Force is broken down into five levels

that describe the behavior of the subject and the appropriate response of the Marine to handle the situation. 5. Assaultive (Serious Bodily Harm/Death): Deadly Force

CONTINUUM OF FORCE

1. Compliant (Cooperative): Verbal Commands
2. Resistant (Passive): Contact Controls
3. Resistant (Active): Compliance Techniques
4. Assaultive (Bodily Harm): Defensive Tactics
5. Assaultive (Serious Bodily Harm/Death): Deadly Force

a. **Level One - Compliant (Cooperative)**

(1) Behavior of Subject. In the first level in the continuum of force, the vast majority of people will cooperate with Marines and obey their instructions. In many cases, the Marine will be dealing with local civilians and military personnel on a daily basis.

(2) Response by Marine. Simple verbal commands used with firmness and courtesy will be sufficient to control most situations the Marine will encounter. Marines who are overly aggressive may antagonize a subject, causing them to be less cooperative, resulting in an unnecessary escalation in the continuum of force.

b. **Level Two - Resistant (Passive)**

(1) Behavior of Subject. In the second level in the continuum of force, subjects start to refuse to obey the Marine's verbal commands. There is no immediate danger of physical harm to either the subject or Marine.

(2) Response by Marine. Contact controls can be used as a bridge between verbal commands and physical force. These are techniques short of physical force, which psychologically intimidate the subject in order to eliminate resistant behavior or reestablish cooperation. Contact controls include repeating verbal commands in a more forceful manner, warning the subject of the consequences of disobedience, and assuming a more authoritative posture. If the subject continues to be uncooperative, the Marine should request assistance through their chain of command.

c. **Level Three - Resistant (Active)**

(1) Behavior of the Subject. In the third level in the continuum of force, the subject first demonstrates physical resistance. The subject does not actively attack the Marine, but continues to openly defy the Marine's verbal commands. The subject may be refusing to comply with directions, pulling away, shouting, struggling, locking oneself in a car, or fleeing from the area. At this level, the physical threat to the Marine remains low.

(2) Response by Marine. Compliance techniques are used at this level to control the situation. This includes martial arts techniques designed to physically force a subject to comply. Examples of compliance techniques include come-along holds, joint manipulation and the use of pressure points to gain compliance. When issued, OC spray and Tasers may be employed before escalating to level four.

d. **Level Four - Assaultive (Bodily Harm)**

(1) Behavior of Subject. In the fourth level in the continuum of force, the subject may physically attack the Marine, but does not use a weapon. Their behavior is characterized by aggressive and combative actions which present physical harm to the Marine. The subject may try to strike, kick, wrestle, or bite the Marine to prevent apprehension.

(2) Response by Marine. Defensive tactics will be used at this level to defeat an assailant's attack, and to establish and maintain control of the subject. Marines must quickly stop the subject's combative behavior to prevent the situation from escalating to deadly force. Defensive tactics include blocks, strikes, kicks, enhanced pain compliance, and baton strikes. Marines must avoid striking a subject in the head with batons because this is considered deadly force.

e. **Level Five - Assaultive (Serious Bodily Harm/Death)**

(1) Behavior of Subject. In the fifth and final level in the continuum of force, the subject will either kill or seriously injure someone if they are not stopped immediately and brought under control. Guns and knives are the most obvious weapons, but improvised weapons such as pipes, chains, or hazardous materials may pose a lethal threat. Any physical confrontation, in which the Marine is in fear of imminent death or serious bodily harm, even if no weapon is involved, constitutes authorization to apply deadly force.

(2) Response by Marine: Deadly Force. Deadly force is most often applied by the Marine through use of a firearm or some other type of weapon but it may also be delivered by martial arts techniques.

4. REAL WORLD SCENARIOS. As a Marine, the first situation you may find yourself in where you must react as a warrior may not be on the battlefield, but while on liberty. In our daily lives we interact with fellow Marines, our families, friends, and the civilian population. Eventually you may find yourself in a potential confrontation that could range from a minor disagreement, domestic dispute, road rage, potential fight, or riot. You must be prepared to respond appropriately to each of these situations. Listed in descending order are options available for a Marine to take in order to arrive at a peaceful solution.

INSTRUCTOR NOTE: Using the options available to a Marine listed below for responding to various situations, provide actual examples of situations and elicit feedback from the class on how they would handle the situation. Conclude by providing various options for a peaceful resolution.

a. **Avoid the Situation.** Identify a possible confrontational situation before you become involved and avoid becoming entangled in that situation.

b. **Remove Yourself from the Situation.** If you have become involved, attempt to remove yourself from the situation as quickly as possible.

c. **Deescalate the Situation.** If unable to leave or if extenuating circumstances prevent you from leaving attempt to deescalate the situation. Do not become confrontational yourself.

d. **Use Minimum Force Necessary.** If you find yourself being assaulted or attacked, immediately take charge of the situation by using the minimum amount of force necessary.

*Alcohol and emotions do not mix and may further aggravate a confrontational situation. All Marine must control themselves, their emotions, and the situation at all times.

TRANSITION: We have covered force continuum, are there any questions?

SUMMARY (10 MIN)

During this period of instruction we have discussed responsible use of force, temper and intent, the levels in the continuum of force, and real world scenarios. I am confident that you are now prepared to use the continuum of force responsibly.

INSTRUCTOR NOTE: Provide follow-on instructions.

UNITED STATES MARINE CORPS
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24191 GILBERT ROAD
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LESSON PLAN

MARTIAL CULTURE STUDY: MARINE RAIDERS

MCCS-GRAY-2015

GRAY BELT

UNITED STATES MARINE CORPS

MARTIAL ARTS CENTER OF EXCELLENCE
THE BASIC SCHOOL
24191 GILBERT ROAD
QUANTICO, VIRGINIA 22134

INSTRUCTOR PREPARATION GUIDE

LESSON TITLE: Martial Culture Study: Marine Raiders

LESSON DESIGNATOR: MCCS-GRAY-2015

TOTAL LESSON TIME: 1 hour

REFERENCES: MCO 1500.59_
NAVMC 3500.41_
MCRP 3-02_

PERSONNEL REQUIRED: One instructor and assistants

FACILITIES: Indoor/Outdoor Classroom

REVIEW COURSE MATERIALS:

- Review Lesson Plan

ADD PERSONALIZATION:

- Personalize the lesson by adding subject matter detail, personal experiences, examples, and questions.

MATERIALS/EQUIPMENT:

- None

SETUP AND PLANNING:

- Reserve Training Area

Conduct Rehearsals

INTRODUCTION (5 MIN)

1. GAIN ATTENTION. As warriors, we must take the lessons from warrior cultures of the past and present and learn from them. We must study their strengths as well as their weaknesses. By doing this, we can develop more thorough tactics to utilize on the battlefield. We can do this through studies of different martial cultures

2. OVERVIEW. Good morning, my name is _____. The purpose of this lesson is to familiarize you with the Marine Raiders. We will cover their historical background, training methods, values system, and legacy battles.

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

4. METHOD/MEDIA. This class will be taught by the informal lecture method and guided discussion.

5. EVALUATION. This class is lesson purpose and will not be evaluated.

6. SAFETY/CEASE TRAINING. In the case of a fire alarm you will exit the classroom and the class commander will get a head count and report to the instructor.

TRANSITION: Now that you know what will be taught and how it will be taught, are there any questions? Let's define a martial culture.

BODY (45 MIN)

1. DEFINITION. Before we begin our look at the Raiders, we must define two terms. The first term is "martial culture." It is a society or tribe whose primary function is the creation, training, and sustaining of warriors. The entire ethos of the society is, in fact, tied to the warrior identity. The second definition is the term "warrior" itself. The word "warrior" is used loosely in our society today. Athletes who show toughness and grit are given that title, whereas a true warrior is an arms-carrying, professional fighter. A warrior's primary function is to train and prepare for conflict; in fact, their societal development is based on that end state – battlefield combat.

2. HISTORICAL BACKGROUND. In the early 1940s, the world was rocked by Nazi Germany in the European theater and the surprise attack by the Japanese at Pearl Harbor. Historians commonly refer to these events as the "road to war." For the Marine Corps, and the Raiders, the road to war started with two men and an innovative, yet untested group fighting for its existence; the Marine Raiders.

a. **Evans Carlson**. Evans Carlson enlisted as an underage soldier in the Army during World War I. He rose quickly through the ranks; he was a fit, tough, and freethinking type of man. He left the Army at the rank of First Sergeant; however, the call of the military was too strong. He enlisted in the Marine Corps soon after and was selected for Officer Candidate School. He served with distinction in Nicaragua and received a Navy Cross for small unit action.

(1) As an officer, Carlson was obsessed by two things: education and the lure of the Far East, particularly China. Jumping at the chance for duty in the old 4th Marines in Shanghai, he began a highly enjoyable tour as Regimental Intelligence Officer. Returning to the States, he began a tour at the Warms Springs, Georgia Marine Detachment. His duties brought him face-to-face with President Roosevelt, who used the area for rest and relaxation. Carlson constantly talked with the President about what he had seen in China. He continued to view the China situation with earnest, and, frustrated again due to his feelings of containment, he resigned his commission.

(2) Carlson requested to return to China as an observer and went on a series of adventures with Chinese Guerrilla troops that culminated in a book called "Twin Stars of China." He believed that the ability of the Chinese foot soldier was due to what he called "ethical indoctrination." This training process consisted of little separation between officer and enlisted ranks, a series of lectures on why a battle or event was taking place, and tough training combined with political awareness. He wrote a series of secret letters to the President describing his findings. Carlson was convinced that this type of training was the "way to go." As events of the late 1930s unfolded in Europe, Carlson reconsidered his resignation. Not long after Pearl Harbor, he returned as a reserve officer.

b. **Merritt Edson**. Merritt Edson was born in Vermont. When he joined the Marine Corps he quickly established himself as one of the Corps best tactical officers. A rather modest looking man, he possessed a no-nonsense personality and a feel for tactical situations that was quickly put to the test during service in Nicaragua. On a series of long patrols and jungle engagements, he became a master tactician and leader, known both for his cool presence under fire and his tough yet fair leadership style.

(1) After Nicaragua, Edson served with distinction in a variety of staff and leadership positions. A superb rifle and pistol marksman, he captained Marine Corps shooting teams and valued the capability of accurate marksmanship both on the range and in the field.

(2) Edson, though he did not claim credit, was the principal author of the much-valued Small Wars Manual. This "down to the basics" volume is still of great value today. Edson was looked to by junior and senior Marines alike as a man to trust in any situation.

c. **The Marine Raiders**. In the early days of war in Europe, there were few bright spots. One was the British Commando units who used hit and run tactics to score a few small victories against the Axis forces. President Roosevelt became captivated with the concept and made it known that he was ready to form commandos. The Marine Corps was clearly not captivated; however, a number of officers, including future Commandant Captain Wallace Greene and Captain Samuel Griffith were sent to view commando training. After a lengthy battle of whether or not to adopt commando training in the Corps, it was decided by Commandant General Holcomb that two such units would indeed be formed. The men picked to handle the job were Evans Carlson and Merritt Edson. While these two fine officers were given top priority, there new positions were not held in high regard within the Corps. An elite unit within an already elite Marine Corps was considered a waste of valuable assets that could be used for the upcoming Pacific battles. The outside influences of the President and high-ranking members of Congress only added fuel to the fire. Regardless of this controversy, two battalions of Marine Raiders

were formed.

3. TRAINING METHODS

a. The Raiders' mission was to conduct hit and run raids behind enemy lines. Both commanders, Carlson on the West Coast and Edson on the East Coast, set about to make their units ready for combat. Their methods were different due to personal philosophies.

(1) Carlson favored the approach that he had seen in action in war-torn China. He labeled his effort "Gung Ho" – which means, "work together." He used this phrase in just about everything. His 2nd Raider Battalion was based on extreme physical fitness, extensive indoctrination, and a toughness gained through an intense selection process that included personal interviews. Carlson went so far as to question a Marine's ability to kill.

(2) Edson, with his 1st Raider Battalion, was no less a taskmaster. He had no patience for "gung Ho"; rather, he based his training on hard conditioning with an emphasis on hiking and combat marksmanship.

(3) Both commanders wanted a certain type of Marine that would be able to conduct their missions and screening favored single Marines with outdoor backgrounds. Carlson, for example, selected for his Executive Officer Major James Roosevelt, the President's son. Edson took an equally appropriate choice; Major Sam Griffith, one of the officers who had observed British commando training. Edson drew from the ranks of his own experience; many of the Nicaragua NCOs came to work for him again.

b. There was a high degree of readiness in both units, along with specialized equipment and training packages. Amphibious raiding, a wide-ranging arsenal of weapons, close-in fighting packages, and priority of training areas gave the Raiders a solid grounding in the tools of the trade. Combined with combative conditioning that included 30-50 mile hikes over uneven ground brought both Battalions to a combat-ready state. Both units did pre-combat deployments and exercises which tested their theories and extensive capabilities.

4. VALUES SYSTEM

a. **Core Values**. The Raider exemplified the epitome of our core values of honor, courage, commitment. They govern our behavior towards one another and everyone else. They guide the actions of a warrior both on and off the battlefield. They are the foundation of each Marine's character. Our character is that part of us which separates us from others; it is our spirit, and our soul. The Raiders lived by these same values we try do today.

(1) Honor. As men and women of honor we must be able to keep our reputation untarnished. Our actions must be above reproach and our conduct exemplary. Each day we will have to guard against lying, cheating or stealing in order to keep our reputation, and that of the Corps, untarnished. The core value of honor has three elements that make the bedrock of our character. First, Marines are trustworthy. We trust each other to do the right thing, be honest and truthful with each other. This will allow us to rely on each other in combat and trust each other with our lives. The warrior understands that trust is a fragile thing that must be handled with care because once lost, it is difficult to restore. Second, Marines respect human dignity. We respect each other and understand the diversity of people who make up our nation and Corps

contributes to our strength and greatness. Third, Marines are accountable. Marines take responsibility for themselves, their duties, their actions, and their mistakes. They do not blame others for their shortcomings, nor do they shirk their obligations because they are unpleasant.

(2) Courage. As Marines we will be faced on a daily basis with decisions that require us to exercise one or both of the two types of courage; moral and physical courage. We may be faced with the problem of doing something unpopular that requires the moral courage to stand up to criticism. In another situation we may find ourselves in combat facing certain death and must demonstrate the physical courage to overcome our fear. A sound character built upon our core values will enable us to find the courage we need.

(3) Commitment. Each day we will receive new missions to accomplish with the temptation of taking shortcuts along the way. With a commitment to do what is right the warrior will always be able to confidently accomplish the mission. Commitment means determination and dedication that leads to professionalism and mastery of the art of war. It leads to discipline for unit and self and is the ingredient that enables 24-hours a day dedication to Corps and Country. It creates pride, concern for others, and an unrelenting determination to achieve a standard of excellence in every endeavor. Commitment is the value that establishes the Marine as a mission focused warrior and a citizen others strive to emulate. Commitment implies hard work, a single-minded dedication to the tasks at hand, and pride in a quality result. Commitment requires loyalty to the organization, expressed by adhering to Marine Corps requirements and maintaining discipline 24-hours a day.

b. **Gung Ho**. The term "gung ho" is a chinese term that translates into "working together." Colonel Evans C. Carlson introduced the term and philosophy to the Marine Corps while commanding the Second Raider Battalion. In honor of Carlson's Raiders, formal schools throughout the Marine Corps have long recognized Marine students who most exemplify the qualities and leadership that embodies the philosophy of being "gung ho."

5. SIGNIFICANT BATTLES

a. On August 17th 1942, Second Raider Battalion conducted an amphibious raid on the Japanese occupied Makin Island. Traveling aboard two submarines, elements of the Battalion attempted to land under cover of darkness; however, surprise was negated when an accidental discharge occurred. Makin Island was a moderately successful raid in terms of action and mission accomplishment, but the battle itself was highlighted by several elements such as uncertainty of enemy strength and tough small unit action. Carlson lost several Raiders due to enemy fire, but due to communications, weather, and sea-state, several Raiders were left on shore, captured, and eventually beheaded by the Japanese. In spite of these failings, the Makin Island raid was hailed as a success and gave the Raiders and the American public much-needed encouragement during the early days of the Pacific War. Evans Carlson and several raiders were awarded the Navy Cross.

b. On September 12th 1942, while deployed to Quadalcanal, the First Raider Battalion engaged in one of the Corps most fabled battles. Lunga Ridge, a ridge overlooking a critical airfield, became known as Bloody Ridge. Throughout the night, Japanese troops made numerous attacks and counterattacks to take the Raiders off the key terrain. In each instance, Marines

stood their ground in vicious close in fighting that included bayonet charges, hand-to-hand combat and the indomitable leadership of Merritt Edson. To many who were there, it was his presence more than any other single factor that held the Ridge. For his actions, he was awarded the Medal of Honor.

c. As a result of early Raider successes, a 3d and 4th Raider Battalion was formed, and then a Raider Regiment. But the war in the Pacific was changing, and the heavily armed Japanese fortifications were not the mission for the more mobility conscious, lightly armed Raiders. Less than three years after their creation, the Raiders were dissolved and reassigned into conventional Marine infantry units. Wounded badly during the war, Carlson never commanded again and retired soon after. Edson went on to become the Commanding Officer of the 5th Marines and eventually rose to the rank of Major General.

6. DISCUSSION

INSTRUCTOR NOTE: Conduct a guided discussion. Questions and answers should be allowed to flow freely. Have additional questions prepared to stimulate the guided discussion.

a. How does the historical background of the Raiders compare to the Marine Corps today?

b. How are the training methods, weapons and tactics employed by the Raiders the same and different from that of today's Marine Corps?

c. How are the values system, leadership qualities, and standards of conduct used by the Raiders similar and different from the Marine Corps?

d. What were some of the strengths and weaknesses of the Raiders?

TRANSITION: Now that we have discussed some differences and similarities between the Raiders and todays Marine Corps, are there any questions?

SUMMARY (10 MIN)

During this period of instruction we have discussed the Marine Raiders. I am now confident you have a thorough understanding of the Raiders and how we can learn from them.

INSTRUCTOR NOTE: Provide follow-on instructions.

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LESSON PLAN

FREE SPARRING

MCCS-GRAY-2016

GRAY BELT

UNITED STATES MARINE CORPS

MARTIAL ARTS CENTER OF EXCELLENCE
THE BASIC SCHOOL
24191 GILBERT ROAD
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INSTRUCTOR PREPARATION GUIDE

LESSON TITLE: Free Sparring

LESSON DESIGNATOR: MCCS-GRAY-2016

TOTAL LESSON TIME: 1 hour 30 minutes

REFERENCES: MCO 1500.59_
NAVMC 3500.41_
MCRP 3-02_

PERSONNEL REQUIRED: Referee, RSO, Corpsman

FACILITIES: Soft footed training area

REVIEW COURSE MATERIALS:

- Review Lesson Plan

ADD PERSONALIZATION:

- Personalize the lesson by adding subject matter detail, personal experiences, examples, and questions.

MATERIALS/EQUIPMENT:

- Mouthpiece
- Groin Protection (Optional)

SETUP AND PLANNING:

- Reserve Training Area
- Conduct Rehearsals
- Brief Support Personnel

INTRODUCTION (5 MIN)

1. GAIN ATTENTION. Ground fighting is the free sparring event for gray belt, which coincides with the ground fighting techniques introduced during gray belt training. While the ground is certainly not the most advantageous position for a combative engagement, we must be aware of and prepared for the fact that many close combat engagements end up on the ground. Ground fighting is also a basic skill that is relatively easy to control and practice, and it does not require a large amount of safety gear. Beginning at this level, weapons are introduced and utilized during portions of the training. This fosters proper combat mindset and the ability to adapt to the situation.

2. OVERVIEW. Good morning, my name is _____. This lesson will cover the conduct of free sparring.

3. SAFETY. Safeties will be covered later in this lesson.

TRANSITION. Now that you know what will be covered are there any questions? Let's discuss the purpose of free sparring.

BODY (75 MIN)

1. PURPOSE. The purpose of free sparring is to bridge from static to dynamic and inoculation to interpersonal violence.

a. **Bridge from Static to Dynamic.** Ground fighting is the bridge between static ground fighting techniques and a dynamic environment. Free sparring gives Marines the opportunity to apply the individual techniques they have learned in a realistic environment with a live resisting opponent. Executing techniques one at a time is much different than using them against another person who is defending themselves and also trying to hurt you.

b. **Inoculation to Interpersonal Violence.** Inoculation is the process of introducing something to the body so it can defend itself in the future. By introducing Marines to violence on a personal level, they will be more prepared for a real close combat scenario.

2. CONDUCT OF THE BOUT. Free sparring is a training tool designed to develop Marines' skills and confidence, and must not become a fight club or beat-down.

a. **Combat Mindset.** Proper combat mindset is essential for free sparring to be effective. Instructor Trainers must ensure the emphasis is on effective combatives and it does not become sport fighting. The focus should be on killing blows, solid offensive and defensive techniques, and gaining the tactical advantage so the enemy cannot return to the engagement. Free sparring also develops the control and maturity to use the appropriate amount of violence for any given situation along the continuum of force.

b. **Maturity.** All Marines must control their egos and tempers at all times. Marines who demonstrate immaturity, lack of control, or unsportsmanlike conduct will not be allowed to participate.

c. **Time Limit.** Ground fighting will be three to six minute rounds, depending on the fitness level of the Marines.

d. **Weapons.** Weapons may be integrated into ground fighting. Training weapons and all associated safety gear must be used. These fights will run until the referee observes a killing blow, similar to pugil sticks.

e. **Target Areas**. The authorized target areas for ground fighting are the carotid artery and large joints, for submissions instead of strikes. There are no eye gouges, fish hooks, heel hooks, or small joint manipulations. All ground fighting will begin with the fighters on the ground, and they will remain on the ground while fighting (no standing).

f. **Techniques**. There are no strikes authorized during ground fighting. The only authorized techniques are the ground fighting techniques within each belt. Marines must practice proper principles and fundamentals of ground fighting such as space and control. Fighters should focus on gaining the tactical advantage so they can return to their feet and acquire a weapon.

g. **MAI/T Participation.** Instructors and Instructor Trainers should participate in free sparring events with their students as much as possible. There must still be a referee and RSO supervising the bouts for control and safety. When sparring with students the instructor will fight at, slightly above, and slightly below the student's skill level. This is to allow the instructor to fault check the students and help them to develop their skills. Free sparring is NOT for instructors to beat up students or demonstrate their skills.

3. SAFETIES. Free sparring events should be as realistic as possible while ensuring the safety of the Marines. It is the responsibility of the instructor to ensure all required safety measures are present and adhered to at all times.

a. **Personnel.** All sparring events must have the required safety personnel as described below.

(1) Fighters. All Marines are personally responsible for their safety and the safety of the other fighter. Marines must be in a full duty status to participate in free sparring. If there is any question as to whether or not a Marine is physically qualified to participate, they will see a corpsman or medical officer.

(2) Referee. The referee must be an MAI or MAIT and is responsible for the overall conduct of the bout. They will not have any other role, such as coaching or keeping time, that will distract them in any way. The referee will brief the fighters, check safety gear, start the fight, stop the fight, and monitor the Marines fighting. They must be actively engaged so they can physically break up the fight in case of any unsafe condition.

(3) RSO. The RSO should be an MAI or MAIT but can be a Staff NCO or Officer if none are available. This person is strictly responsible for safety. They will not fight, referee, or coach

because it will distract them from observing safety. If they observe any unsafe condition they will inform the referee or stop the bout themselves.

(4) Corpsman. A corpsman is required to be present for all free sparring events.

(5) Coach. Having a coach is optional for all free sparring events. If used, this is a MAI or MAIT who is not filling the role of the referee or the RSO. The coach should reinforce proper technique, principles, and fundamentals.

b. **Safety Gear.** The safety gear required for ground fighting is a mouth piece. Groin protection is optional. When adding weapons, all the gear required for pugil sticks must be used.

c. **Training Area.** A soft footed area with a non-slippery surface must be selected. This can be a sandy or grassy area that is clear of rocks, stumps, and debris. Mats are recommended if available.

d. **Tap Out Procedures.** Tap out procedures will be adhered to when conducting free sparring. When any submission technique, such as a choke or arm bar, is executed the Marine must tap out before they become injured. They can tap out by tapping themselves, tapping their opponent, tapping the deck, verbally saying "tap, tap, tap", or any combination of those. It is preferable to tap on your opponent so they can feel it and are immediately aware that you are tapping out. When a Marine taps out, the opponent must immediately release pressure to prevent injury.

e. **Unsafe Conditions.** It is the referee's, and RSO's, responsibility to immediately stop the fight if they see any unsafe condition such as a defenseless fighter, safety gear problems, or if a fighter is injured. A fighter is defenseless if they appear unable or unwilling to intelligently defend themselves by exposing their back, falling to the ground, dropping their weapons, or dropping theirs hands. If any safety gear is unserviceable, missing, or not fitted properly the fight must be stopped to correct the problem. If a fighter appears to be injured, by screaming or yelling, the fight must be stopped. Once the unsafe condition is corrected, the referee will restart the fight.

TRANSITION: We have practiced ground fighting, are there any questions? We will now discuss _____.

4. WARRIOR STUDY

INSTRUCTOR NOTE: Present a warrior study of your choice to the class. Ensure to tie-in the disciplines of MCMAP, core values, and leadership characteristics.

TRANSITION: We have discussed _____, are there any questions?

SUMMARY (10 MIN)

During this period of instruction we have practiced free sparring and discussed a warrior study. I am now confident you will be able to use these techniques to kill the enemy.

INSTRUCTOR NOTE: Provide follow-on instructions.

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GREEN BELT

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LESSON PLAN

BAYONET TECHNIQUES

MCCS-GREEN-2021

GREEN BELT

UNITED STATES MARINE CORPS

MARTIAL ARTS CENTER OF EXCELLENCE
THE BASIC SCHOOL
24191 GILBERT ROAD
QUANTICO, VIRGINIA 22134

INSTRUCTOR PREPARATION GUIDE

LESSON TITLE: Bayonet Techniques

LESSON DESIGNATOR: MCCS-GREEN-2021

TOTAL LESSON TIME: 2 hours

REFERENCES: MCO 1500.59_
NAVMC 3500.41_
MCRP 3-02_

PERSONNEL REQUIRED: One instructor and assistants

FACILITIES: Soft footed training area

REVIEW COURSE MATERIALS:

- Review Lesson Plan

ADD PERSONALIZATION:

- Personalize the lesson by adding subject matter detail, personal experiences, examples, and questions.

MATERIALS/EQUIPMENT:

- Rifle/Training Rifle
- Bayonet Trainer
- Wooden Bayonet Trainer
- Flak Jacket
- Helmet
- Mouthpiece

SETUP AND PLANNING:

- Reserve Training Area
- Conduct Rehearsals

INTRODUCTION (5 MIN)

1. GAIN ATTENTION. Our Corps was born in the fire and blood of revolution and has been forged and tempered in over 230 years of conflict and defense of the Nation. The fighting that took place in battles such as Bloody Ridge, Bairoko and Okinawa was "Close-In" fighting; fighting consisting of grenades, firing rounds while closing, bayoneting and even knife fighting. The success of those who went before us was not achieved without the fog of war. We should understand these stresses and be prepared to handle them.

2. OVERVIEW. Good morning, my name is _____. This lesson will cover bayonet techniques and the fog of war.

3. POSITIONS

INSTRUCTOR NOTE: Assign demonstration and practice positions. Ensure students have enough space, and can see and hear the instructor.

4. SAFETY. To prevent injury, ensure the following:

a. Start slowly and increase speed with proficiency.

b. Never execute techniques at full force or full speed.

c. Training will be conducted in three stages.

(1) Marines will execute techniques in the air.

(2) Marines will practice strikes on a pad or dummy.

(3) Marines will practice during free sparring.

d. Before training with firearms, unload and show clear.

e. When handling firearms, the weapons safety rules apply.

(1) Treat every weapon as if it were loaded.

(2) Never point a weapon at anything you do not intend to shoot.

(3) Keep your finger straight and off the trigger until you are ready to fire.

(4) Keep your weapon on "safe" until you intend to fire.

f. Conduct all practical application utilizing approved training gear.

TRANSITION. Now that you know what will be covered are there any questions? Let's discuss the purpose of bayonet techniques.

BODY (105 MIN)

1. EXPLAIN

a. **Purpose**. The purpose of bayonet techniques is to disable or kill an aggressor.

b. **Principles**. The principles for bayonet techniques are mindset, grip, stance, and movement.

(1) Mindset. When engaged, your mindset is a factor of success or failure. Mindset is the "mental trigger" during a defining moment that enables you to commit to an attack. You must have the superior mindset against the aggressor to succeed.

(2) Grip. It is possible to execute these bayonet techniques while gripping the buttstock of the weapon, but the stress is on being able to execute them from the pistol grip. These are lethal, offensive techniques that can be used in conjunction with assault fire movement.

(a) Grab the pistol grip with your right hand. Keep your trigger finger off the trigger and included it in the grip.

(b) With the left hand, grab the hand guards of the rifle under-handed.

(c) Lock the buttstock of the rifle against the hip with the right forearm.

(d) Keep movements of the bayonet blade within a box, shoulder width across from your neck down to your waistline. Always keep the bayonet end of the rifle oriented toward the aggressor.

(3) Stance. All movement begins and ends with the modified basic warrior stance. Create a smaller silhouette and lower center of gravity by lowering your body at the knees and create “eye-muzzle-target” toward the aggressor.

(4) Movement. Movement is used to get from one place to another when the threat of contact is imminent. Use a controlled and steady combat glide to avoid tripping while moving toward the aggressor.

c. **Fundamentals.** The fundamentals for bayonet techniques are approach, close, and entry.

(1) Approach. Approaching is used when you have located the aggressor. While maintaining a combat glide, move toward the aggressor until you are within 5 to 10 feet. The bayonet must stay locked on the aggressor.

(2) Close. As you reach the critical distance of 5 to 10 feet, you will use a burst of speed to close the final distance with the aggressor. Increase your speed by quickening your steps without changing your stride length or standing upright. This will cause the aggressor to hesitate and give you the psychological and tactical advantage.

(3) Entry. The entry is made to get inside the aggressor's defense to conduct a lethal attack. The movement can be a step forward or to an oblique to get within range.

(a) Target Areas. The primary target areas of the body are the aggressors throat, groin, or face. The aggressor's torso can be another target area if it is not protected by body armor.

(b) Striking Surface. Thrusts will use the point of the bayonet and slashes will use the cutting edge of the bayonet. Buttstrokes will use the toe of the buttstock off the rifle and smashes will use the butt of the rifle.

TRANSITION: We have covered the purpose, principles, and fundamentals, are there any questions? I will now demonstrate the first technique.

2. DEMONSTRATE

INSTRUCTOR NOTE: Demonstrate only one technique at a time. Do not explain the steps or open the class for questions.

INTERIM TRANSITION: Go to practice position one.

3. IMITATE

a. **Disrupt And Thrust While Closing With A Moving Aggressor.**

(1) Assume the modified basic warrior stance approximately 30 to 40 feet away from the aggressor.

(2) You and the aggressor will approach each other by moving at a fast walk, using your legs to absorb the impact of your steps. Ensure the bayonet stays locked on the aggressor and it is not bouncing as you move.

(3) As you reach the critical distance of 5 to 10 feet from the aggressor you will use a burst of speed to close the final distance in a controlled aggressive manner.

FAULT CHECK: Allow students to practice approach and close with a moving apponent until they become proficient.

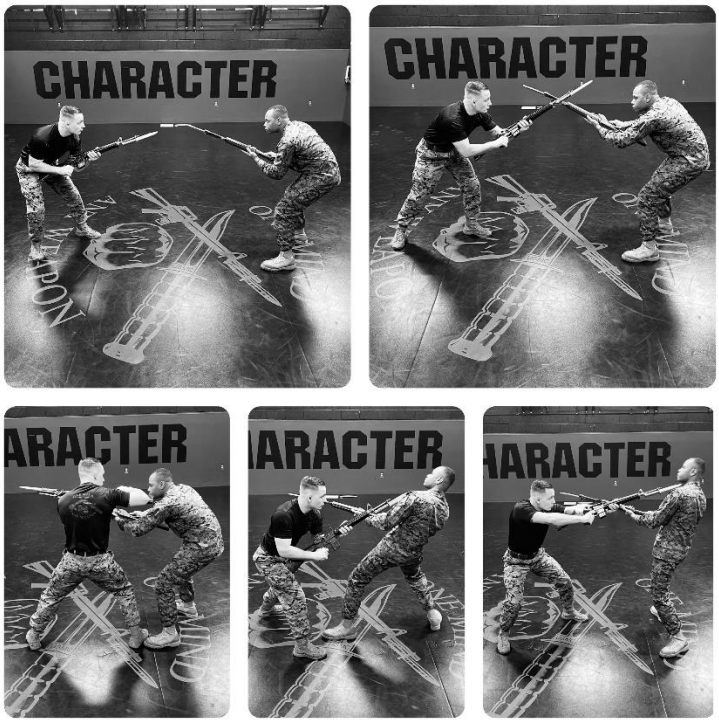
(4) While closing, disrupt the aggressor's weapon by rotating your body slightly to the right, moving their bayonet slightly off line. You only need to redirect the aggressor's weapon a couple of inches to have the weapon miss your body. This will give your blade a clear path to your primary target.

FAULT CHECK: The disrupt is performed concurrent with the thrust. It is not an independent movement.

(5) Enter by stepping forward and thrusting the blade of the weapon directly into the target. Continue to drive through the aggressor.

(6) Retract to the modified basic warrior stance, scan the area for additional threats, and prepare for follow on attacks.

b. **Buttstroke Offline With a Stationary Aggressor**. This technique is used if your thrust is interrupted by the aggressor's weapon. Interruption is defined as your weapon being entangled or knocked offline.



(1) Assume the modified basic warrior stance approximately 20 to 30 feet away from the aggressor.

(2) Execute your approach and close on the aggressor.

(3) While closing, execute a straight thrust. This thrust is interrupted by the aggressor's weapon (such as front-sight assemblies catching on each other).

(4) Once your weapon has been interrupted, move forward right while executing a horizontal or vertical buttstroke.

FAULT CHECK: Ensure Marines step at a 45 degree angle to the right with their right foot.

(5) Step forward with your left foot executing a slash, followed by a straight thrust.

(6) Retract to the modified basic warrior stance, scan the area for additional threats, and prepare for follow on attacks.

4. PRACTICE

INSTRUCTOR NOTE: Fault check student proficiency and safety.

TRANSITION: We have learned bayonet techniques, are there any questions? We must also understand the elements of the fog of war.

5. TIE-IN (FOG OF WAR). What do we mean by the "fog of war?" This expression describes both the literal fog created by the dust, smoke, and debris of the battlefield, and more importantly the mental fog of confusion and uncertainty created by lack of knowledge of the enemy, the chaotic noise, mental and physical fatigue, and fear.

a. What significance does this stress have to the individual Marine? As with the condition of risk and fear, the individual must be able to function in an environment that may appear confusing and chaotic. By focusing his/her attention on the task at hand, on working with fellow Marines, and on the leader's commands, the individual will overcome this stress. Additionally, good intelligence can help to clear some of the fog of war.

b. What significance does the "fog of war" have to you, the leader? The leader must be aware of the problems caused by the confusion of battle. Tired as he or she may be, they must realize that their Marines are equally tired. They must have yet additional strength to see that commands are obeyed and essential tasks accomplished. They must help cut through the fog and confusion of combat by keeping orders clear, simple, audible, and understood, ensuring that the unit continues to function as a team. Most of all, they must make certain that their Marines never become confused about their own unit's ability to fight. Leaders must ensure their units are a cohesive force on the battlefield regardless of the chaos and confusion.

c. The above fog of war can be mitigated or overcome by the following training yourself and your Marines constantly, realistically, tough and as a team. This applies both before and during combat. Ensure you have a unit that is cohesive, disciplined, and has a high state of morale. This comes only from good training and positive leadership.

INSTRUCTOR NOTE: Instructors may enhance this tie-in with additional material in Appendix A, Guided Discussion 1.

TRANSITION: We have discussed the fog of war, are there any questions?

SUMMARY (10 MIN)

During this period of instruction we have covered bayonet techniques and the fog of war. I am now confident you will be able to use these techniques to kill the enemy if necessary.

INSTRUCTOR NOTE: Provide follow-on instructions.

UNITED STATES MARINE CORPS
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24191 GILBERT ROAD
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LESSON PLAN

CHOKES

MCCS-GREEN-2023

GREEN BELT

UNITED STATES MARINE CORPS

MARTIAL ARTS CENTER OF EXCELLENCE
THE BASIC SCHOOL
24191 GILBERT ROAD
QUANTICO, VIRGINIA 22134

INSTRUCTOR PREPARATION GUIDE

LESSON TITLE: Chokes

LESSON DESIGNATOR: MCCS-GREEN-2023

TOTAL LESSON TIME: 45 minutes

REFERENCES: MCO 1500.59_
NAVMC 3500.41_
MCRP 3-02_

PERSONNEL REQUIRED: One instructor per twelve students, assistants as needed

FACILITIES: Soft footed training area

REVIEW COURSE MATERIALS:

- Review Lesson Plan

ADD PERSONALIZATION:

- Personalize the lesson by adding subject matter detail, personal experiences, examples, and questions.

MATERIALS/EQUIPMENT:

- Mouthpiece

SETUP AND PLANNING:

- Reserve Training Area
- Conduct Rehearsals

INTRODUCTION (5 MIN)

1. GAIN ATTENTION. When performed correctly, a choke can render an aggressor unconscious in as little as eight to thirteen seconds, regardless of size or gender. However, to be effective, you must fully understand how to apply the techniques. All Marines must know when would be the right or wrong time to use these techniques.

2. OVERVIEW. Good morning, my name is _____. This lesson will cover chokes and right versus wrong.

3. POSITIONS

INSTRUCTOR NOTE: Assign demonstration and practice positions. Ensure students have enough space, and can see and hear the instructor.

4. SAFETY. To prevent injury, ensure the following:

a. Start slowly and increase speed with proficiency.

b. Never execute techniques at full force or full speed.

c. Techniques will be performed on a soft-footed area.

d. Apply slow, steady pressure until the aggressor taps out. Aggressor will tap out when they become uncomfortable. They may tap the deck, tap themselves, tap the Marine, or verbally say "tap-tap-tap." The Marine must immediately release the pressure when the aggressor taps out.

e. Never hold a choke for more than five seconds in training. The aggressor should never become light headed.

f. Do not apply pressure to the trachea during training.

TRANSITION. Now that you know what will be covered are there any questions? Let's discuss the purpose of chokes.

BODY (30 MIN)

1. EXPLAIN

a. **Purpose.** The purpose of chokes is to render an aggressor unconscious or gain control of the situation using less than lethal force.

b. **Principles.** The principles for chokes are the two types of chokes: blood chokes and air chokes. This choke will also apply the fundamentals of counters to strikes.

(1) Blood Chokes**.** A blood choke is performed on the carotid artery, which carries oxygen-enriched blood from the heart to the brain. The carotid artery is located on both sides of the

neck. When executed properly, a blood choke takes 8 to 13 seconds to render the aggressor unconscious. The blood choke is preferred because it can end the fight more quickly.

(2) Air Chokes**.** An air choke is performed on the windpipe or trachea, cutting off the air to the lungs and heart. When executed properly, an air choke takes 2 to 3 minutes to render the aggressor unconscious. The air choke is not recommended because of the length of time it takes to end the fight. Air chokes are not taught in MCMAP.

(3) Counters to Strikes. When executing the side choke you will be countering the aggressor's strike. You must move out of the way of the punch, block the attacking arm, and follow on with the choke.

c. **Fundamentals.** The fundamental for chokes is control. Control the aggressor's center of gravity and weight distribution to allow you to keep them in a vulnerable position long enough for the choke to be effective.

TRANSITION: We have covered the purpose, principles, and fundamentals, are there any questions? I will now demonstrate the first technique.

2. DEMONSTRATE

INSTRUCTOR NOTE: Demonstrate only one technique at a time. Do not explain the steps or open the class for questions.

INTERIM TRANSITION: Go to practice position one.

3. IMITATE

a. **Side Choke**. The side choke is effective when deflecting the aggressor's punch when you are facing each other.



(1) Begin facing the aggressor in the basic warrior stance.

(2) The aggressor executes a rear hand punch. Execute a forward left angle of movement and block the aggressor's arm inboard with your left forearm.

(3) Bring your right arm underneath the aggressor's right arm and place your radius bone across the aggressor's left carotid artery. Your right palm should be face down with fingers extended and your thumb pointing toward you.

(4) Reach around the back of the aggressor's neck with your left hand and clasp your hands together, left hand palm up. The aggressor's right arm should be over your right shoulder and under their chin.

(5) Pull the aggressor toward your chest, exerting pressure on his left carotid artery with your right radius bone. At the same time, push up with your shoulder and head against the aggressor's triceps, driving his right shoulder into his right carotid artery.

(6) Your shoulder and head should be placed high on the triceps close to the armpit to drive the shoulder effectively. Ensure pressure is applied to both sides of the neck and not the trachea or windpipe.

4. PRACTICE

INSTRUCTOR NOTE: Fault check student proficiency and safety.

TRANSITION: We have learned chokes, are there any questions? Every Marine must also understand right versus wrong.

5. TIE-IN (RIGHT VERSUS WRONG). Marines should set the example in every aspect of their lives and constantly hold themselves to the highest personal standards, whether it is as a leader or as follower. If a Marine continuously sets the example, he or she will be successful in all aspects of life. If a Marine religiously pursues attainment of all of the leadership traits, he or she will unequivocally set a good example.

a. Sometimes doing what is right is not the easiest path to follow. Certain situations arise in which the best course of action cannot be clearly decided as being the right or wrong thing to do. A good example is the well-known dilemma of stealing a loaf of bread to feed a hungry family. Your response to these dilemmas will depend upon your upbringing and exposure to morals and ethics. What may be right and justified in one culture or sub-culture may be inappropriate or illegal in another. It is in this fine distinction that many Marines find themselves confused.

b. Consider the young Marine who was brought up in the inner city with regular exposure to drugs and violence. After accession into the Marine Corps, this individual gets caught smoking marijuana and is repeatedly disciplined for fighting. While drugs and violence against peers may have been the norm in the inner city, it was emphasized in training that it is illegal, and has no place in the Marine Corps. In such cases, Marines need to know those common cultural norms of society as a whole and the Marine Corps regulations override any pre-existing sub-cultural norms. This is not to say all crime in the Marine Corps is attributable to a lack of moral and ethical training, but simply that with specific training, the Marine will know a particular action is right or wrong.

c. The basic Marine Corps definition of integrity, "Marines do not lie, cheat or steal, nor tolerate those who do," must be the foundation of every Marine's professional ethics. When

officers and NCO's deviate from the standards of conduct, it makes correcting other Marines nearly impossible. In a letter to Professor Carl Montor, Admiral Arleigh Burke summed up the importance of integrity:

> First you find yourself overlooking small infractions that you would have corrected on the spot in the past. Soon you are a participant in these infractions. "After all," you say, "Everybody's doing it." All too soon you find yourself trapped: You no longer can stand on a favorite principle because you have strayed from it. Finding no way out, you begin to rationalize, and then you are hooked. The important fact is, the men [and women] who travel the path outlined above have misused the very basic quality and characteristic expected of a professional military man [or woman], or any other professional man [or woman] for that matter: They have compromised their integrity.

d. Perhaps one of the most difficult tests of integrity is peer pressure. Everyone has been in a situation where "everyone" is doing something wrong, and the pressure to join in is great. One may think, "If I don't join in, then I will lose respect among my peers, or not gain it." This is untrue in the professional environment. We as Marines, have the moral obligation to do what is right. This means not surrendering to peer pressure when it may involve illegal or immoral decisions. Every Marine starts out his or her career with unblemished integrity, and it is up to the individual to either maintain or tarnish that integrity. Once one's integrity has been compromised, it is very difficult to regain it. Doing the right thing will not always make you the most popular Marine in the squad bay, but it will give you a clean conscience and command the respect of others. It is obvious that down the road respect is far more important than winning any popularity contest. In short, integrity and "doing the right thing" go hand in hand.

e. It is easy to sit back and say you would do the right thing by keeping a friend from driving drunk, or turning a peer over to the authorities for committing a violent crime. But what about doing the right thing when no one is in immediate or even remote jeopardy of being hurt? Surely, doing the wrong thing by not turning someone in for cheating on a test is better than ostracizing yourself from your group of friends, isn't it? Not in the Corps! Even fulfilling a promise is no justification for moral wrong doing.

f. Again, we are Marines and are subject to a stronger set of morals and ethics than most civilian organizations. When a Marine deviates from this moral path it is the responsibility of his fellow Marines to help him back onto the path, or risk himself becoming no different from the cheater. Furthermore, whether we realize it or not, most rules have a purpose. "The law is the last result of human wisdom acting upon human experience." (Samuel Johnson, Miscellanies, I, 223).

g. Cheating or bending the rules may not have immediate ramifications to the individual, but down the road it could create dire consequences. What about the platoon commander who cheats on a call for fire package, only to find himself in a combat situation in desperate need of supporting arms? How about the young Lance Corporal that lies constantly and gets away with it, and then finds that a lie about a seemingly unimportant situation gets someone killed or injured. The more we do the wrong thing, the harder it becomes to recognize right from wrong. Conversely, once we bill ourselves as moral and ethical leaders, doing the right thing becomes

second nature. This is the point where you will have earned your self-respect and the undying respect of your peers.

INSTRUCTOR NOTE: Instructors may enhance this tie-in with additional material in Appendix A, Guided Discussion 2.

TRANSITION: We have discussed right versus wrong, are there any questions?

SUMMARY (10 MIN)

During this period of instruction we have covered chokes and right versus wrong. I am now confident you will be able to use these techniques to control the situation if necessary.

INSTRUCTOR NOTE: Provide follow-on instructions.

UNITED STATES MARINE CORPS
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LESSON PLAN

THROWS

MCCS-GREEN-2024

GREEN BELT

UNITED STATES MARINE CORPS

MARTIAL ARTS CENTER OF EXCELLENCE
THE BASIC SCHOOL
24191 GILBERT ROAD
QUANTICO, VIRGINIA 22134

INSTRUCTOR PREPARATION GUIDE

LESSON TITLE: Throws

LESSON DESIGNATOR: MCCS-GREEN-2024

TOTAL LESSON TIME: 1 hour 30 minutes

REFERENCES: MCO 1500.59_
NAVMC 3500.41_
MCRP 3-02_

PERSONNEL REQUIRED: One instructor and assistants

FACILITIES: Soft footed training area

REVIEW COURSE MATERIALS:

- Review Lesson Plan

ADD PERSONALIZATION:

- Personalize the lesson by adding subject matter detail, personal experiences, examples, and questions.

MATERIALS/EQUIPMENT:

- Mouthpiece

SETUP AND PLANNING:

- Reserve Training Area
- Conduct Rehearsals

INTRODUCTION (5 MIN)

1. GAIN ATTENTION. Marines will never have the opportunity to choose their enemies and will need the skills to handle any situation with any size of aggressor. Throws allow Marines to take any aggressor to the deck in a combat scenario. Many others skills are also vital to effective combat leadership.

2. OVERVIEW. Good morning, my name is _____. This lesson will cover throws and combat leadership.

3. POSITIONS

INSTRUCTOR NOTE: Assign demonstration and practice positions. Ensure students have enough space, and can see and hear the instructor.

4. SAFETY. To prevent injury, ensure the following:

a. Start slowly and increase speed with proficiency.

b. Never execute techniques at full force or full speed.

c. Techniques will be performed on a soft-footed area.

d. Students being thrown will execute proper break falls.

e. Practice fit-ins when learning throws. To execute a fit-in, stop just before throwing the aggressor to the deck.

TRANSITION. Now that you know what will be covered are there any questions? Let's discuss the purpose of throws.

BODY (75 MIN)

1. EXPLAIN

a. **Purpose.** The purpose of a throw is to bring an aggressor to the deck to gain the tactical advantage in a fight.

b. **Principles**. The principles for throws are balance, leverage, timing, and body position.

(1) Balance. It is important to maintain control of your balance to prevent the aggressor from countering the throw.

(2) Leverage. You will use the aggressor's body as a lever to increase the power generated for the throw. Leverage will allow you to throw any aggressor of any size.

(3) Timing. All throws must be properly timed to attack the aggressor when they are off-balance and vulnerable.

(4) Body Position. You must put your body into a position that is optimal for the throw. If your position is incorrect, the aggressor can counter the throw.

c. **Fundamentals**. The fundamentals for throws are entry, off-balance, and execution.

(1) Entry. The first part of a throw is the entry. Your entry should be quick and un-telegraphed to prevent the aggressor from anticipating your movement and countering your attack. You also want to make sure your body positioning is correct in relation to your aggressor to allow for proper off-balancing and execution of the throw.

(2) Off-Balancing. The second part of a throw is off-balancing. Off-balancing techniques are used to control an aggressor by using his momentum to move or throw him. This aids in the execution of throws because your aggressor is unable to fight your attack with his full strength when he is off-balanced.

(a) Angles of Off-Balancing. There are eight angles or directions in which an aggressor can be off-balanced: forward, rear, right, left, forward right, forward left, rear right, and rear left. The angles correspond to your perspective, not the aggressor's.

(b) Off-Balancing Techniques. An aggressor can be off-balanced by pushing, pulling, or bumping. Pushing and pulling are performed by grabbing the aggressor with your hands and driving him forcefully to one of the angles of off-balancing. Bumping uses other parts of your body such as your shoulders, hips, and legs to off-balance the aggressor.

(c) Momentum. Off-balancing techniques rely on the momentum of the aggressor. For example, if the aggressor is charging at you, you can pull him to drive him to the deck. Likewise, if the aggressor is pulling on you, you can push him to drive him to the deck. Using momentum is particularly effective for Marines who are outsized by the aggressor.

INSTRUCTOR NOTE: Students may practice off-balancing. Ensure students do not to drive the aggressor to the deck.

(3) Execution. The third and final part of a throw is the execution. The remaining steps in throwing the aggressor to the deck are utilized here. Each step before this is just to set up and assist in this final process. Follow through the throw to maximize power.

TRANSITION: We have covered the purpose, principles, and fundamentals, are there any questions? I will now demonstrate the first technique.

2. DEMONSTRATE

INSTRUCTOR NOTE: Demonstrate only one technique at a time. Do not explain the steps or open the class for questions.

INTERIM TRANSITION: Go to practice position one.

3. IMITATE

a. **Shoulder Throw**. A shoulder throw is particularly effective if the aggressor is moving forward or pushing on you.



(1) Start facing the aggressor in the basic warrior stance.

(2) Grasp the aggressor's right wrist with your left hand and step either in between his feet or outside his right foot with your right foot.

(3) Rotate on the ball of your right foot and bring your left foot to the inside of the aggressor's feet and your knees should be bent.

(4) At the same time grab his right tricep with your right hand and pull him in close to you. Your backside and hip should be lower than and outside your aggressor's hips and in a position of leverage.

(5) Pull your aggressor's right arm across your body and slightly lift the aggressor off the deck by bending at the waist, straightening your legs, and rotating your body to your left. If the aggressor cannot be easily lifted, your body position is incorrect.

INSTRUCTOR NOTE: Have the students practice fit-ins as many times as necessary to become proficient.

(6) Drive the aggressor to the deck by forcing him over your shoulder and following through with the throw.

(7) Rapidly return to the basic warrior stance.

4. PRACTICE

INSTRUCTOR NOTE: Fault check student proficiency and safety.

TRANSITION: We have learned throws, are there any questions? Every Marine must also be a proficient combat leader.

5. TIE-IN (COMBAT LEADERSHIP). Combat leadership is the application of leadership traits and principles under conditions of extreme stress caused by enemy fire or the high probability of direct physical contact with the enemy. It is not necessary to have experienced combat to understand the essential requirements for leading men under stress. However, it is a fundamental responsibility of the leader to be mentally prepared for the experience of battle, and to adequately prepare one's Marines for this event.

a. **What is Combat?** For our purposes, combat will be defined as engaging the enemy with individual or crew served weapons; being exposed to direct or indirect enemy fire; and otherwise undergoing a high probability of direct contact with enemy personnel and firepower, to include the risk of capture. All Marines, regardless of MOS, must be prepared to succeed in combat. The fluid nature of modern combat operations demands everyone on the battlefield be ready to fight and provide the necessary leadership.

b. **Effective Combat Leadership**. Effective combat leadership is the knowledge and application of the unchanging concepts of human behavior in battle, and a mastery of the ever-changing tactics, doctrine, equipment, and weapons necessary for combat. Preparation for combat leadership is accomplished through study and training. As a Marine warrior and a serious student of our Martial Art, it is critical you develop this mental discipline to compliment your physical disciplines.

c. **Who is a Combat Leader?** Everyone is a potential combat leader regardless of rank or MOS and should be prepared for that eventuality. Combat may be just around the corner, and tomorrow each of us could find ourselves in a combat leadership position.
Let's read from Sgt James Sorensen's diary when he was a rifle squad leader during WWII in Company A, 1st Battalion, 2nd Marines.

> Briefly, the First Battalion did not fare too well before they departed from Guadalcanal. 'A' Co. left San Diego with a total of 196, including corpsmen, in the company; when relieved from Guadalcanal, there were about 47 of the original company still remaining. In three attacks to the west of Matanikan, between Point Cruz and Kohumbona, 'A' Co. was assigned as lead Company in the Battalion attack on November 2, 10 & 11, and took a large number of casualties.
>
> By the time 'A' Company was relieved, all the officers had been killed or wounded; the First Sergeant was killed and the Gunnery Sergeant wounded; two of the four

platoon sergeants had been wounded and more than half of the corporals and sergeants in the company had been killed or wounded. For a time, the CO of 'A' Company was Sergeant Burgess.

d. Regardless of how well a unit or aircrew is trained, leaders must "steel" themselves for the first action. The first time a unit comes under fire or meets the enemy is a very crucial time. A unit hit by enemy fire for the first time tends to become disorganized, and consequently less effective. The men hit the deck, take cover, and wait for somebody to do something. Generally, everyone, including fire team leaders, squad leaders, and platoon leaders, react in this manner. This is the baptism of fire; what may be the most important moments in the life of the individual Marine and the unit.

e. If the unit or aircrew fails to react properly and overcome its initial fears, its failure will be reflected for a long time in future actions. Confidence at this point is essential, for it becomes contagious. The Marines in the unit must have confidence in themselves, their comrades, and their leaders. At this crucial moment, if leaders at all levels supply the drive and enthusiasm needed to weld the unit together as a team again, the Marines under their command will react accordingly. If Marines are well disciplined and have been trained for this moment, all that is necessary is the igniting spark of leadership that will get the team moving again quickly. Each leader must commence carrying out the troop leading steps.

INSTRUCTOR NOTE: Instructors may enhance this tie-in with additional material in Appendix A, Guided Discussion 1.

TRANSITION: We have discussed combat leadership, are there any questions?

SUMMARY (10 MIN)

During this period of instruction we have covered throws and combat leadership. I am now confident you will be able to use these techniques to gain the tactical advantage in a fight.

INSTRUCTOR NOTE: Provide follow-on instructions.

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QUANTICO, VIRGINIA 22134

LESSON PLAN

COUNTERS TO STRIKES

MCCS-GREEN-2025

GREEN BELT

UNITED STATES MARINE CORPS

MARTIAL ARTS CENTER OF EXCELLENCE
THE BASIC SCHOOL
24191 GILBERT ROAD
QUANTICO, VIRGINIA 22134

INSTRUCTOR PREPARATION GUIDE

LESSON TITLE: Counters to Strikes

LESSON DESIGNATOR: MCCS-GREEN-2025

TOTAL LESSON TIME: 1 hour 45 minutes

REFERENCES: MCO 1500.59_
NAVMC 3500.41_
MCRP 3-02_

PERSONNEL REQUIRED: One instructor and assistants

FACILITIES: Soft footed training area

REVIEW COURSE MATERIALS:

- Review Lesson Plan

ADD PERSONALIZATION:

- Personalize the lesson by adding subject matter detail, personal experiences, examples, and questions.

MATERIALS/EQUIPMENT:

- Mouthpiece

SETUP AND PLANNING:

- Reserve Training Area
- Conduct Rehearsals

INTRODUCTION (5 MIN)

1. GAIN ATTENTION. In a close combat situation, an aggressor may attempt to strike you with punches or kicks. When an aggressor uses a strike, you must avoid the strike and put yourself in an offensive position to attack the aggressor. In the same way, force protection will counter terrorist activities.

2. OVERVIEW. Good morning, my name is _____. This lesson will cover counters to strikes and force protection.

3. POSITIONS

INSTRUCTOR NOTE: Assign demonstration and practice positions. Ensure students have enough space, and can see and hear the instructor.

4. SAFETY. To prevent injury, ensure the following:

a. Start slowly and increase speed with proficiency.

b. Never execute techniques at full force or full speed.

c. When executing strikes, ensure the joints are kept slightly bent to avoid hyperextension.

d. Techniques will be performed on a soft-footed area.

e. Students being thrown will execute proper break falls.

f. Ensure calf on calf contact is made during training.

g. Practice fit-ins when learning throws. To execute a fit-in, stop just before throwing the aggressor to the deck.

TRANSITION. Now that you know what will be covered are there any questions? Let's discuss the purpose of counters to strikes.

BODY (90 MIN)

1. EXPLAIN

a. **Purpose.** The purpose of counters to strikes is to counter the aggressor's attack and gain the tactical advantage.

b. **Principles**. The principles for counters to strikes are move, block, and strike.

(1) Move. The first step in countering a strike is to move out of the way of the impact of the strike. Movement should remove you from the point of your aggressor's strike and put you in a position to attack. Movement is executed at approximately a 45-degree angle to the front or rear.

Movement always starts and ends in the basic warrior stance, with the toe of your lead foot pointing toward the aggressor.

(2) Block. The second step is to block the attack. Blocks are made with the meaty portion of your forearm, perpendicular to the angle of the strike. This maximizes the blocking surface and increases the likelihood of blocking the attack. Block the aggressor's attack with the force of a strike, and follow through to redirect the attack.

(3) Strike. The final step is to execute follow-on strikes to end the fight. This includes all punches, upper/lower body strikes, chokes, throws, joint manipulations, or any combinations of techniques. The follow-on techniques used will depend on your angle to the aggressor, his position, and his vulnerable target areas.

c. **Fundamentals**. The fundamentals for counters to strikes are timing, techniques, and target areas.

(1) Timing. The technique must be performed at the right time to make the aggressor more vulnerable. Without the proper timing, you will not be able to counter a strike.

(2) Techniques. For follow-on techniques to be effective, you must apply their respective principles and fundamentals, such as: generating power, rapid retraction, telegraphing, striking surface, off-balancing, control, etc.

(3) Target Areas. Ensure you attack vulnerable target areas to inflict maximum damage to the aggressor. Follow-on techniques must cause enough damage to end the fight.

TRANSITION: We have covered the purpose, principles, and fundamentals, are there any questions? I will now demonstrate the first technique.

2. DEMONSTRATE

INSTRUCTOR NOTE: Demonstrate only one technique at a time. Do not explain the steps or open the class for questions.

INTERIM TRANSITION: Go to practice position one.

3. IMITATE

a. **Counter to a Round Punch**. The counter to a round punch is used when the aggressor throws a round punch with their rear hand.



(1) Start facing the aggressor in the basic warrior stance. The aggressor executes a round punch by extending his right arm in an arcing motion toward your face.

(2) Execute a forward left angle of movement, moving inside the aggressor's attacking arm.

(3) At the same time, block the aggressor's right arm with the meaty portion of both forearms. Block at the aggressor's biceps and forearm with the force of a strike.

(4) Over hook the aggressor's right arm with your left arm at or slightly above the elbow. Control his arm by pinching it between your bicep and torso.

(5) At the same time, execute an inside/reverse knife hand strike to the right side of the aggressor's neck with your right hand.

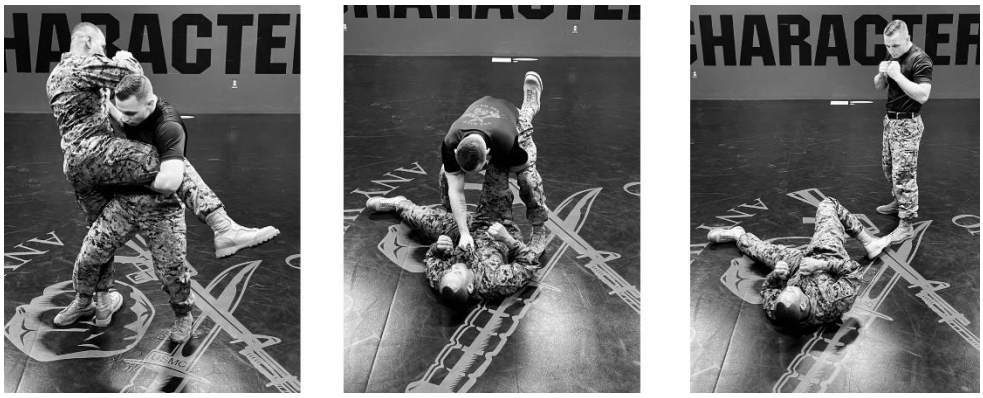
(6) Grab the back of the aggressor's neck with your right hand, apply downward pressure, and execute a vertical knee strike to a vulnerable target area with your right leg.

(7) Execute at least three effective follow-on techniques to the aggressor's vulnerable target areas to end the fight.

(8) Return to the basic warrior stance.

b. **Counter to a Round Kick**. The counter to a round kick is used when the aggressor throws a round kick with his rear leg.





(1) Start facing the aggressor in the basic warrior stance. The aggressor executes a round kick by extending his right leg in an arcing motion above waist level.

(2) Execute a forward angle of movement, moving inside the aggressor's attacking leg.

(3) At the same time, block the aggressor's right leg with the lead arm. Do not bend down or reach for the block. If the kick is below your waist, keep your hands up while you move into the attack.

(4) Wrap your left arm over the aggressor's attacking leg, at or above the knee and trap it between your bicep and torso.

(5) Forcefully grasp and push the aggressor's upper torso with your right hand to off balance him.

INSTRUCTOR NOTE: In a combative engagement execute a chin jab/palm heel strike or eye gouge. Have the students practice fit-ins as many times as necessary to become proficient.

(6) Take the aggressor to the deck by sweeping the aggressor's left leg, making calf on calf contact to drive the aggressor to the deck.

(7) Return to the basic warrior stance.

4. PRACTICE

INSTRUCTOR NOTE: Fault check student proficiency and safety.

TRANSITION: We have learned counters to strikes, are there any questions? Every Marine must also practice force protection.

5. TIE-IN (FORCE PROTECTION). Force protection is the process by which individuals and units minimize risk from external dangers. It consists of a series of measures that minimize the risk from terrorist threats, accidental injury, and damage to property and equipment. The force protection measures dealing with terrorism consist of anti-terrorism and counter-terrorism measures.

a. **Anti-Terrorism**. Anti-terrorism measures are designed to prevent a terrorist attack. Anti-terrorism measures include criminal information and intelligence gathering, threat assessments, crime prevention measures, operational security measures, personal protection, physical security measures, and crisis management planning.

b. **Counter-Terrorism**. Counter-terrorism measures are taken in response to a terrorist incident. First follow the crisis management steps developed as part of the anti-terrorist planning. Identify if the threat is a terrorist one and not criminal (non-terrorist) in nature. Be prepared for follow-on or diversionary attacks. Establish communications, prepare for prolonged operations, develop a media plan and follow up with an after-action report.

c. Force protection measures are not limited to those concerned with terrorism. Every Marine should practice sound personal protective measures such as avoiding patterns and blending into the local surroundings to avoid drawing attention to yourself. Marines should be constantly aware of their surroundings no matter where they are or their circumstances. Liberty conduct, personal safety, operational risk management and preventative maintenance are all force protection measures that ensure that every Marine and his equipment are all combat ready to answer a 911 call.

TRANSITION: We have discussed force protection, are there any questions?

SUMMARY (10 MIN)

During this period of instruction we have covered counters to strikes and force protection. I am now confident you will be able to use these techniques to gain the tactical advantage in a fight.

INSTRUCTOR NOTE: Provide follow-on instructions.

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LESSON PLAN

LOWER BODY STRIKES

MCCS-GREEN-2026

GREEN BELT

UNITED STATES MARINE CORPS

MARTIAL ARTS CENTER OF EXCELLENCE
THE BASIC SCHOOL
24191 GILBERT ROAD
QUANTICO, VIRGINIA 22134

INSTRUCTOR PREPARATION GUIDE

LESSON TITLE: Lower Body Strikes

LESSON DESIGNATOR: MCCS-GREEN-2026

TOTAL LESSON TIME: 45 minutes

REFERENCES: MCO 1500.59_
NAVMC 3500.41_
MCRP 3-02_

PERSONNEL REQUIRED: One instructor and assistants

FACILITIES: Soft footed training area

REVIEW COURSE MATERIALS:

- Review Lesson Plan

ADD PERSONALIZATION:

- Personalize the lesson by adding subject matter detail, personal experiences, examples, and questions.

MATERIALS/EQUIPMENT:

- Striking Pad

SETUP AND PLANNING:

- Reserve Training Area
- Conduct Rehearsals

INTRODUCTION (5 MIN)

1. GAIN ATTENTION. The legs provide the most powerful weapons of the body to execute strikes because they use the largest muscles of the body. Legs are also less prone to injury than arms. The power with which the legs can be used can inflict serious damage upon an aggressor. Marines must also understand how to handle detainees.

2. OVERVIEW. Good morning, my name is _____. This lesson will cover lower body strikes and EPW/detainee handling.

3. POSITIONS

INSTRUCTOR NOTE: Assign demonstration and practice positions. Ensure students have enough space, and can see and hear the instructor.

4. SAFETY. To prevent injury, ensure the following:

a. Start slowly and increase speed with proficiency.

b. Never execute techniques at full force or full speed.

c. When executing strikes, ensure the joints are kept slightly bent to avoid hyperextension.

d. Training will be conducted in three stages.

(1) Marines will execute techniques in the air.

(2) Marines will practice strikes on a pad or dummy.

(3) Marines will practice during free sparring.

TRANSITION. Now that you know what will be covered are there any questions? Let's discuss the purpose of lower body strikes.

BODY (30 MIN)

1. EXPLAIN

a. **Purpose.** The purpose of lower body strikes is to stop an aggressor's attack or create an opening in his defense in order to launch an attack.

b. **Principles.** The principles for lower body strikes are generating power, follow through, and movement.

(1) Generating Power**.** The legs provide the most powerful weapons of the body because they use the largest muscles of the body. Maximum power is generated by rotating the hips into

the attack, driving the hips forward, or dropping your body weight into an aggressor. Strikes with the rear leg are more powerful while strikes with the lead leg are faster.

(2) Follow Through**.** A strike should be delivered so the weapon (e.g., foot, knee) hits and follows through the target. This technique will inflict maximum damage to the aggressor. The strike is executed by driving through with the strike to allow the weight of the leg to go through the target.

(3) Movement**.** Your movement will put you in the proper position for launching an attack against your aggressor as well as to help protect yourself. Movement is initiated from the basic warrior stance and ends in the basic warrior stance. Each strike can be performed with either the left or right leg depending upon your angle of attack, the position of the aggressor, and the vulnerable target areas exposed on the aggressor.

c. **Fundamentals.** The fundamentals for lower body strikes are the striking surface and target areas.

(1) Striking Surface. The striking surface for each lower body strike will maximize the damage given to the aggressor while minimizing the damage taken. The striking surface for the push kick is the ball of your foot.

(2) Target Areas. The primary target areas for lower body strikes are the lower extremities, the groin, and the lower torso. Never kick high because this jeopardizes your balance and leaves you vulnerable to a counter attack. The head is only a primary target area if the aggressor is on the ground or bent over.

TRANSITION: We have covered the purpose, principles, and fundamentals, are there any questions? I will now demonstrate the first technique.

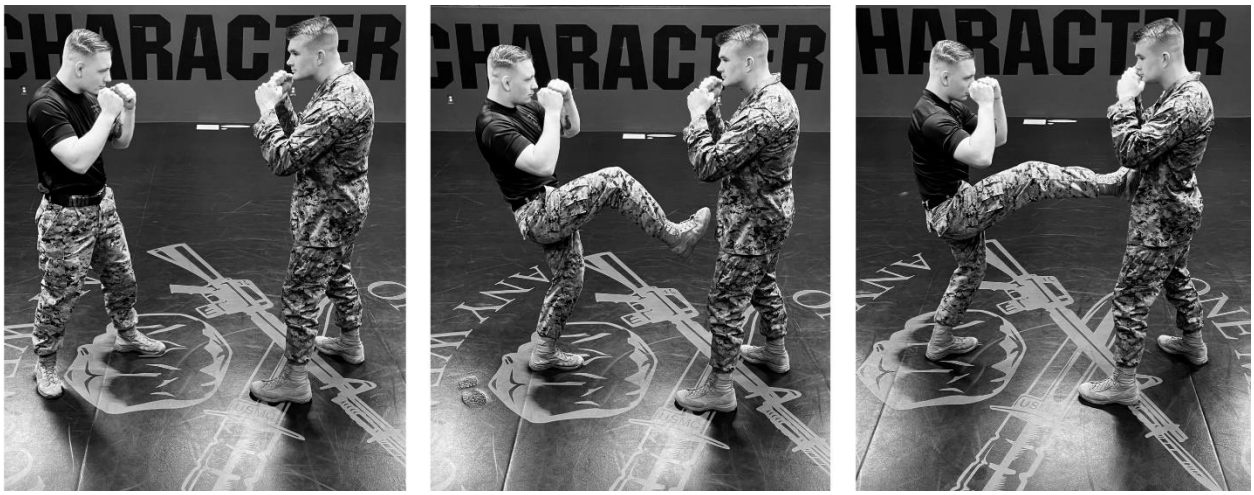
2. DEMONSTRATE

INSTRUCTOR NOTE: Demonstrate only one technique at a time. Do not explain the steps or open the class for questions.

INTERIM TRANSITION: Go to practice position one.

3. IMITATE

a. **Push Kick**. The push kick is used to stop the aggressor's forward momentum or to set him up for follow on techniques when the aggressor is in front of you.



(1) From the basic warrior stance, raise your right knee waist high and pivot your hips into the attack, thrusting your right foot forward toward the aggressor. You may have to shift your body weight to your left leg to maintain balance.

(2) Always keep your hands up to protect yourself.

(3) Make contact on the aggressor's abdomen with the ball of your right foot, thrusting your hips forward to generate power.

(4) Follow through the target with your foot and rapidly retract to the basic warrior stance.

4. PRACTICE

INSTRUCTOR NOTE: Fault check student proficiency and safety. After practicing in the air, allow the students to practice on strike pads. Ensure partners hold the pad correctly.

TRANSITION: We have learned lower body strikes, are there any questions? We will now discuss EPW/detainee handling.

5. TIE-IN (EPW/DETAINEE HANDLING). Enemy prisoners of war are one of the most valuable sources of information for intelligence gathering. These steps should be performed in a quick manner and taken to the Marines chain of command as soon as possible. The accronym is "five S's and a T".

a. **Search**. Prisoners of war are thoroughly searched for weapons and documents as soon as they have been captured. Items should be tagged and immediately sent to the platoon commander. This will also include searching the dead.

b. **Segregate**. Prisoners are segregated into groups: officers, NCO's, privates, deserters, civilians and females. This prevents leaders from organizing escapes and issuing orders to subordinates.

c. **Silence**. Silence is essential. Prisoners must not be allowed to talk to one another. An example method available to the Marine is using duct tape or gags to cover the EPW's mouth. The Marine must ensure the EPW's are able to breath, hydrate and are treated humanely.

d. **Speed**. Speed is required in getting prisoners to the platoon commander. Timely information secured from prisoners is essential.

e. **Safeguard**. Prisoners are safeguarded as they are moved. They are restrained, but not abused. They are not given cigarettes, food, or water until authorized by assigned interrogators. EPW's must not only be safeguarded from the enemy, but also from friendlies.

f. **Tag**. It is important all tags are filled out properly. There are four components to tagging an EPW.

(1) The date and time of capture of the enemy.

(2) The place where you captured the enemy, given in grid coordinates.

(3) The name of the capturing unit.

(4) The circumstances in which the EPW was captured.

INSTRUCTOR NOTE: Instructors may enhance this tie-in with additional material in Appendix A, Guided Discussion 3.

TRANSITION: We have discussed EPW/detainee handling, are there any questions?

SUMMARY (10 MIN)

During this period of instruction we have covered lower body strikes and EPW/detainee handling. I am now confident you will be able to use these techniques to defend yourself if necessary.

INSTRUCTOR NOTE: Provide follow-on instructions.

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LESSON PLAN

UNARMED MANIPULATIONS

MCCS-GREEN-2028

GREEN BELT

UNITED STATES MARINE CORPS

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INSTRUCTOR PREPARATION GUIDE

LESSON TITLE: Unarmed Manipulations

LESSON DESIGNATOR: MCCS-GREEN-2028

TOTAL LESSON TIME: 1 hour 30 minutes

REFERENCES: MCO 1500.59_
NAVMC 3500.41_
MCRP 3-02_

PERSONNEL REQUIRED: One instructor and assistants

FACILITIES: Soft footed training area

REVIEW COURSE MATERIALS:

- Review Lesson Plan

ADD PERSONALIZATION:

- Personalize the lesson by adding subject matter detail, personal experiences, examples, and questions.

MATERIALS/EQUIPMENT:

- Mouthpiece

SETUP AND PLANNING:

- Reserve Training Area
- Conduct Rehearsal

INTRODUCTION (5 MIN)

1. GAIN ATTENTION. Unarmed manipulations allow the Marines to gain control of a situation when confronted by an aggressor. When confronted by difficult situations within your unit, you are also armed with tools and techniques to allow you to best handle the situation. One of these tools is the Informal Resolution System (IRS).

2. OVERVIEW. Good morning, my name is _____. This lesson will cover unarmed manipulations and the informal resolution system.

3. POSITIONS

INSTRUCTOR NOTE: Assign demonstration and practice positions. Ensure students have enough space, and can see and hear the instructor.

4. SAFETY. To prevent injury, ensure the following:

a. Start slowly and increase speed with proficiency.

b. Never execute techniques at full force or full speed.

c. Techniques will be performed on a soft-footed area.

d. Apply slow, steady pressure until the aggressor taps out. Aggressor will tap out when they become uncomfortable. They may tap the deck, tap themselves, tap the Marine, or verbally say "tap-tap-tap." The Marine must immediately release the pressure when the aggressor taps out.

e. Students being thrown will execute proper break falls.

TRANSITION. Now that you know what will be covered are there any questions? Let's discuss the purpose of unarmed manipulations.

BODY (75 MIN)

1. EXPLAIN

a. **Purpose.** The purpose of unarmed manipulations is to control the aggressor and gain compliance without using deadly force.

b. **Principles.** The principles for unarmed manipulations are the use of force, isolation, and overload.

(1) Use of Force. You will not always need to use deadly force when confronted with an aggressor. Peacekeeping and humanitarian operations require you to operate within the continuum of force. In these scenarios the aggressor does not actively attack you and the threat remains low, but he continues to openly defy verbal commands. You will need to control the

aggressor, gain compliance, and deescalate the situation without causing serious bodily harm or death.

(2) Isolation. You must isolate the aggressor's extremity and the joint being manipulated by forcefully pulling it away from their body and holding it tight to your body.

(3) Overload. Overload the isolated joint by applying pressure to gain compliance. Hinge joints are overloaded in the direction the joint will not bend. Ball and socket joints are overloaded beyond the joint's natural range of motion.

c. **Fundamentals**. The fundamentals for unarmed manipulations are control, leverage, and distractors.

(1) Control. Control the aggressor's center of mass and weight distribution to allow you to keep them in a vulnerable position long enough for the technique to be effective.

(2) Leverage. You will use the aggressor's extremity as a lever to increase the force on the joint. Leverage will allow you to control any aggressor of any size.

(3) Distractors. Strikes may be used at any point in the technique to distract the aggressor and help you gain control. Distractors do not need to be executed at full force to be effective, and should target soft tissue areas to avoid causing serious bodily harm.

2. DEMONSTRATE

INSTRUCTOR NOTE: Demonstrate only one technique at a time. Do not explain the steps or open the class for questions.

INTERIM TRANSITION: Go to practice position one.

3. IMITATE

a. **Enhanced Pain Compliance from a Reverse Wristlock**. This technique applies two points of pain to enhance control and leverage while applying a reverse wristlock.



(1) Start by executing a reverse wristlock.

(2) Maintain control the aggressor's right hand with your right hand and use your left hand to push down and apply pressure on the aggressor's radial nerve.

(3) When pressure is added to the radial nerve, do not loosen your right hand's grip on the reverse wristlock.

INSTRUCTOR NOTE: Ensure students apply slow steady pressure.

b. **Enhanced Pain Compliance from a Basic Wristlock**. This technique applies two points of pain to enhance control and leverage while applying a basic wristlock.



(1) Start by executing a basic wristlock.

(2) Maintain control the aggressor's left hand with your right hand and grab his elbow with your left hand palm up.

(3) Apply pressure into the aggressor's ulna nerve, just above the elbow, with your left thumb.

(4) Pull up on the aggressor's elbow with your left hand and push down on his hand with your right hand.

INSTRUCTOR NOTE: Ensure students apply slow steady pressure.

c. **Reverse Wristlock Come-Along**. The reverse wristlock come-along allows you to control the aggressor's movement and escort him in a safe manner.



(1) Start by executing a reverse wristlock with your right hand. Continue to rotate the aggressor's hand until his palm is facing up. Ensure you keep the aggressor's hand close to your chest.

(2) Grab the meaty portion of the aggressor's palm.

(3) Collapse the aggressor's right arm by striking and applying pressure to the inner portion of his elbow with your right hand.

(4) At the same time, step outside the aggressor's right foot with your left foot and pivot to your right so you are facing the same direction as the aggressors on his right side. Maintain pressure on the aggressor's wrist with your left hand.

(5) Pull the aggressor's elbow to your chest with your right hand and bring your left arm high into his armpit.

(6) Place your right hand on top of your left and keep your elbows tight. His fingers should be pointing towards you.

(7) Apply upward pressure with your left arm and downward pressure on the aggressor's wrist to maintain control over the aggressor.

INSTRUCTOR NOTE: Ensure students apply slow steady pressure.

d. **Enhanced Pain Compliance from a Wristlock Come-Along**. This technique applies two points of pain to enhance control and leverage while applying a wristlock come-along.



(1) Start by executing either a basic or reverse wristlock come-along.

(2) Maintain control of the aggressor's hand with your inside hand and lock the aggressor's elbow with your forearms.

(3) Use your outside hand to bend the fingers away from each other, in opposite directions.

INSTRUCTOR NOTE: Ensure students apply slow steady pressure.

e. **Controlling Techniques**. Controlling techniques are used to control an aggressor who grabs your arm or wrist.

(1) Opposite Side Grab



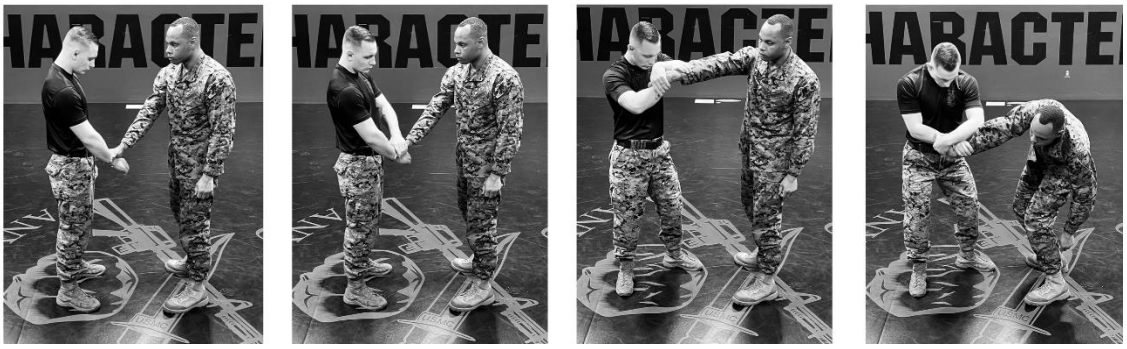
(a) Begin with the aggressor grabbing your right wrist with his right hand.

(b) Trap the aggressor's right hand in place on your right wrist with the palm of your left hand.

(c) Rotate your right hand clockwise to reach up and grasp the aggressor's right forearm while maintaining downward pressure on his trapped right hand with your left hand.

(d) Apply pressure in and down with both hands until the aggressor is forced to one knee or is effectively controlled.

(2) Same Side Grab



(a) Begin with the aggressor grabbing your right wrist with his left hand.

(b) Rotate your right palm up so your palm is toward your face.

(c) Grab the backside of the aggressor's hand with your left hand, palm up, wrapping the fingers around the meaty portion of his thumb.

(d) Rotate the aggressor's palm down and outboard until control is achieved.

4. PRACTICE

INSTRUCTOR NOTE: Fault check student proficiency and safety.

TRANSITION: We have learned unarmed manipulations, are there any questions? We will now discuss the informal resolution system.

5. TIE-IN (INFORMAL RESOLUTION SYSTEM). This system was designed so that whenever possible, conflicts arising from offensive or unwelcomed behavior can be resolved at the lowest possible level. The IRS is designed to address behaviors that could potentially become sexual harassment or other types of behaviors that are inappropriate but do not constitute an offense under the UCMJ. Training in the IRS should be part of normal leadership training for all Marines.

a. **Mission**. The goal of the informal resolution system is to provide necessary information and skills to encourage/facilitate resolving interpersonal conflicts in the unit at the lowest possible level. It does so by emphasizing our core values of Honor, Courage, and Commitment.

b. **Responsibilities**. IRS also emphasizes people's responsibility to be a role model of appropriate behavior and confront inappropriate behavior when observed or brought to their attention. It is not appropriate and is unauthorized to use the IRS to resolve conflicts that are criminal in nature. Do not ignore discrimination, sexual harassment, or other inappropriate behavior when it is encountered or observed.

c. **Roles**. Each individual involved may be categorized as the recipient, offender, third party, or commander/leader.

(1) Recipient: One who feels offended/harassed.

(2) Offender: One who may have offended/harassed another.

(3) Third Party: One approached by recipient or by offending person or who observes inappropriate behavior.

(4) Commander/Leader: Anyone who has subordinates, regardless of grade or rank, and who is approached by any of the above three reporting inappropriate behavior (or who himself observes inappropriate behavior).

d. **Behavior Zones**. The following zones are based on "reasonable person" standards.

(1) Red. Always unacceptable behavior includes seeking sexual favors in return for favorable evaluation, making supervisory decisions based on race/gender, "hate" mail, rape, and assault. Clearly criminal behavior must be reported through official channels. Non-criminal red zone, if resolved and the recipient does not desire further action, should merely be reported for supervisor's information.

(2) Yellow. Inappropriate behavior includes racial/sexual slurs, comments, jokes, sexually suggestive touching. If repeated, especially after being told of its offensiveness, yellow behaviors turn to red, and becomes definitely unacceptable.

(3) Green. Acceptable behavior includes counseling on performance or military appearance, normal social interaction, touching which could not reasonably be perceived in a sexual or threatening way, and friendly conversation.

e. **Resolution Options**. Review options under the IRS, and take action to resolve the conflict. The recipient is encouraged to confront the offender directly in person, in writing, or through a third party. The third party can be the supervisor, a co-worker, or someone outside of the workplace. The offender should be informed that the behavior is offensive or unwelcomed and should be stopped.

(1) Direct. In direct resolution, the recipient attempts to resolve conflict directly with offending person. This is the preferred method of resolving conflict.

(2) Written. Another option is to give a written notification to the offender. This can be a simple hand written note, a letter, or even an email. The note may be read or delivered by the recipient.

(3) Third Party. To use an informal third party, the recipient enlists the informal assistance of some other person to help resolve the conflict. This person will serve as an unbiased mediator to help resolve the problem.

INSTRUCTOR NOTE: Instructors may enhance this tie-in with additional material in Appendix A, Guided Discussion 3.

TRANSITION: We have discussed the informal resolution system, are there any questions?

SUMMARY (10 MIN)

During this period of instruction we have covered unarmed manipulations and the informal resolution system. I am now confident you will be able to use these techniques to gain control of an aggressor.

INSTRUCTOR NOTE: Provide follow-on instructions.

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LESSON PLAN

KNIFE TECHNIQUES

MCCS-GREEN-2029

GREEN BELT

UNITED STATES MARINE CORPS

MARTIAL ARTS CENTER OF EXCELLENCE
THE BASIC SCHOOL
24191 GILBERT ROAD
QUANTICO, VIRGINIA 22134

INSTRUCTOR PREPARATION GUIDE

LESSON TITLE: Knife Techniques

LESSON DESIGNATOR: MCCS-GREEN-2029

TOTAL LESSON TIME: 1 hour

REFERENCES: MCO 1500.59_
NAVMC 3500.41_
MCRP 3-02_

PERSONNEL REQUIRED: One instructor and assistants

FACILITIES: Soft footed training area

REVIEW COURSE MATERIALS:

- Review Lesson Plan

ADD PERSONALIZATION:

- Personalize the lesson by adding subject matter detail, personal experiences, examples, and questions.

MATERIALS/EQUIPMENT:

- Mouthpiece
- Training Knives

SETUP AND PLANNING:

- Reserve Training Area
- Conduct Rehearsal

INTRODUCTION (5 MIN)

1. GAIN ATTENTION. True knife fighting in combat can be one of the most gruesome and feared activities in the profession of arms. In this lesson, we will not only teach you knife fighting techniques to use in battle, but we will also teach you how to manage fear that often accompanies warfare.

2. OVERVIEW. Good morning, my name is _____. This lesson will cover knife techniques and dealing with fear.

3. POSITIONS

INSTRUCTOR NOTE: Assign demonstration and practice positions. Ensure students have enough space, and can see and hear the instructor.

4. SAFETY. To prevent injury, ensure the following:

a. Start slowly and increase speed with proficiency.

b. Never execute techniques at full force or full speed.

c. Do not make contact on the aggressor with the weapon.

d. Conduct all practical application utilizing approved training gear.

TRANSITION. Now that you know what will be covered are there any questions? Let's discuss the purpose of knife techniques.

BODY (45 MIN)

1. EXPLAIN

a. **Purpose.** The purpose of knife techniques is to kill the aggressor or cause enough damage to stop his attack.

b. **Principles.** The principles for knife techniques are mindset, grip, stance, and movement.

(1) Mindset. When engaged, your mindset is a factor of success or failure. Mindset is the "mental trigger" during a defining moment that enables you to commit to an attack. You must have the superior mindset against the aggressor to succeed.

(2) Grip. Your grip on the knife should be a natural and relaxed hammer grip with enough strength to hold the weapon while maintaining dexterity. From this position, the blade of the knife is always facing the aggressor.

(3) Stance. The basic warrior stance is the foundation for knife techniques. The left arm will serve as a vertical shield protecting the head, neck, and torso. The weapon should be held at a level between the belt and chest, tight to the body to facilitate weapon retention.

(4) Movement. Movement is used to open up different target areas of the body and avoid the aggressor's strikes. Do not stand directly in front of the aggressor; they can rely on forward momentum to create the tactical advantage.

c. **Fundamentals**. The fundamentals for knife techniques are target areas and angles of attack. These techniques will also use the fundamentals of counters to strikes.

(1) Target Areas. The objective in a knife fight is to attack vital target areas readily accessible such as the face, neck, torso, and groin. The extremities are secondary targets that are not immediately fatal, but will often open up fatal target areas, or become fatal if left unattended.

(2) Angles of Attack. There are six angles from which a knife attack can be launched: Vertically up or down, forward diagonal, reverse diagonal, forward horizontal, reverse horizontal, and a straight thrust.

(3) Counters to Strikes. These techniques are counters, so you will move, block, and strike. Movement should remove you from the point of the aggressor's strike, as well as put you in a position to attack. Blocks are executed to prevent the strike from impacting you. Follow-on techniques must use all principles and fundamentals in order to kill the enemy.

2. DEMONSTRATE

INSTRUCTOR NOTE: Demonstrate only one technique at a time. Do not explain the steps or open the class for questions.

INTERIM TRANSITION: Go to practice position one.

3. IMITATE

a. **Block for a Vertical Strike With Follow-On Techniques**. This technique is used when the aggressor executes a vertical strike with a knife or weapon of opportunity.



(1) Start facing the aggressor in the modified basic warrior stance. The aggressor executes a vertical strike with the weapon in his right hand.

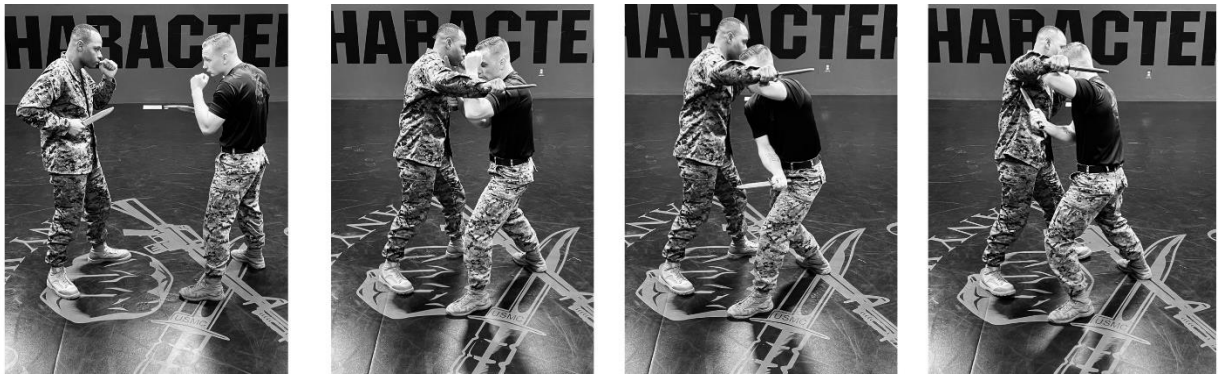
(2) Execute a forward angle of movement to get inside the arc of the attack.

(3) At the same time, block the aggressor's right arm with your left arm over and in front of your head. Your arm is bent so your forearm makes contact perpendicular to the aggressor's forearm.

(4) At the same time, execute a vertical thrust directly into the aggressor's neck.

(5) Control the attacking limb and execute at least three effective follow-on techniques to kill the aggressor.

b. **Block for a Forward Strike with Follow-On Techniques**. This technique is used when the aggressor executes a forward strike with a knife or weapon of opportunity.



(1) Start facing the aggressor in the modified basic warrior stance. The aggressor executes a forward strike with the weapon in his right hand.

(2) Execute a forward left angle of movement to get inside the arc of the attack.

(3) At the same time, block the aggressor's right forearm with your left forearm and his right biceps with the blade of your knife.

(4) Slash downward through the aggressor's biceps with your knife and control his right arm with your left arm or hand.

(5) Maintain control of the attacking limb and execute at least three effective follow-on techniques to kill the aggressor.

4. PRACTICE

INSTRUCTOR NOTE: Fault check student proficiency and safety.

TRANSITION: We have learned knife techniques, are there any questions? We will now discuss dealing with fear.

5. TIE-IN (DEALING WITH FEAR). Regardless of how well you or your Marines are trained for combat, the first shock of realizing the enemy actually intends to kill you is a powerful factor every Marine will have to face. Until this threshold is crossed and your Marines become accustomed to functioning under fire, the leader must act decisively to ignite the confidence and individual actions that will transform fear into an aggressive unit response.

a. **Sources of Fear**

(1) The possibility of being killed, wounded or captured is always present.

(2) The noise and sights of combat have a traumatic, shocking impact upon the senses, causing confusion, and a sense of chaos that becomes particularly unnerving (the fog of war).

(3) The apprehension you might not "measure up" as a Marine under fire or let your buddies down.

(4) Anticipation of the unexpected, constant anxiety about the enemy's location, strength, or intentions. If the enemy succeeds in creating a situation that was totally unexpected, he may have a decisive advantage. This is the element of "surprise" in reverse.

(5) Fatigue itself is a source of fear. As individuals become physically exhausted, they may begin to perceive themselves to be helpless or unable to continue to fight.

b. **Conditions that Stimulate Fear**

(1) The unexpected. Whenever the enemy actions appear as a surprise, it will have a powerful impact upon your Marines. Being surprised by the enemy has been described as causing the "will that controls fear to sag and crumble." At such moments, leaders must exert a strong influence upon their Marines to maintain control over the unit's actions.

(2) The unknown. There is a tendency to think that the enemy is much greater in strength or ability than he really may be. Do not allow yourself to be deceived as to enemy strength or capabilities through exaggerated impressions.

(3) A feeling of helplessness. It is the leader who must prevent the anxiety of helplessness from taking hold of himself and his subordinates. The leader must act to direct and inspire the response against the enemy. Everyone has a job that must be accomplished and it is the leader who must see that everyone is doing what must be done. Action is key to preventing this feeling of helplessness from taking hold. Keep your Marines engaged and instill a sense of pride and confidence in them.

c. **EFFECTS OF FEAR.** Extreme fear brings out our instinct for self-preservation. Survival is a very strong motivation and will generally be a priority concern. In combat, killing the enemy helps remove the threat to your life. The alternative of not killing the enemy increases the likelihood that he will kill you. Physically, the body reacts when threatened or there is anticipation of danger.

(1) Physiological reactions include trembling, pounding heart, irrational laughter, and sweating.

(2) Psychological reactions include the inability to make decisions, over-fixation with minor details, and displaying lack of confidence.

d. **Overcoming Fear.** Many experts have attempted to answer this question and each focuses attention on the following areas:

(1) Identity. Our identity as Marines conveys a special meaning to our fellow Marines; one Marine will not let another Marine down. The presence felt when another Marine is counting on you to do a particular job is usually sufficient to overcome most fears.

(2) Discipline. Everyone is afraid in combat, but this fear has to be controlled so the mission can be accomplished. All Marines must have the will power to force fear out of their minds or to overcome it and replace it with action. Concentrate on your job and actively support your fellow Marines. Everything we do as Marines reflects on the quality of our discipline, something we recognize as essential to success in combat.

(3) Esprit de Corps. We are a Brotherhood of Marines. Fierce pride in our Corps and our unit is a source of enduring strength. "The Few, The Proud, The Marines" is more than a recruiting slogan; it's a way of life.

(4) Tradition. As Marines, we fight and win. Every Marine must have knowledge of and pride in our history and traditional values. With this, we will do no less than the Marines who have come before us.

(5) Training. Training develops confidence in our leadership, our fellow Marines, and ourselves. It builds morale, discipline, esprit, pride, and develops physical stamina and teamwork.

e. **Leader's Role.** Fear must be recognized and dealt with promptly. Fear is infectious and can destroy the effectiveness of a unit. Extreme reaction to fear occurs when the individual confronts a situation in which death appears to be imminent. During such instances, two basic forms of behavior have been observed. Though leaders share the same risks and fears, they must be able to overcome their own fears, and provide the leadership necessary to achieve success in combat. They must understand the conditions that stimulate fear, and be able to inspire confidence and courageous actions by their Marines. What actions can you, a leader of Marines, take to help overcome fear?

(1) Be confident and decisive. Don't let fear be reflected in your looks or actions.

(2) Ensure your Marines are able to recognize the causes and reactions of fear. It is important knowledge that will enable Marines to help their buddy.

(3) Instill a sense of unit cohesion, a belief in the Band of Brothers concept, and develop esprit.

(4) Do not tolerate self-pity.

(5) Talk to your Marines and encourage them, particularly just before a battle.

(6) Do not tolerate rearward movement, especially when under fire, without your order.

(7) Take physical corrective action as necessary.

(8) If a subordinate appears to be losing control, help him regain control through direct personal leadership and then let him continue to march.

INSTRUCTOR NOTE: Instructors may enhance this tie-in with additional material in Appendix A, Guided Discussion 4.

TRANSITION: We have discussed dealing with fear, are there any questions?

SUMMARY (10 MIN)

During this period of instruction we have covered knife techniques and dealing with fear. I am now confident you will be able to use these techniques to kill the enemy if necessary.

INSTRUCTOR NOTE: Provide follow-on instructions.

UNITED STATES MARINE CORPS
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LESSON PLAN

WEAPONS OF OPPORTUNITY

MCCS-GREEN-2031

GREEN BELT

UNITED STATES MARINE CORPS

MARTIAL ARTS CENTER OF EXCELLENCE
THE BASIC SCHOOL
24191 GILBERT ROAD
QUANTICO, VIRGINIA 22134

INSTRUCTOR PREPARATION GUIDE

LESSON TITLE: Weapons of Opportunity

LESSON DESIGNATOR: MCCS-GREEN-2031

TOTAL LESSON TIME: 1 hour

REFERENCES: MCO 1500.59_
NAVMC 3500.41_
MCRP 3-02_

PERSONNEL REQUIRED: One instructor and assistants

FACILITIES: Soft footed training area

REVIEW COURSE MATERIALS:

- Review Lesson Plan

ADD PERSONALIZATION:

- Personalize the lesson by adding subject matter detail, personal experiences, examples, and questions.

MATERIALS/EQUIPMENT:

- Mouthpiece
- Training Weapons of Opportunity

SETUP AND PLANNING:

- Reserve Training Area
- Conduct Rehearsal

INTRODUCTION (5 MIN)

1. GAIN ATTENTION. On the battlefield, a Marine should be ready to use anything around him to serve as a weapon. Weapons of opportunity can be a stick, a club, a broken rifle, an e-tool, or even a belt. A Marine must always be able to adapt to his immediate situation and overcome any adversity. Marines must also be able to deal with fatigue.

2. OVERVIEW. Good morning, my name is _____. This lesson will cover weapons of opportunity and dealing with fatigue.

3. POSITIONS

INSTRUCTOR NOTE: Assign demonstration and practice positions. Ensure students have enough space, and can see and hear the instructor.

4. SAFETY. To prevent injury, ensure the following:

a. Start slowly and increase speed with proficiency.

b. Never execute techniques at full force or full speed.

c. Do not make contact on the aggressor with the weapon.

d. Conduct all practical application utilizing approved training gear.

TRANSITION. Now that you know what will be covered are there any questions? Let's discuss the purpose of weapons of opportunity.

BODY (45 MIN)

1. EXPLAIN

a. **Purpose.** The purpose of weapons of opportunity is to use anything on the battlefield to inflict maximum damage on the aggressor.

b. **Principles.** The principles for weapons of opportunity depend on the type of weapon employed. The types of weapons of opportunity are unlimited, but some examples are: a stick, pole, e-tool, belt, battlefield debris, dirt, or even liquid. Regardless of the weapon, all techniques apply the principles of mindset, grip, stance, and movement.

(1) Mindset. When engaged, your mindset is a factor of success or failure. Mindset is the "mental trigger" during a defining moment that enables you to commit to an attack. You must have the mindset to use anything you can find on the battlefield to kill the enemy by whatever means necessary.

(2) Grip. Your grip on the weapon of opportunity should be natural with enough strength to hold the weapon while maintaining dexterity. The one-handed grip is used for short weapons and the two-handed grip is used for long weapons.

(a) One-handed Grip. The one handed grip should resemble your grip on a knife. With your dominate hand, firmly grasp the lower end of the weapon and orient it toward the aggressor.

(b) Two-handed Grip. The two handed grip should resemble your grip on a rifle and bayonet. With your dominate hand, firmly grasp the lower end of the weapon. Grasp the upper end of the weapon with your lead hand palm up; your hands should be no more than 10" to 12" apart. Orient the weapon toward the aggressor.

(3) Stance. The basic warrior stance is the foundation for all techniques. The left arm will serve as a vertical shield protecting the head, neck, and torso. The weapon should be held at a level between the belt and chest, tight to the body to facilitate weapon retention.

(4) Movement. Movement is used to open up different target areas of the body and avoid the aggressor's strikes. Do not stand directly in front of the aggressor; they can rely on forward momentum to create the tactical advantage.

c. **Fundamentals**. The fundamentals for weapons of opportunity are target areas and angles of attack. These techniques will also use the fundamentals of counters to strikes.

(1) Target Areas. The objective with a weapon of opportunity is to attack vital target areas readily accessible such as the face, neck, torso, and groin. The extremities are secondary targets that are not immediately fatal, but will often open up fatal target areas.

(2) Angles of Attack. There are six angles from which an attack can be launched: Vertically up or down, forward diagonal, reverse diagonal, forward horizontal, reverse horizontal, and a straight thrust.

(3) Counters to Strikes. These techniques are counters, so you will move, block, and strike. Movement should remove you from the point of the aggressor's strike, as well as put you in a position to attack. Blocks are executed to prevent the strike from impacting you. Follow-on techniques must use all principles and fundamentals in order to kill the enemy.

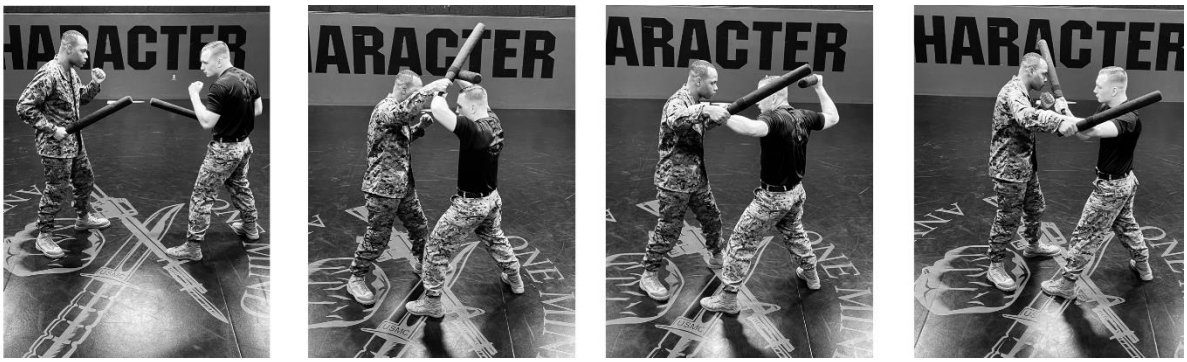
2. DEMONSTRATE

INSTRUCTOR NOTE: Demonstrate only one technique at a time. Do not explain the steps or open the class for questions.

INTERIM TRANSITION: Go to practice position one.

3. IMITATE

a. **Block for a Vertical Strike With Follow-On Strikes**. This technique is used when the aggressor executes a vertical strike with a knife or weapon of opportunity.



(1) Start facing the aggressor in the modified basic warrior stance with a one handed grip. The aggressor executes a vertical strike with the weapon in his right hand.

(2) Execute a forward angle of movement to get inside the arc of the attack. Step in forcefully to prevent the aggressor from developing power and stop their momentum.

(3) At the same time, block the aggressor's right forearm with your left forearm and his weapon with your weapon. If you are close enough, you may block the aggressor's arm with your weapon.

(4) Control the aggressor's right arm with your left arm or hand and execute at least three effective follow-on strikes with your weapon of opportunity to kill the aggressor.

b. **Block for a Forward Strike With Follow-On Strikes**. This technique is used when the aggressor executes a forward strike with a knife or weapon of opportunity.



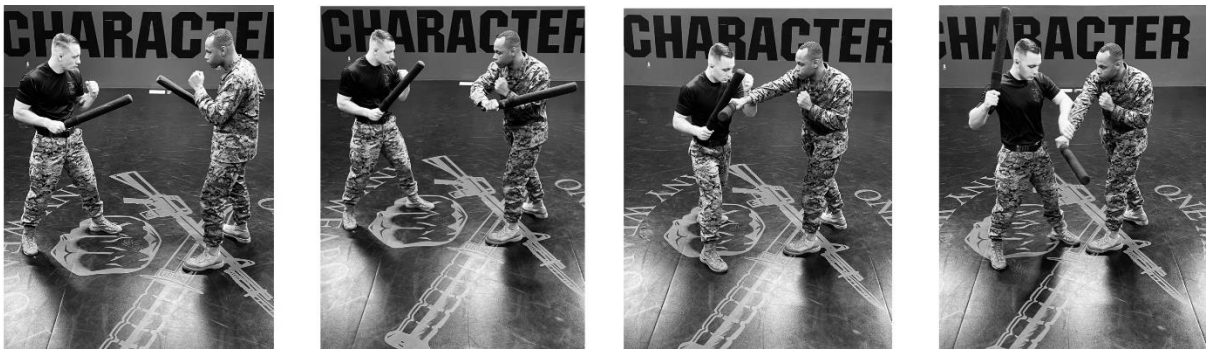
(1) Start facing the aggressor in the modified basic warrior stance with a one handed grip. The aggressor executes a forward strike with the weapon in his right hand.

(2) Execute a forward left angle of movement to get inside the arc of the attack. Step in forcefully to prevent the aggressor from developing power and stop their momentum.

(3) At the same time, block the aggressor's right forearm with your left forearm and his right biceps with your weapon.

(4) Control the aggressor's right arm with your left arm or hand and execute at least three effective follow-on strikes with your weapon of opportunity to kill the aggressor.

c. **Block for a Reverse Strike With Follow-On Strikes**. This technique is used when the aggressor executes a reverse strike with a knife or weapon of opportunity.



(1) Start facing the aggressor in the modified basic warrior stance with a one handed grip. The aggressor executes a reverse strike with the weapon in his right hand.

(2) Execute a forward right angle of movement to get inside the arc of the attack. Step in forcefully to prevent the aggressor from developing power and stop their momentum.

(3) At the same time, block the aggressor's right forearm with your left forearm and his weapon with your weapon.

(4) Control the aggressor's right arm with your left arm or hand and execute at least three effective follow-on strikes with your weapon of opportunity to kill the aggressor.

d. **Block for a Straight Thrust With Follow-On Strikes**. This technique is used when the aggressor executes a straight thrust with a knife or weapon of opportunity.



(1) Start facing the aggressor in the modified basic warrior stance with a one handed grip. The aggressor executes a straight thrust with the weapon in his right hand.

(2) Execute a forward right angle of movement to the outside of the aggressor's left foot.

(3) At the same time, block the aggressor's weapon or forearm with your weapon perpendicular to his.

(4) Reach across the block and grasp the aggressor's right forearm with your left hand.

(5) Control the aggressor's right arm and execute at least three effective follow-on strikes with your weapon of opportunity to kill the aggressor.

4. PRACTICE

INSTRUCTOR NOTE: Fault check student proficiency and safety.

TRANSITION: We have learned weapons of opportunity, are there any questions? We will now discuss dealing with fatigue.

5. TIE-IN (DEALING WITH FATIGUE). Fatigue is defined as "extreme tiredness; exhaustion, weariness from physical exertion, or mental weariness from stress; a debilitating tiredness brought on by exhaustion." There are three forms of fatigue. Fatigue of the body is affected by such issues as physical conditioning, weight of gear worn and carried, and environment-dictated work-rest cycles. Fatigue of the spirit is a mixture of demoralization and hopelessness that may be more difficult to control. Fatigue of the mind is synonymous with sleep deprivation.

a. **Recognizing Fatigue.** What are some key indicators of fatigue?

(1) Reckless disregard for the safety of the individual or the safety of fellow Marines.

(2) Excessive caution or unwillingness to expose oneself to even the slightest risk.

(3) Failure to fire weapons.

(4) Lack of concern for the cleanliness of weapons, the condition of vehicles, or other essential equipment.

(5) Lack of attention to aircraft maintenance/flight procedures.

(6) Lack of concern for personal cleanliness, such as refusal to shave, wash, eat, or drink.

b. **Effects of Fatigue.** What happens to Marines if fatigue is ignored?

(1) As individuals become more fatigued their mental condition can deteriorate from mere weariness to causing a Marine to become a psychological casualty. Rest is a preventive cure that works to keep psychiatric casualties from occurring.

(2) There is no doubt troops can endure the fatigue induced by battle for only so long before they falter. Commanders at any level who try to ignore fatigue are courting with disaster. We as Marines separate the mental and physical aspects of combat. This is, of course, an artificial division as the mental and physical aspects constantly interact. Therefore, physical fatigue, hunger, disease, thirst, and the stress of adverse climatic conditions can reduce the physical state of the warrior to such an extent his will to fight is severely weakened.

(3) The leader is not immune to fatigue. As he/she becomes increasingly tired, he/she may lose the ability to make decisions rapidly, and may become more easily confused, disoriented, and ultimately ineffective. Leaders must understand the effects of fatigue on themselves and on their Marines and know when to provide rest.

(4) Extreme fatigue can lead to a break down in morale, discipline, and can cause panic.

c. **Overcoming Fatigue.** In virtually every documented account of battle, the exhausting effects of even short bursts of fighting are stressed. Only the physically fit combatant will be able to endure such fatigue.

(1) Develop Combat Fitness in yourself and your Marines. This should be a graduated realistic program that develops muscular and aerobic endurance, strength coupled with speed for power, balance and coordination.

(2) Promote a healthy lifestyle. Ensure your Marines understand basics of sanitation and hygiene, as well as how a healthy lifestyle promotes greater fitness.

(3) Ensure physical training ties into the mental and character disciplines in order to develop mental toughness.

(4) In combat maximize the amount of rest you and your Marines receive.

(5) Train with your gear, but take only what you need. Pack smart. Pack light.

(6) Do not confuse quality of life (QOL) with troop welfare. No leader should begrudge his subordinates decent living and working conditions in garrison or aboard ship.

(7) Understand troop welfare is not giving Marines what they want but what they need and the best form of troop welfare is tough realistic training.

TRANSITION: We have discussed dealing with fatigue, are there any questions?

SUMMARY (10 MIN)

During this period of instruction we have covered weapons of opportunity and dealing with fatigue. I am now confident you will be able to use these techniques to use anything on the battlefield to kill the enemy.

INSTRUCTOR NOTE: Provide follow-on instructions.

UNITED STATES MARINE CORPS
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LESSON PLAN

GROUND FIGHTING

MCCS-GREEN-2032

GREEN BELT

UNITED STATES MARINE CORPS

MARTIAL ARTS CENTER OF EXCELLENCE
THE BASIC SCHOOL
24191 GILBERT ROAD
QUANTICO, VIRGINIA 22134

INSTRUCTOR PREPARATION GUIDE

LESSON TITLE: Ground Fighting

LESSON DESIGNATOR: MCCS-GREEN-2032

TOTAL LESSON TIME: 1 hour 30 minutes

REFERENCES: MCO 1500.59_
NAVMC 3500.41_
MCRP 3-02_

PERSONNEL REQUIRED: One instructor and assistants

FACILITIES: Soft footed training area

REVIEW COURSE MATERIALS:

- Review Lesson Plan

ADD PERSONALIZATION:

- Personalize the lesson by adding subject matter detail, personal experiences, examples, and questions.

MATERIALS/EQUIPMENT:

- Mouthpiece

SETUP AND PLANNING:

- Reserve Training Area
- Conduct Rehearsals

INTRODUCTION (5 MIN)

1. GAIN ATTENTION. Anything is possible on the battlefield and if you should end up fighting an aggressor on the ground, you must be prepared for it. Ground fighting techniques will allow you to fight and aggressor and get back to your feet. In life you may be forced to grapple with tough situations that test your core values.

2. OVERVIEW. Good morning, my name is _____. This lesson will cover ground fighting and Marine Corps values.

3. POSITIONS

INSTRUCTOR NOTE: Assign demonstration and practice positions. Ensure students have enough space, and can see and hear the instructor.

4. SAFETY. To prevent injury, ensure the following:

a. Start slowly and increase speed with proficiency.

b. Never execute techniques at full force or full speed.

c. Techniques will be performed on a soft-footed area.

d. Apply slow, steady pressure until the aggressor taps out. Aggressor will tap out when they become uncomfortable. They may tap the deck, tap themselves, tap the Marine, or verbally say "tap-tap-tap." The Marine must immediately release the pressure when the aggressor taps out.

TRANSITION. Now that you know what will be covered are there any questions? Let's discuss the purpose of ground fighting.

BODY (75 MIN)

1. EXPLAIN

a. **Purpose.** The purpose of ground fighting is to get back to your feet as quickly as possible.

b. **Principles.** The principles for ground fighting are space and control.

(1) Space**.** Create space in order to execute techniques that will disable the aggressor allowing you to get back to your feet. Too much or too little space can give the aggressor the advantage.

(2) Control**.** Control the aggressor in order to limit his movement and ability to damage you. Take away the aggressor's space to reduce his ability to fight.

c. **Fundamentals.** The fundamentals for ground fighting are the mount position and guard position. Both positions are offensive if you know techniques to give yourself the tactical advantage.

(1) Mount Position**.** In this position the aggressor is on the ground and you are on top. Your legs are outside the aggressor's hips, controlling his ability to move. This is an offensive position because you are able to control the aggressor and to execute ground fighting techniques.

(2) Guard Position. In this position you are on the ground and the aggressor is on top of you, but your legs are wrapped around his waist. This is also an offensive position because you control your aggressor's movement and execute ground fighting techniques.

TRANSITION: We have covered the purpose, principles, and fundamentals, are there any questions? I will now demonstrate the first technique.

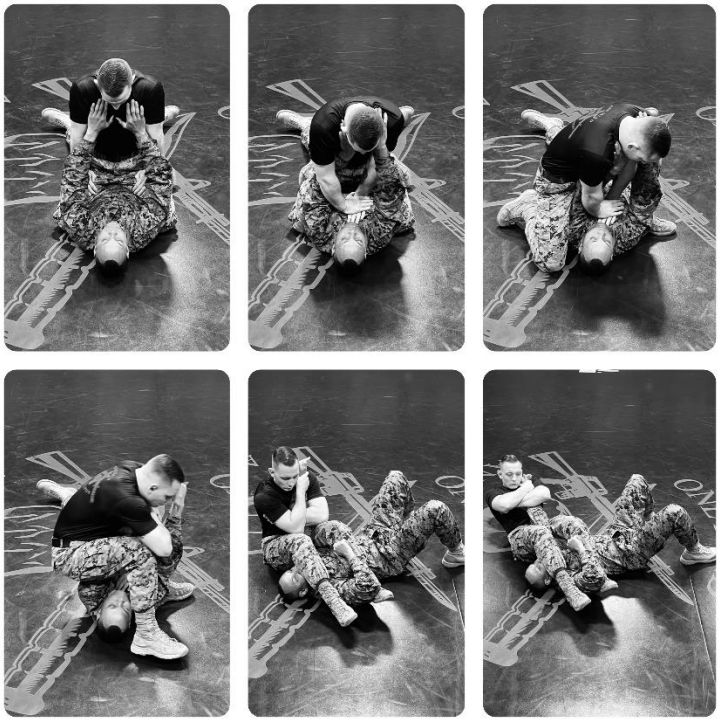
2. DEMONSTRATE

INSTRUCTOR NOTE: Demonstrate only one technique at a time. Do not explain the steps or open the class for questions.

INTERIM TRANSITION: Go to practice position one.

3. IMITATE

a. **Armbar from the Mount.** This technique is used to break the aggressor's arm from the mount position.



(1) Begin mounted on the aggressor. Keep all of your weight on the aggressor to control his movement and prevent him from escaping.

(2) The aggressor attempts to choke or push you off of him with both arms straight.

(3) Place both palms in the center of the aggressor's chest. Your right arm will weave over the aggressor's left and your left arm under his right. Place the majority of your weight on your two hands pinning the aggressor to the ground.

(4) Keep your right hip/upper inside thigh in constant contact with the aggressor's left triceps. Turn your body to face left and swing your right leg over the aggressor's head.

(5) Pull your feet in toward your buttocks to trap his body and pinch your knees together to trap his arm. Hug his left arm to your chest maintaining control of the aggressors left wrist with your right hand and sit back with your upper body to straighten and lock out the aggressor's arm.

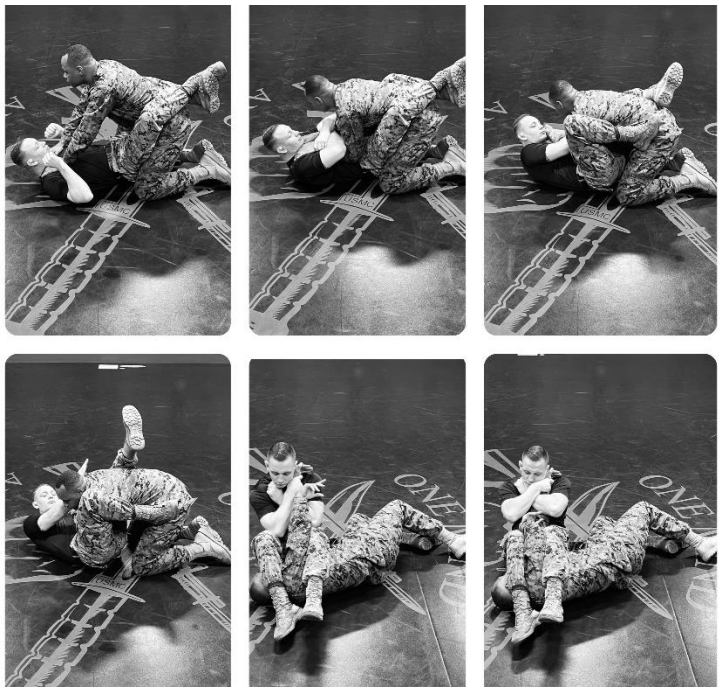
(6) Maintain pressure against the aggressor's neck with the back of your right foot and against his side with your left foot underneath his armpit. Your legs are on either side of the aggressor's left arm and his thumb is facing the sky.

(7) Fall back quickly and thrust your hips up to break the aggressor's arm and/or elbow.

INSTRUCTOR NOTE: Ensure students apply slow steady pressure.

(8) Return to the basic warrior stance.

b. **<u>Armbar from the Guard</u>.** This technique is used to break the aggressor's arm from the guard position.



(1) Begin lying on your back with the aggressor in your guard. Keep your legs locked around the aggressor's waist to control his movement and prevent him from escaping.

(2) The aggressor attempts to choke or push you off of him with both arms straight.

(3) Trap the aggressor's hands on your chest by crossing your hands and grabbing both of his wrists.

(4) With the cutting edge of your right heel, push off of the aggressor's left thigh/hip and quickly move your head to your left and swivel your hips to your right. Maintain positive control of the aggressor's left arm.

(5) Bring your right leg up, hook the aggressor's neck and head, and exert downward pressure to roll him over on his back. You should end up sitting up with your legs over the aggressor.

(6) Pull your feet in toward your buttocks to trap his body and pinch your knees together to trap his arm. Hug the aggressor's left arm to your chest maintaining control of the aggressor's left wrist with your right hand and sit back with your upper body to straighten and lock out the aggressor's arm.

(7) Maintain pressure against the aggressor's neck with the back of your right foot and against his side with your left foot underneath his armpit. Your legs are on either side of the aggressor's left arm and his thumb is facing the sky.

(8) Fall back quickly and thrust your hips up to break the aggressor's arm and/or elbow.

INSTRUCTOR NOTE: Ensure students apply slow steady pressure.

(9) Return to the basic warrior stance.

4. PRACTICE

INSTRUCTOR NOTE: Fault check student proficiency and safety.

TRANSITION: We have learned ground fighting, are there any questions? We will now discuss Marine Corps values.

5. TIE-IN (MARINE CORPS VALUES). Today we will discuss what makes Marines different; our "Core Values." They govern our behavior towards one another and everyone else. They guide the actions of a warrior both on and off the battlefield. As a civilian, you may be able to get by with a weak commitment to your values or without having any values at all. As a Marine, you cannot because in the end you will fail without them. The Marine Corps Core Values are Honor, Courage, and Commitment. They are the foundation of each Marines character. Our character is that part of us which separates us from others; it is our spirit, and our soul. Our Core Values give direction to our actions. If we live by them we will always make the right decision and take the right path. Why are our Core Values important?

a. **Honor**. Each day we will have to guard against lying, cheating or stealing in order to keep our reputation, and that of the Corps, untarnished. As men and women of honor we must be able to keep our reputation untarnished. We understand our actions must be above reproach and our conduct exemplary. The core value of honor has three elements that make the bedrock of our character.

(1) First, Marines are trustworthy. This element of honor is what ties each of us together. We trust each other to do the right thing, be honest in our dealings and truthful with each other. This trust will lead us to rely on each other in combat and trust each other with our lives. The warrior understands that trust is a fragile thing that must be handled with care because once lost, it is difficult to restore.

(2) Second, Marines respect human dignity. We respect each other and understand the diversity of people who make up our Nation and Corps contribute to our strength and greatness. As warriors we are prepared to devastate aggressors with overwhelming force while at the same time respecting other people and their cultures.

(3) Third, Marines are accountable. Marines take responsibility for themselves, their duties, their actions, and their mistakes. They do not blame others for their shortcomings, nor do they shirk their obligations because they are unpleasant.

b. **Courage**. As Marines we will be faced on a daily basis with decisions that require us to exercise one or both of the two types of courage; moral and physical courage. We may be faced with the problem of doing something unpopular that requires the moral courage to stand up to criticism. In another situation we may find ourselves in combat facing certain death and must demonstrate the physical courage to overcome our fear. A sound character built upon our Core Values will enable us to find the courage we need.

c. **Commitment**. Each day we will receive new missions to accomplish with the temptation of taking shortcuts along the way. With a commitment to do what is right the warrior will always be able to confidently say, "Mission accomplished." Commitment means determination and dedication that leads to professionalism and mastery of the art of war. It leads to discipline for unit and self and is the ingredient that enables 24-hours a day dedication to Corps and Country. It creates pride, concern for others, and an unrelenting determination to achieve a standard of excellence in every endeavor. Commitment is the value that establishes the Marine as a mission focused warrior and a citizen others strive to emulate. Commitment implies hard work, a single-minded dedication to the tasks at hand, and pride in a quality result. Commitment requires loyalty to the organization, expressed by adhering to Marine Corps requirements, maintaining discipline 24-hours a day.

d. Our core values are our moral compass. Each of us must set the proper direction and remain true to that course constantly. This application of Core Values applies to everything a Marine does. Without these core values to serve as a guide, your conduct would not be of a Marine. Our core values are the foundation of our character development and upon which the character discipline of the Marine Corps Martial Arts Program is based. Also remember these core values are the foundation upon which we will also build Marine Corps leadership.

TRANSITION: We have discussed Marine Corps values, are there any questions?

SUMMARY (10 MIN)

During this period of instruction we have covered ground fighting and Marine Corps values. I am now confident you will be able to use these techniques to get back to your feet if you are ever on the ground.

INSTRUCTOR NOTE: Provide follow-on instructions.

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LESSON PLAN

ANATOMY AND PHYSIOLOGY

MCCS-GREEN-2033

GREEN BELT

UNITED STATES MARINE CORPS

MARTIAL ARTS CENTER OF EXCELLENCE
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QUANTICO, VIRGINIA 22134

INSTRUCTOR PREPARATION GUIDE

LESSON TITLE: Anatomy and Physiology

LESSON DESIGNATOR: MCCS-GREEN-2033

TOTAL LESSON TIME: 1 hour

REFERENCES: MCO 1500.59_
NAVMC 3500.41_
MCRP 3-02_

PERSONNEL REQUIRED: One instructor and assistants

FACILITIES: Indoor/Outdoor Classroom

REVIEW COURSE MATERIALS:

- Review Lesson Plan

ADD PERSONALIZATION:

- Personalize the lesson by adding subject matter detail, personal experiences, examples, and questions.

MATERIALS/EQUIPMENT:

- None

SETUP AND PLANNING:

- Reserve Training Area
- Conduct Rehearsals

INTRODUCTION (5 MIN)

1. GAIN ATTENTION. The human body is equipped with offensive and defensive functions. For example, the brain and spinal cord, which control the functioning of the body, are protected and housed by the skull and vertebrae. The rib cage protects our internal organs such as the heart and lungs. The human body, however, is not impervious to attack. There are points of weakness on the body that are vulnerable to attack.

2. OVERVIEW. Good morning, my name is _____. The purpose of this lesson is to teach you how anatomy and physiology applies to martial arts. We will be covering the target areas, pressure points and weapons of the body.

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

4. METHOD/MEDIA. This lesson will be taught by the informal lecture method.

5. EVALUATION. This class is lesson purpose and will not be evaluated.

6. SAFETY/CEASE TRAINING. In the case of a fire alarm you will exit the classroom and the class commander will get a head count and report to the instructor.

BODY (45 MIN)

1. TARGET AREAS OF THE BODY. There are five major target areas of the body: Head, Neck, Torso, Groin, and Extremities.

a. **The Head**

(1) Cranium. The cranium or skull houses and protects the brain. The cranium is made up of eight dense bones, which are fused together, therefore, is not a good target. However, a powerful blow delivered with a weapon such as a club, can cause a concussion, unconsciousness, or death.

(2) Ears

(a) Anatomy. The ear consists of three major parts: the external ear, the middle ear, and the internal ear. The external auditory canal allows external sound vibrations to pass into the skull. The opening to this canal is called the external auditory meatus. The eardrum lies at the innermost part of the external ear, next to the middle ear. Sound waves transform into mechanical impulses within the middle ear and internal ear. The internal ear controls equilibrium and balance.

(b) Results of an Attack. When the ears are struck, immobilizing effects can occur due to air being trapped and forced down the external auditory canal and into the eardrum. The eardrum can burst causing extreme pain, loss of hearing, or bleeding from the mouth or ear. In addition, balance can be disrupted and a loss of equilibrium could occur. A cupped hand strike is particularly effective on the ears.

(3) Nose

(a) Anatomy. The nose is comprised of cartilage and two nasal bones fused at the mid-line to form the bridge of the nose.

(b) Results of an Attack. Strikes to this region can cause watering of the eyes and nose bleeding. The bone and cartilage can easily break if struck at a 45-degree angle or straight on with dominant force.

(4) Mandible

(a) Anatomy. The mandible (jaw) is attached to the skull by a hinged joint called the temporomandibular joint (TMJ).

(b) Results of an Attack. The mandible can be dislocated when struck downward or upward at a 45-degree angle. The preferred target area is the tip of the mandible (chin). Hitting the jaw can cause unconsciousness because the vagus nerve running up against the socket behind the jaw controls some motor function and neurological functions of the body including regulating breathing and heart rate. Striking the side of the mandible near the TMJ may break the joint.

b. **The Neck**

(1) Sides of the Neck

(a) Anatomy. The sides of the neck contain the sternocleidomastoid muscles and numerous arteries and veins. The Sternocleidomastoid muscle is responsible for supporting and flexing the head. Beneath this muscle lies the carotid artery and jugular vein. The carotid artery feeds oxygen-enriched blood from the heart to the brain; the jugular vein returns oxygen-depleted blood from the brain to the heart. The carotid sinus is located at the juncture of the carotid arteries and regulates blood pressure.

(b) Results of an Attack. Effects of a strike to this area range from dizziness, unconsciousness, and death due to a complete collapse of the bloodlines carrying blood to and from the brain. Striking the carotid sinus can fake the body into shutting down, and it can stop the heart.

(2) Throat

(a) Anatomy. The front of the neck or throat region contains the esophagus and the trachea. The esophagus is a straight, collapsible tube that allows food to enter the digestive system. Directly in front of the esophagus is the trachea, which is the air tube, leading to the lungs. The larynx serves as the opening to the trachea. The jugular notch is located at the base of the neck in the notch formed at the center of the clavicle.

(b) Results of an Attack. When the front of the neck is struck, cartilage can puncture the trachea, disrupting breathing. Pressure applied to the jugular notch with a quick stabbing motion

serves as a distraction technique. Strikes to this area can cause serious damage including shock, unconsciousness, and even death.

(3) Back of the Neck

(a) Anatomy. The vertebrae house and protect the spinal cord. There are 7 cervical vertebrae immediately behind the skull that are identified as C1-C7. C1 is the top most vertebrae which forms the joint connecting the skull and the spine.

(b) Results of an Attack. Over-rotating the neck can misalign the vertebrae and damage the spinal cord. This will disrupt the neurological functions controlled by the spine in this area, including respiratory functions. Strikes to the back of the neck (cervical vertebrae) where the base of the skull meets the spine can have a devastating effect causing paralysis or even death.

c. **The Torso**

(1) Spinal Column

(a) Anatomy. The spinal column is made of 33 vertebrae that are divided into five regions (cervical, thoracic, lumbar, sacral, coccyx). It supports the structure of the body and protects the spinal cord, which combines with the brain to form the central nervous system.

(b) Results of an Attack. If the spinal column is damaged it will result in extreme pain and loss of mobility. This could also sever the spinal cord, resulting in paralysis. Shock, cardiac arrest, unconsciousness, and death could be the result.

(2) Thorax

(a) Anatomy. The thorax (ribcage) consists of 12 pairs of ribs that house the major internal organs of the torso. They are connected to the thoracic vertebrae and the sternum. The last two pairs are called floating ribs because they are not connected to the sternum. The xiphoid process is a small brittle extension of the lower part of the sternum.

(b) Results of an Attack. Strike to this area with a can cause intense pain and loss of motor function. The floating ribs and xiphoid process are more susceptible to damage because they are not supported. Fractured bones may cause damage to internal organs.

(3) Internal Organs

(a) Anatomy. The major internal organs of the torso include the lungs, heart, liver, spleen and kidneys. The lungs primary function is to transport oxygen to the bloodstream and excrete carbon dioxide. The heart is a pear shaped, muscular organ, responsible for pumping blood through the body by repeated, rhythmic contractions. The liver plays a major role in metabolism and has a number of functions in the body, including glycogen storage and drug detoxification. The spleen destroys old red blood cells and holds a reservoir of blood. The kidneys are located just under the bottom ribs on either side of the spinal column. They filter waste from the blood and excrete it as urine.

(b) Results of an Attack. Damage to the lungs will disrupt or stop breathing. Damage to the heart can cause shock, unconsciousness, and death. Strikes to the kidneys, liver and spleen will cause severe pain and disrupt bodily function.

d. **The Groin**

(1) Groin

(a) Anatomy. The groin is the region where the legs meet the torso. It includes the lower abdomen and inner thighs. This is a good target area because it contains large arteries and nerves, making it highly sensitive. The pelvis supports the weight of the entire upper body.

(b) Results of an Attack. An attack can be quickly debilitating, due to the large number of sensitive nerves. A groin attack is found painful by both genders, and can be incapacitating. A powerful strike can fracture the pubic bone, resulting in immediate loss of mobility.

(2) Coccyx

(a) Anatomy. The coccyx, commonly referred to as the tailbone, is the final segment of the human vertebral column. It provides an attachment for muscles, such as the gluteus maximus, and serves as a shock absorber when the person sits down.

(b) Results of an Attack. Strikes to the tailbone at an upward angle can result in severe pain and paralysis, immediately disabling an opponent.

e. **The Extremities**

(1) Joints

(a) Anatomy. Two primary types of joints in the body are hinge joints and ball and socket joints. The elbows and knees are hinge joints that will only bend in one direction. The shoulders and hips are ball and socket joints that have range of motion in all directions. The wrists and ankles are complex joints with many bones and a wide range of motion.

(b) Results of an Attack. Joints can be manipulated by forcing them in the opposite direction they are designed to bend or by forcing them beyond their natural range of motion. Applying the correct pressure will cause pain compliance allowing the control of the subject. Striking or forcefully bending a joint can damage tissue, causing intense pain and loss of functionality.

(2) Muscles

(a) Anatomy. The three types of muscles are skeletal, smooth and cardiac. Skeletal muscle or "voluntary muscle" is anchored by tendons to bone and is used to affect skeletal movement such as locomotion and in maintaining posture. Smooth muscle or "involuntary muscle" is found within the walls of organs and structures. Unlike skeletal muscle, smooth muscle is not under conscious control. Cardiac muscle is also an "involuntary muscle" but is found only within the heart.

(b) Results of an Attack. Skeletal muscles can be separated from the bone or squeezed with the fingers to cause pain. In addition, muscles can be struck with any weapon available to cause massive bruising and tearing which will result in pain serving to weaken an opponent.

(3) Bones

(a) Anatomy. The bones in the arms are the humerus (upper arm), radius (thumb side), and ulna (pinky side). The clavicle (collarbone) acts as a strut for the arm and supports movement. The bones of the legs are the femur (thighbone), tibia (shinbone), and fibula. The femur is the longest and strongest bone in the body.

(b) Results of an Attack. A powerful strike with a hard object can bruise or fracture a bone. This will result in extreme pain and loss of functional in the limb. Broken bones in the lower body will prevent mobility.

(4) Nerves

(a) Anatomy. The radial and ulnar nerves travel along the radial and ulna bones, respectively, and make excellent striking areas. The femoral nerve (inside of thigh) and peroneal nerve (outside of thigh) are good targets especially since targets below the waist are not usually covered with body armor.

(b) Results of an Attack. A powerful blow to a nerve can cause a temporary paralysis of the nerve, causing pain and serving to weaken an opponent. Effectiveness will vary due to individual sensitivity and pain tolerances.

2. PRESSURE POINTS OF THE BODY. There are many pressure points on the body. We will discuss the nose, eyes, mastoid process, and brachial plexus.

a. **Nose**

(1) Anatomy. The nose is positioned right across several nerves of the face and head. The infra-orbital nerve is located at the base of the nose.

(2) Results of an Attack. Pressure applied beneath the nose and above the upper lip at an upward angle can produce pain compliance.

b. **Eyes**

(1) Anatomy. The eyes are soft tissue set into sockets in the skull called orbital fissures.

(2) Results of an Attack. The eyes are vulnerable because they are extremely sensitive to touch and could easily be gouged. Dirt and debris can be thrown into the eyes of an opponent as a distraction. Attacking the eyes may result in watering, involuntary closing, pain, and even shock.

c. **Mastoid Process**

(1) Anatomy. The mastoid process is the point of attachment for many neck muscles, located behind the ear.

(2) Results of an Attack. Pressure applied at an upward angle to the mastoid process results in pain, which can be used to gain compliance.

d. **Brachial Plexus**

(1) Anatomy. A plexus is a point at which several nerves combine. The brachial plexus is in the shoulder at its juncture to the torso, underneath the collarbone. It can be accessed underneath the armpit.

(2) Results of an Attack. Pressure applied upward into the armpit can cause pain and can be used to gain compliance.

3. WEAPONS OF THE BODY. The arms and legs are the two primary weapons of the body. They are each broken down into secondary weapons. Although not generally a weapon, the head can be used to strike or bit an opponent if necessary.

a. **The Arms.** The arms are the most commonly used weapons of the body, consisting of the hands and elbows.

(1) The Hands. The hands are the instant response weapons of the body. The primary technique of the hands is striking but they can also be used for choking, grabbing, and wielding a weapon.

(2) The Elbows. The elbow does not have all the functions of the hands, but can deliver a higher volume of force at close range. The bones of the elbows are larger and harder than those in the hands, making a stronger striking surface.

b. **The Legs**. The legs are considered the most powerful weapon of the body, consisting of the feet and knees.

(1) The Feet. The feet are not easily employed as weapons during an engagement. It takes training, coordination, and skill to use the feet as weapons. The primary techniques used are kicks and stomps. They produce more force than any weapons of the arms because the lower body and hips are larger and more powerful. The shins may also be utilized for a striking surface.

(2) The Knees. The largest amount of power can be delivered from knee strikes. The striking surfaces of the knee are larger than the feet, and the weight of the leg along with the drive of the hips produce the power of the strike. Knee strikes can be used on various target areas of the body and dropping the knee on an opponent is affective.

SUMMARY (10 MIN)

During this period of instruction we have covered the target areas of the body, weapons of the body, and pressure points of the body. I am now confident that you all understand how anatomy and physiology applies to martial arts.

INSTRUCTOR NOTE: Provide follow-on instructions.

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LESSON PLAN

MARTIAL CULTURE STUDY: THE SPARTANS

MCCS-GREEN-2034

GREEN BELT

UNITED STATES MARINE CORPS

MARTIAL ARTS CENTER OF EXCELLENCE
THE BASIC SCHOOL
24191 GILBERT ROAD
QUANTICO, VIRGINIA 22134

INSTRUCTOR PREPARATION GUIDE

LESSON TITLE: Martial Culture Study: The Spartans

LESSON DESIGNATOR: MCCS-GREEN-2034

TOTAL LESSON TIME: 1 hour

REFERENCES: MCO 1500.59_
NAVMC 3500.41_
MCRP 3-02_

PERSONNEL REQUIRED: One instructor and assistants

FACILITIES: Indoor/Outdoor Classroom

REVIEW COURSE MATERIALS:

- Review Lesson Plan

ADD PERSONALIZATION:

- Personalize the lesson by adding subject matter detail, personal experiences, examples, and questions.

MATERIALS/EQUIPMENT:

- None

SETUP AND PLANNING:

- Reserve Training Area
- Conduct Rehearsals

INTRODUCTION (5 MIN)

1. GAIN ATTENTION. As warriors, we must take the lessons from warrior cultures of the past and present and learn from them. We must study their strengths as well as their weaknesses. By doing this, we can develop more thorough tactics to utilize on the battlefield. We can do this through studies of different martial cultures.

2. OVERVIEW. Good morning, my name is _____. The purpose of this lesson is to familiarize you with the Spartans. We will cover their historical background, training methods, values system, and legacy battles.

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

4. METHOD/MEDIA. This class will be taught by the informal lecture method and guided discussion.

5. EVALUATION. This class is lesson purpose and will not be evaluated.

6. SAFETY/CEASE TRAINING. In the case of a fire alarm you will exit the classroom and the class commander will get a head count and report to the instructor.

TRANSITION: Now that you know what will be taught and how it will be taught, are there any questions? Let's discuss their historical background.

BODY (45 MIN)

1. HISTORICAL BACKGROUND

a. Early Sparta can only be traced by legends and myths passed down from generation to generation. One of these legends was that of Lacedaemon, the son of Zeus whom married Sparta, the daughter of Eurotas. The earliest date historians believe Sparta existed is approximately 1200 BC. Until 7th century BC, Sparta was a very cultured society that supported the military arts. In 776 BC the King of Sparta died. The King's widow made a deal with Lycurgus, brother of the King. Lycurgus would kill her unborn child upon birth and marry her to become the King of Sparta. Lycurgus agreed to this. Upon the child's birth, he fled the country instead of killing it. Lycurgus traveled to Crete, Asia, Egypt, and Libya in order to study their culture and military. When he returned, his nephew that he had saved became the King of Sparta.

b. Lycurgus presented a constitution that he had written to the people of Sparta. It required a great amount of sacrifice, but after much persuasion the constitution was accepted. Lycurgus' last request was that it never be changed until his return. The constitution forbade the use of silver and gold, but accepted the use of iron as money. The constitution also required that all lands be re-divided equally, and houses could only be built with axes and saws, in order to keep the dwellings modest. The laws of the constitution caused a decline in the arts and set the stage for the militaristic Spartan society that we are familiar with today.

2. TRAINING METHODS

a. A Spartan's training started at birth. When a Spartan family gave birth to a son, elders would view the child to see if it was physically perfect. If the child was not, then he was left outside of the city to die of exposure. From an early age, the boys were taught to be content with plain food and not to be afraid of the dark or of being left alone. All citizens of Sparta were allowed to discipline a youth regardless of whose son it was. Furthermore, every Spartan child referred to Spartan Warriors as father. This system helped to keep the community tight and kept boundaries from being formed between families and clans. The only drawback to this was that Spartans were very skeptical of outsiders and you could never become a citizen unless your parents were citizens.

b. At age 7, children left their families and entered the Agoge, which is the Spartan system of military education. This weakened family loyalties while increasing group solidarity among peers who would serve together in the military. The Agoge was equivalent of boot camp, but lasted until the Spartan turned twenty years old. During the training the boys were formed into units and teams. Once the unit was formed, each boy voted on the units chain of command. This was a valuable lesson for the boys. It taught them that if they wanted to be a leader they had to earn the respect of their peers.

(1) Flogging was one of the training tools that were used during Agoge. Flogging was used as a way to discipline the students if caught doing something unacceptable as well as build the young students pain tolerance. The students would also train in the disciplines of boxing, wrestling, and pankration. Students were encouraged to steal by their drill instructors during survival training, just as long as they didn't get caught; if they did get caught they were dealt with harshly. When they turned twenty, they became instructors at the Agoge.

(2) When they turned twenty-one, and had successfully completed their training, they became Spartan Warriors and citizens of Sparta. Though they earned their place in society, they never stopped training. What separated the Spartans from the rest of Greece was that their life and society revolved around the warrior. The training of a Spartan warrior never stopped, unlike other Greek city-states where the armies were composed of a citizen army that would train for a week or two and return to their shops and farms.

c. Spartan hoplites (foot soldiers) were armored with bronze cuirasses (torso armor), leg greaves, helmet, and a tunic that left the right arm and shoulder free for action in combat. The Spartan's main weapon was the dory (spear). They were armed with a xiphos (short sword) or kopis (curved sword) as a secondary weapon. The xiphos was capable of being thrust through gaps in the enemy's shield wall and armor, whereas the kopis was a hacking weapon. The Spartan army fought using the phalanx. The Spartans employed the phalanx in a single line, in files of 8 to 12 men to push and break through enemy formations. After pushing the enemy back, Spartans would use the shorter xiphos to thrust into breaks in the enemy line and kill them. Due to their extensive training, stamina, and "pushing ability" Spartan phalanxes were nearly impenetrable.

3. VALUES SYSTEM

a. The Spartans believed that in order to lead warriors they must have a high level of education. Sparta had the highest literacy rate in all of Greece. Spartan women were allowed to receive an education and used this to teach the young Spartans how to read and write. The Spartans also spent time working on their speaking skills in order to sway the government and councils opinions in the favor of Sparta.

b. The Spartans also believed that legacy was very important. Each Spartan youth was assigned a mentor who was not their father. This mentor would help mold the youth into a Spartan warrior. Mentors would tell the stories of heroic Spartans, which helped to improve the Spartans performance spiritually, due to the fear of letting their forefathers down. We as Marines do the same through our Warrior Studies.

c. Character was held to the highest standard by Spartans. The students of the Agoge were taught and constantly reminded of the use of proper manners, especially while in the public eye. A good example of their manners was a famous anecdote told by a Greek: "An old man at the Olympic Games stumbled around the arena looking for a seat while everyone laughed at him. When he came to the Spartan section of the arena the entire section stood to give him a seat, and there was universal applause in the arena." The moral of the anecdote is that all Greeks know how to act, but only the Spartans act on it.

4. LEGACY BATTLES

a. The peak of Spartan civilization was during 480 BC at the battle of Thermopylae. During this time the Persian Empire was on the verge of conquering the entire world. The Greeks needed a way to slow down the Persian advance until they could assemble a suitable army. The solution was three hundred hand picked Spartan warriors. Although they were accompanied by several thousand hoplites from various other city-states, this was still a very small army compared to the millions of Persians that were advancing toward Greece. Once the three hundred Spartans were chosen, the army was assembled. King Leonidas chose Thermopylae as his defensive position due to its location on the Grecian peninsula. Thermopylae was a pass in the rocky terrain that forced the Persians to funnel through only a few hundred at a time. Through the use of natural terrain, the Spartans fought at the pass till the death. The exact number of Persians that were killed is unknown but according to historians, for every one Spartan that died ten Persians went with him. Because of these Spartans, the Persian advance was delayed in time for the Greeks to assemble a suitable defense, ultimately stopping the Persians from conquering Greece.

b. In 371 BC, the Spartans battled the Thebans in the Battle of Leuctra. The Spartan phalanx was the normal depth of eight to twelve men deep, with the elite fighters and the king of Sparta standing on the right wing. The Thebans massed in a fifty person deep phalanx on the left wing, to fight against the Spartan right. The shallower and weaker center and right wing columns were drawn back into an Echelon formation. The Thebans smashed the Spartan right wing, as its twelve-deep formation could not sustain the impact of the fifty person deep column. The Spartan right was hurled back with a loss of about 1,000 men including king Cleombrotus I. Historians believe that the Thebans then attacked the Spartans in the flank. Seeing their right wing beaten, the rest of the Peloponnesians, who were essentially unwilling participants, retired and left the Thebans in possession of the field. The echelon and flanking maneuvers represented an innovation in tactics and were highly effective against the Spartans. The Theban victory

shattered Sparta's immense influence over the Greek peninsula which Sparta had gained since its victory in the Peloponnesian War and was reduced to a second-rate power among the Greek city-states.

5. DISCUSSION

INSTRUCTOR NOTE: Conduct a guided discussion. Questions and answers should be allowed to flow freely. Have additional questions prepared to stimulate the guided discussion.

a. How does the historical background of the Spartans compare to the Marine Corps today?

b. How are the training methods, weapons and tactics employed by the Spartans the same and different from that of the Marine Corps?

c. How are the values system, leadership qualities, and standards of conduct used by the Spartans similar and different from the Marine Corps?

d. What were some of the strengths and weaknesses of the Spartans?

TRANSITION: Now that we have discussed some differences and similarities between the Spartans and the Marine Corps, are there any questions?

SUMMARY (10 MIN)

During this period of instruction we have discussed the Spartans. I am now confident you have a thorough understanding of the Spartan Martial Culture and how we can learn from them.

INSTRUCTOR NOTE: Provide follow-on instructions.

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LESSON PLAN

FREE SPARRING

MCCS-GREEN-2035

GREEN BELT

UNITED STATES MARINE CORPS

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THE BASIC SCHOOL
24191 GILBERT ROAD
QUANTICO, VIRGINIA 22134

INSTRUCTOR PREPARATION GUIDE

LESSON TITLE: Free Sparring

LESSON DESIGNATOR: MCCS-GREEN-2035

TOTAL LESSON TIME: 2 hours 30 minutes

REFERENCES: MCO 1500.59_
NAVMC 3500.41_
MCRP 3-02_

PERSONNEL REQUIRED: Referee, RSO, Corpsman

FACILITIES: Soft footed training area

REVIEW COURSE MATERIALS:

- Review Lesson Plan

ADD PERSONALIZATION:

- Personalize the lesson by adding subject matter detail, personal experiences, examples, and questions.

MATERIALS/EQUIPMENT:

- Mouthpiece
- Head gear
- 16 oz. Boxing Gloves
- Groin Protection
- Shin Protection

SETUP AND PLANNING:

- Reserve Training Area
- Conduct Rehearsals
- Brief Support Personnel

INTRODUCTION (5 MIN)

1. GAIN ATTENTION. Standing striking is the free sparring event for green belt. Many different strikes and counters to strikes have been introduced up to this point and within the green belt syllabus. This free sparring event gives Marines the opportunity to concentrate and really begin to develop the critical components of movement, distance, and timing in an engagement. Weapons should also be incorporated at this level. Maturity and control play an increasing role in ensuring participant's safety throughout each level of training.

2. OVERVIEW. Good morning, my name is _____. This lesson will cover the conduct of free sparring and a warrior study.

3. SAFETY. Safeties will be cover later in this lesson.

TRANSITION. Now that you know what will be covered are there any questions? Let's discuss the purpose of free sparring.

BODY (2 HRS 15 MIN)

1. PURPOSE. The purpose of free sparring is to bridge from static to dynamic and inoculation to interpersonal violence.

a. **Bridge from Static to Dynamic.** Standing striking is the bridge between static punches, upper body strikes, and lower body strikes and a dynamic environment. Free sparring gives Marines the opportunity to apply the individual techniques they have learned in a realistic environment with a live resisting opponent. Executing techniques one at a time is much different than using them against another person who is defending themselves and also trying to hurt you.

b. **Inoculation to Interpersonal Violence.** Inoculation is the process of introducing something to the body so it can defend itself in the future. By introducing Marines to violence on a personal level, they will be more prepared for a real close combat scenario.

2. CONDUCT OF THE BOUT. Free sparring is a training tool designed to develop Marines' skills and confidence, and must not become a fight club or beat-down.

a. **Combat Mindset.** Proper combat mindset is essential for free sparring to be effective. Instructor Trainers must ensure the emphasis is on effective combatives and it does not become sport fighting. The focus should be on killing blows, solid offensive and defensive techniques, and gaining the tactical advantage so the enemy cannot return to the engagement. Free sparring also develops the control and maturity to use the appropriate amount of violence for any given situation along the continuum of force.

b. **Maturity.** All Marines must control their egos and tempers at all times. Marines who demonstrate immaturity, lack of control, or unsportsmanlike conduct will not be allowed to participate.

c. **Time Limit.** Standing striking only will be three to six minute rounds, depending on the fitness level of the Marines.

d. **Weapons.** Weapons may be integrated into standing striking. Training weapons and all associated safety gear must be used. These fights will run until the referee observes a killing blow, similar to pugil sticks.

e. **Target Areas**. The authorized target areas for this event are the front of the torso and the inside and outside of the thighs. Marines will not strike the head, neck, back, groin, or knees.

f. **Techniques**. The authorized techniques are the upper and lower body strikes within each belt level. Marines will not use elbow strikes, knees, stomps, or takedowns at this level. Marines must practice proper fundamentals such as the basic warrior stance and angles of movement. Fighters should not drop their hands, hugging their midsection, because it leaves the head unprotected and instills bad habits.

g. **MAI/T Participation.** Instructors and Instructor Trainers should participate in free sparring events with their students as much as possible. There must still be a referee and RSO supervising the bouts for control and safety. When sparring with students the instructor will fight at, slightly above, and slightly below the student's skill level. This is to allow the instructor to fault check the students and help them to develop their skills. Free sparring is NOT for instructors to beat up students or demonstrate their skills.

3. SAFETIES. Free sparring events should be as realistic as possible while ensuring the safety of the Marines. It is the responsibility of the instructor to ensure all required safety measures are present and adhered to at all times.

a. **Personnel.** All sparring events must have the required safety personnel as described below.

(1) Fighters. All Marines are personally responsible for their safety and the safety of the other fighter. Marines must be in a full duty status to participate in free sparring. If there is any question as to whether or not a Marine is physically qualified to participate, they will see a corpsman or medical officer.

(2) Referee. The referee must be an MAI or MAIT and is responsible for the overall conduct of the bout. They will not have any other role, such as coaching or keeping time, that will distract them in any way. The referee will brief the fighters, check safety gear, start the fight, stop the fight, and monitor the Marines fighting. They must be actively engaged so they can physically break up the fight in case of any unsafe condition.

(3) RSO. The RSO should be an MAI or MAIT but can be a Staff NCO or Officer if none are available. This person is strictly responsible for safety. They will not fight, referee, or coach because it will distract them from observing safety. If they observe any unsafe condition they will inform the referee or stop the bout themselves.

(4) Corpsman. A corpsman is required to be present for all free sparring events.

(5) Coach. Having a coach is optional for all free sparring events. If used, this is a MAI or MAIT who is not filling the role of the referee or the RSO. The coach should reinforce proper technique, principles, and fundamentals.

b. **Safety Gear.** The safety gear required for striking standing only is head gear, mouth piece, 16 ounce (minimum) boxing gloves, groin protection, and shin protection. Females must also wear a flak jacket for added protection for the female anatomy. When adding weapons, all the gear required for pugil sticks must be used.

c. **Training Area.** A soft footed area with a non-slippery surface must be selected. This can be a sandy or grassy area that is clear of rocks, stumps, and debris. Mats are recommended if available.

d. **Chronic Traumatic Encephalopathy (CTE).** Also known as boxer's dementia and punch drunk syndrome, CTE is brain damage caused by repeated mild head injuries. Medical researchers have recently found that CTE also occurs in other sports such as football, hockey, soccer, and wrestling. Increased awareness of CTE has led to a push for additional caution in dealing with concussions and other head injuries among youth, high school, college, and professional athletes. When properly implemented, the safeties for free sparring mitigate repeated head injury, and CTE.

e. **Hands Out Procedures.** If a fighter cannot safely continue in a free sparring event they will put both hands straight out in front of them. A Marine will go hands out if they feel they are not able to defend themselves. This may be due to getting the wind knocked out of them, becoming injured, or problems with safety gear. If this happens the referee must immediately stop the bout to assess the situation. The referee will put the Marine's hands on their shoulders and evaluate their condition to determine if and when they can continue.

f. **Unsafe Conditions.** It is the referee's, and RSO's, responsibility to immediately stop the fight if they see any unsafe condition such as a defenseless fighter, safety gear problems, or if a fighter is injured. A fighter is defenseless if they appear unable or unwilling to intelligently defend themselves by exposing their back, falling to the ground, dropping their weapons, or dropping theirs hands. If any safety gear is unserviceable, missing, or not fitted properly the fight must be stopped to correct the problem. If a fighter appears to be injured, by screaming or yelling, the fight must be stopped. Once the unsafe condition is corrected, the referee will restart the fight.

TRANSITION: We have practiced free sparring, are there any questions? We will now discuss _____.

4. WARRIOR STUDY

INSTRUCTOR NOTE: Present a warrior study of your choice to the class. Ensure to tie-in the disciplines of MCMAP, core values, and leadership characteristics.

TRANSITION: We have discussed _____, are there any questions?

SUMMARY (10 MIN)

During this period of instruction we have practiced free sparring and discussed a warrior study. I am now confident you will be able to use these techniques to kill the enemy.

INSTRUCTOR NOTE: Provide follow-on instructions.

UNITED STATES MARINE CORPS
MARTIAL ARTS CENTER OF EXCELLENCE
THE BASIC SCHOOL
24191 GILBERT ROAD
QUANTICO, VIRGINIA 22134



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LESSON PLAN

BAYONET TECHNIQUES

MCCS-BRWN-2041

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UNITED STATES MARINE CORPS

MARTIAL ARTS CENTER OF EXCELLENCE
THE BASIC SCHOOL
24191 GILBERT ROAD
QUANTICO, VIRGINIA 22134

INSTRUCTOR PREPARATION GUIDE

LESSON TITLE: Bayonet Techniques

LESSON DESIGNATOR: MCCS-BRWN-2041

TOTAL LESSON TIME: 2 hours

REFERENCES: MCO 1500.59_
NAVMC 3500.41_
MCRP 3-02_

PERSONNEL REQUIRED: One instructor and assistants

FACILITIES: Soft footed training area

REVIEW COURSE MATERIALS:

- Review Lesson Plan

ADD PERSONALIZATION:

- Personalize the lesson by adding subject matter detail, personal experiences, examples, and questions.

MATERIALS/EQUIPMENT:

- Rifle/Training Rifle
- Bayonet Trainer
- Wooden Bayonet Trainer
- Flak Jacket
- Helmet
- Mouthpiece

SETUP AND PLANNING:

- Reserve Training Area
- Conduct Rehearsals

INTRODUCTION (5 MIN)

1. GAIN ATTENTION. As Marines we are constantly training to fight America's battles. The fighting that took place in battles like Bloody Ridge, Bairoko, and Okinawa was "Close-In" fighting. The fighting consisted of grenades, firing rounds while closing, bayonets and even knives. During these engagements Marines were confronted by multiple attackers and engagements. The techniques that we will learn today were utilized by those Marines in such battles. These skills are some of the many elements needed to maintain combat readiness.

2. OVERVIEW. Good morning, my name is _____. This lesson will cover bayonet techniques and the combat readiness.

3. POSITIONS

INSTRUCTOR NOTE: Assign demonstration and practice positions. Ensure students have enough space, and can see and hear the instructor.

4. SAFETY. To prevent injury, ensure the following:

a. Start slowly and increase speed with proficiency.

b. Never execute techniques at full force or full speed.

c. Training will be conducted in three stages.

(1) Marines will execute techniques in the air.

(2) Marines will practice strikes on a pad or dummy.

(3) Marines will practice during free sparring.

d. Before training with firearms, unload and show clear.

e. When handling firearms, the weapons safety rules apply.

(1) Treat every weapon as if it were loaded.

(2) Never point a weapon at anything you do not intend to shoot.

(3) Keep your finger straight and off the trigger until you are ready to fire.

(4) Keep your weapon on "safe" until you intend to fire.

f. Conduct all practical application utilizing approved training gear.

TRANSITION. Now that you know what will be covered are there any questions? Let's discuss the purpose of bayonet techniques.

BODY (45 MIN)

1. EXPLAIN

a. **Purpose**. The purpose of bayonet techniques is to disable or kill an aggressor.

b. **Principles**. The principles for bayonet techniques are mindset, grip, stance, movement, and channeling.

(1) Mindset. When engaged, your mindset is a factor of success or failure. Mindset is the "mental trigger" during a defining moment that enables you to commit to an attack. You must have the superior mindset against the aggressor to succeed.

(2) Grip. It is possible to execute these bayonet techniques while gripping the buttstock of the weapon, but the stress is on being able to execute them from the pistol grip. These are lethal, offensive techniques that can be used in conjunction with assault fire movement.

(a) Grab the pistol grip with your right hand. Keep your trigger finger off the trigger and included it in the grip.

(b) With the left hand, grab the hand guards of the rifle under-handed.

(c) Lock the buttstock of the rifle against the hip with the right forearm.

(d) Keep movements of the bayonet blade within a box, shoulder width across from your neck down to your waistline. Always keep the bayonet end of the rifle oriented toward the aggressor.

(3) Stance. All movement begins and ends with the modified basic warrior stance. Create a smaller silhouette and lower center of gravity by lowering your body at the knees and create “eye-muzzle-target” toward the aggressor.

(4) Movement. Movement is used to get from one place to another when the threat of contact is imminent. Use a controlled and steady combat glide to avoid tripping while moving toward the aggressor.

(5) Channeling. Channeling is using movement to place one aggressor in front of the other. This will allow you to engage one aggressor at a time. Using the proper angles of approach learned earlier in your martial arts training does this.

c. **Fundamentals.** The fundamentals for bayonet techniques are approach, close, and entry.

(1) Approach. Approaching is used when you have located the aggressor. While maintaining a combat glide, move toward the aggressor until you are within 5 to 10 feet. The bayonet must stay locked on the aggressor.

(2) Close. As you reach the critical distance of 5 to 10 feet, you will use a burst of speed to close the final distance with the aggressor. Increase your speed by quickening your steps without

changing your stride length or standing upright. This will cause the aggressor to hesitate and give you the psychological and tactical advantage.

(3) Entry. The entry is made to get inside the aggressor's defense to conduct a lethal attack. The movement can be a step forward or to an oblique to get within range.

(a) Target Areas. The primary target areas of the body are the aggressors throat, groin, or face. The aggressor's torso can be another target area if it is not protected by body armor.

(b) Striking Surface. Thrusts will use the point of the bayonet and slashes will use the cutting edge of the bayonet. Buttstrokes will use the toe of the buttstock off the rifle and smashes will use the butt of the rifle.

TRANSITION: We have covered the purpose, principles, and fundamentals, are there any questions? I will now demonstrate the first technique.

2. DEMONSTRATE

INSTRUCTOR NOTE: Demonstrate only one technique at a time. Do not explain the steps or open the class for questions.

INTERIM TRANSITION: Go to practice position one.

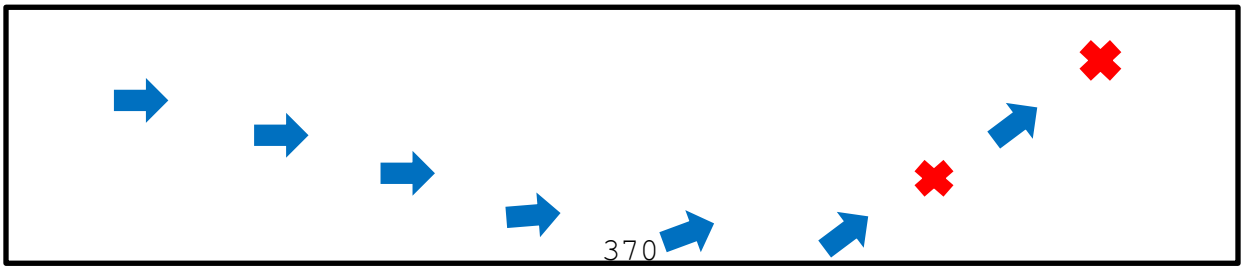
3. IMITATE

a. **One-On-Two Engagement.** This technique is used to isolate each aggressor to allow you to fight them one at a time.

(1) Assume the modified basic warrior stance approximately 30 to 40 feet away from two aggressors staggered approximately 10 meters in stationary positions, as depicted below.



(2) While moving toward aggressor, use angles of approach to place one aggressor in front of the other, as depicted below.



(3) Use an economy of motion and no hesitation while moving towards aggressors.

(4) Utilize natural terrain features and/or obstacles to channel aggressors along with movement.

(5) Engage one aggressor at a time. Do not hesitate at any time.

(6) Primary technique used is the straight thrust, unless a disrupt is needed to disrupt your aggressor.

(7) When at closing distance, thrust bayonet to engage the aggressor at the furthest possible distance.

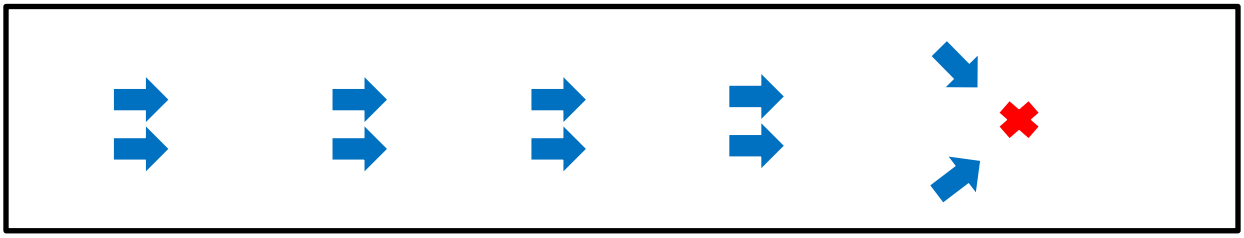
b. **Two-On-One Engagement**. This technique is used to allow two Marines to simultaneously attack one aggressor.

(1) Two Marines assume the modified basic warrior stance approximately 20 to 30 feet away from one aggressor in a stationary position, as depicted below.



(2) Execute movement toward the aggressor. Do not allow the aggressor to use angles of approach to place one Marine in front of the other.

(3) Stay together in a manner that allows both Marines to attack simultaneously, covering each other's movement and attack. This is accomplished by staying shoulder to shoulder until closing, then attacking at a ninety-degree angle to each other. Communication between the Marines is essential.



(4) Use an economy of motion and no hesitation while moving towards the aggressor.

(5) Utilize natural terrain features and/or obstacles to canalize the aggressor along with movement.

(6) Primary technique used is the straight thrust, unless a disrupt is needed to clear a path for your blade.

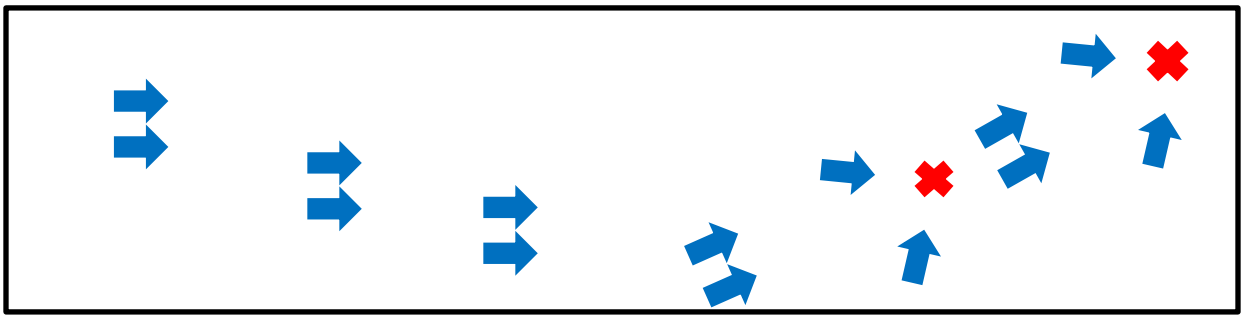
c. **<u>Two-On-Two Engagement</u>.** This technique is used to allow two Marines to isolate each aggressor, allowing you to fight them one at a time.

(1) Two Marines assume the modified basic warrior stance approximately 30 to 40 feet away from two aggressors staggered approximately 10 meters in stationary positions, as depicted below.



(2) While moving towards the aggressors use angles of approach to place one aggressor in front of the other. At the same time do not allow the aggressors to use angles of approach and movement to place one Marine in front of the other.

(3) Stay together in a manner, which will allow both Marines to attack one aggressor at a time, covering each other's movement and attack. This is accomplished by staying shoulder to shoulder until closing, then attacking at a ninety-degree angle to each other. Communication between the Marines is essential. Do not allow the aggressors to turn this into two, one-on-one engagements.



(4) Use an economy of motion and no hesitation while moving towards aggressors.

(5) Utilize natural terrain features and/or obstacles to channel aggressors along with movement.

(6) Engage one aggressor at a time. Do not hesitate at any time.

(7) Primary technique used is the straight thrust, unless a disrupt is needed to disrupt your aggressor.

(8) When at closing distance, thrust bayonet to engage the aggressor at the furthest possible distance.

4. PRACTICE

INSTRUCTOR NOTE: Fault check student proficiency and safety.

TRANSITION: We have learned bayonet techniques, are there any questions? We must also be maintain combat readiness.

5. TIE-IN (COMBAT READINESS). Every individual Marine is essential to the performance of his unit, and all Marine units depend upon the effective performance of other units. A loss in effectiveness can result in the loss of Marine lives. Every Marine must know how to do his job; this translates into unit effectiveness. But effectiveness is not necessarily combat readiness. Combat readiness is effectiveness plus the desire and ability to keep on fighting until the mission is accomplished. Simply put it is the ability to maintain efficient and effective performance while under enemy fire; to fight and win. The objective of Marine Corps training is combat readiness.

a. **How To Achieve Combat Readiness**

(1) Building unit discipline, proficiency, morale, and esprit de corps.

(2) Training to enhance each Marine's knowledge of the job, self-discipline, self-confidence, and leadership.

(3) Discipline, proficiency, morale, and *esprit de corps* are leadership indicators that are dealt with in some detail as leadership challenges. They are reflections of the willpower of the individuals in the unit and are crucial to combat readiness. We will now focus on the training concepts that contribute to a unit's ability to succeed in combat.

b. **How To Prepare Our Marines.** "The great majority of soldiers overcome fear, as they have done throughout their lives, by an effort of will and by support from others." Why is this? Where/how can we instill the "will?" How do we ensure individuals will receive the needed support? Some suggestions are:

(1) Develop a close knit and cohesive group.

(2) Avoid personnel turbulence.

(3) Know your Marines and be known by them.

(4) Promote and retain only the finest leaders.

(5) Train your Marines as they will be employed and as nearly accurate to a combat environment as possible.

(6) Ensure all are physically fit.

(7) Train to ensure competent administration, logistics, and communication.

(8) Train on how to identify and cope with combat stresses.

(9) Provide realistic and stressful training to build proficiency and confidence in leaders, unit, equipment, tactics, weapons, and self.

(10) Provide firm fair discipline but ensure that you emphasize and recognize superior performance.

(11) Cross train to ensure depth in unit proficiency and leadership.

c. **Marines Must Train The Way They Intend To Fight.**

(1) Realistic Training. Combat training must be stressful and incorporate noise, smoke, danger, confusion, and fatigue if it is to be moderately effective. The conditions that are anticipated must be duplicated as much as possible. In training exercise your ability to handle everything you expect to handle in combat. Carry heavy loads; go on forced marches; conduct low-level flight training; operate without supplies on occasion to simulate the necessity of sharing rations, water, and ammunition; practice care for casualties; and develop physical strength and endurance to the level where everyone has confidence in their ability to persevere. Use your imagination; it is the responsibility of the leader to prepare the minds of Marines for the shock of combat. Captain Von Schell said it best in Battle Leadership:

> In peace we should do everything possible to prepare the minds of our soldiers for the strain of battle. We must repeatedly warn them that war brings with it surprise and tremendously deep impressions. We must prepare them for the fact that each minute of battle brings with it a new assault on the nerves. As soldiers of the future, we should strive to realize that we will be faced in war by many new and difficult impressions; dangers that are thus foreseen are already half overcome.

(2) Train in the basic fundamentals. Emphasize camouflage; cover and concealment; helo operations; movement; preparation of battle positions; accuracy, control, and distribution of fire; use of supporting arms; land navigation; communicating with and without radios; noise and light discipline; and other basic skills. All are essential elements the combat leader must teach Marines so they can survive on the battlefield.

(3) Training should emphasize the attack. We don't win by defending. Defense is something that is only accomplished when we are preparing to continue the attack. Even when defending, aggressive patrol actions should take the fight to the enemy, and familiarize him with what he can expect if he elects to attack. Instinctively think of forward movement and instill a desire to close with and destroy the enemy. Concentrate on day and night offensive operations.

(4) Training should develop an aggressive spirit and confidence in the fighting ability of the individual and the unit. Emphasize close combat training. A Marine should be an expert in unarmed combat and be able to skillfully fight with the knife and bayonet. These skill areas require extensive training to master requisite speed and technique for effective use, but it is worth it and Marines thrive on it. Hand-to-hand combat training, bayonet training, unit events

such as bear pits, push ball, or other physical team oriented efforts develop confidence and aggressive spirit.

(5) Cross training is essential. All Marines must not only be able to perform their individual jobs, they must know how to keep the unit operating at peak efficiency. This means knowing one another's job and being able to keep the essential equipment/weapons operating when combat power is crucial. Cross training is a key element for maintaining cohesion when taking casualties. All Marines must understand instinctively that their first responsibility in combat is to join their force to others; the unit must prevail. Only through effective control of unit firepower can combat success be attained. Cross training will also develop a depth of leadership ability that will allow for the continued effectiveness of the unit if any leader becomes a casualty. Train all your Marines to be ready and able to take charge and make decisions if their leader is taken out.

(6) Train under adverse conditions. Combat will test your ability to endure hardship. Marines must be conditioned to withstand the effects of weather. Recall the experience of Captain Barrow in Korea. Extreme weather conditions offer a distinct advantage to the side best prepared to continue fighting amidst such hardships. Training in adverse weather will build confidence in your Marines' ability to care for weapons, equipment, and themselves. Remember, merely enduring is not enough; they must be able to use adverse conditions to their advantage to fight.

(7) Drill is the beginning of the process that turns an uncoordinated group of individuals into a tight military unit. Drill produces a habit of prompt obedience to orders and instills pride, a sense of unity, and discipline. The habit of responsiveness that is developed through drill will help carry the unit through the terrifying moments when the shock of enemy fire is first felt.

TRANSITION: We have discussed combat readiness, are there any questions?

SUMMARY (10 MIN)

During this period of instruction we have covered bayonet techniques and combat readiness. I am now confident you will be able to use these techniques to kill the enemy if necessary.

INSTRUCTOR NOTE: Provide follow-on instructions.

UNITED STATES MARINE CORPS
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LESSON PLAN

GROUND FIGHTING

MCCS-BRWN-2042

BROWN BELT

UNITED STATES MARINE CORPS

MARTIAL ARTS CENTER OF EXCELLENCE
THE BASIC SCHOOL
24191 GILBERT ROAD
QUANTICO, VIRGINIA 22134

INSTRUCTOR PREPARATION GUIDE

LESSON TITLE: Ground Fighting

LESSON DESIGNATOR: MCCS-BRWN-2042

TOTAL LESSON TIME: 1 hour 30 minutes

REFERENCES: MCO 1500.59_
NAVMC 3500.41_
MCRP 3-02_

PERSONNEL REQUIRED: One instructor and assistants

FACILITIES: Soft footed training area

REVIEW COURSE MATERIALS:

- Review Lesson Plan

ADD PERSONALIZATION:

- Personalize the lesson by adding subject matter detail, personal experiences, examples, and questions.

MATERIALS/EQUIPMENT:

- Mouthpiece

SETUP AND PLANNING:

- Reserve Training Area
- Conduct Rehearsals

INTRODUCTION (5 MIN)

1. GAIN ATTENTION. Anything is possible on the battlefield and if you should end up fighting an aggressor on the ground, you must be prepared for it. Ground fighting techniques will allow you to fight and aggressor and get back to your feet. There are many skills we must maintain to be a positive citizen.

2. OVERVIEW. Good morning, my name is _____. This lesson will cover ground fighting and citizenship.

3. POSITIONS

INSTRUCTOR NOTE: Assign demonstration and practice positions. Ensure students have enough space, and can see and hear the instructor.

4. SAFETY. To prevent injury, ensure the following:

a. Start slowly and increase speed with proficiency.

b. Never execute techniques at full force or full speed.

c. Techniques will be performed on a soft-footed area.

d. Apply slow, steady pressure until the aggressor taps out. Aggressor will tap out when they become uncomfortable. They may tap the deck, tap themselves, tap the Marine, or verbally say "tap-tap-tap." The Marine must immediately release the pressure when the aggressor taps out.

TRANSITION. Now that you know what will be covered are there any questions? Let's discuss the purpose of ground fighting.

BODY (75 MIN)

1. EXPLAIN

a. **Purpose.** The purpose of ground fighting is to get back to your feet as quickly as possible.

b. **Principles.** The principles for ground fighting are space and control.

(1) Space**.** Create space in order to execute techniques that will disable the aggressor allowing you to get back to your feet. Too much or too little space can give the aggressor the advantage.

(2) Control**.** Control the aggressor in order to limit his movement and ability to damage you. Take away the aggressor's space to reduce his ability to fight.

c. **Fundamentals.** The fundamentals for ground fighting are the mount position and guard position. Both positions are offensive if you know techniques to give yourself the tactical advantage.

(1) Side Mount Position**.** The side mount position is a variation of the mount. Keep your left knee near the aggressor's right shoulder and right knee near the aggressor's right hip, with all of your weight on the aggressor to control his movement and prevent him from escaping.

(2) Guard Position. In this position you are on the ground and the aggressor is on top of you, but your legs are wrapped around his waist. This is also an offensive position because you control your aggressor's movement and execute ground fighting techniques.

TRANSITION: We have covered the purpose, principles, and fundamentals, are there any questions? I will now demonstrate the first technique.

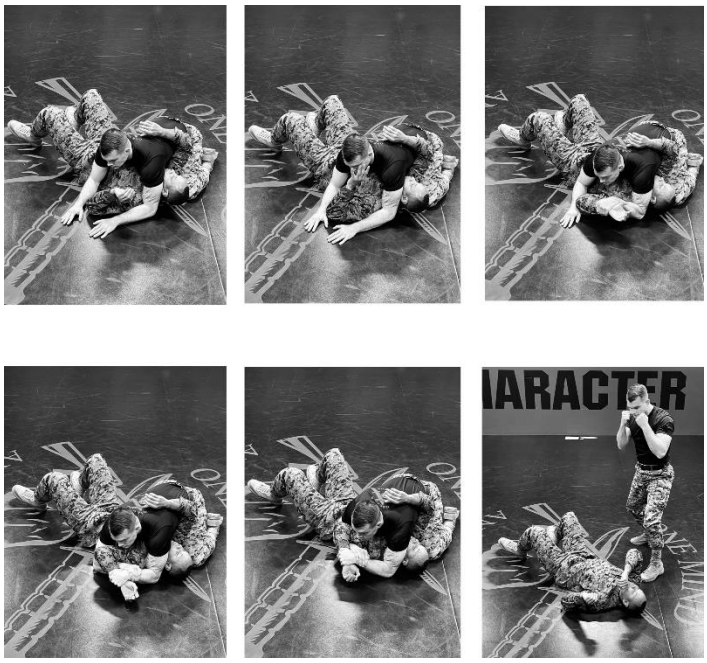
2. DEMONSTRATE

INSTRUCTOR NOTE: Demonstrate only one technique at a time. Do not explain the steps or open the class for questions.

INTERIM TRANSITION: Go to practice position one.

3. IMITATE

a. **Bent Armbar from Side Mount**. This technique is used to break the agressor's arm from the side mount position, but it can also be executed from many other positions.



(1) Begin in the side mount position and the aggressor attempts an eye gouge with his left hand.

(2) Grab the aggressor's left wrist with your left hand and place your left elbow against his left ear.

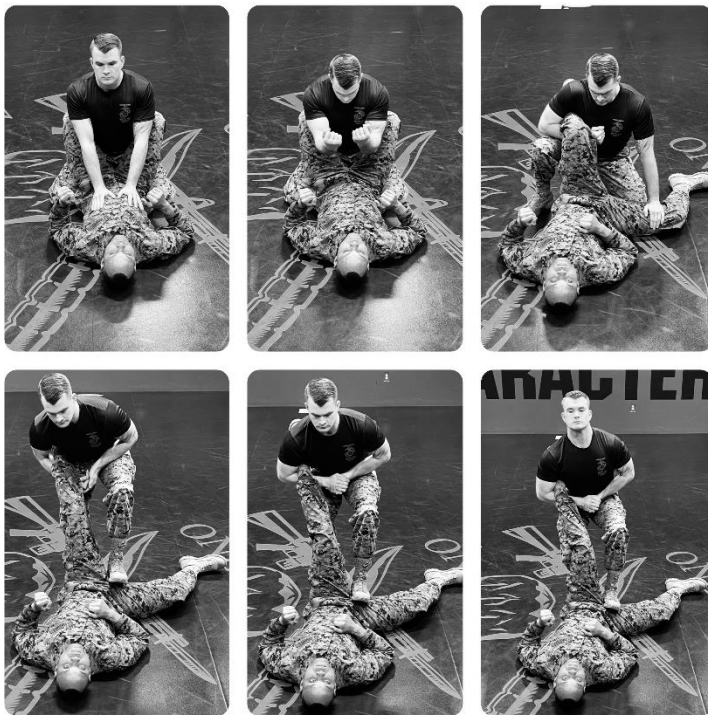
(3) With your right hand, reach underneath the aggressor's left triceps and grab your left wrist, both palms down.

(4) Pull the aggressor's wrist towards his hips and elevate his left elbow by raising your right elbow. Forcefully raise your right elbow and pull down on the aggressor's wrist to break the aggressor's arm and/or shoulder.

INSTRUCTOR NOTE: Ensure students apply slow steady pressure.

(6) Return to the basic warrior stance.

b. **Basic Leg Lock.** This technique is used to break the agressor's leg when you are in his guard.



(1) Begin with your aggressor lying on his back with you in his open guard.

(2) With your elbows, strike your aggressor's femoral nerve on the inside of his legs and pin his right leg to the ground with your left hand.

(3) Bring your right leg forward and to the right, at a 45-degree angle, placing the sole of your foot on the deck.

(4) At same time, over-hook your right arm around the aggressor's left leg, between his lower calf and heel.

(5) Quickly stand up and execute a vertical stomp with the left leg on the aggressor's groin (simulated). Maintain control of the aggressor's left leg, keeping your back straight and knees slightly bent.

INSTRUCTOR NOTE: The stomp is simulated to the groin but not actually done in training.

(6) Clasp your hands together; palm-to-palm, with your right palm towards the deck. Apply pressure by rotating your right radial bone up into the aggressor's achilles tendon. Stand up quickly and arch your back to break the aggressor's leg and/or ankle.

INSTRUCTOR NOTE: Ensure students apply slow steady pressure.

(7) Return to the basic warrior stance.

4. PRACTICE

INSTRUCTOR NOTE: Fault check student proficiency and safety.

TRANSITION: We have learned ground fighting, are there any questions? We will now discuss citizenship.

5. TIE-IN (CITIZENSHIP). A citizen is a person who owes loyalty to and is entitled by birth or nationalization to the protection of a state or a nation. He is entitled to vote and enjoy other privledges there. A citizen also has duties and responsibilities that stem from his rights and privledges. As a member of the armed forces you understand some of these duties and have already done much to contribute to our country and its citizens. But as a Marine you know we continually develop ourselves and seek self-improvement. Additionally, citizenship is the fifth stage of the transformation we undergo by becoming Marines.

a. Part of the process of being a citizen is developing the knowledge, skills, and values it takes to be a citizen, in ourselves and in others. A solid base of knowledge is the background all other decisions are made from and our skills and values are developed from. A basic, working knowledge of our country's history is a solid base to begin with when building a productive member of society. You should be familiar with The Constitution, which you have sworn to protect and defend, and is in the Commandant's reading list. Familiarity with The Bill of Rights and how they came about can deepen your grasp on our country's history. Understanding how we fit into world history can help us understand many of the twists and turns the United States has been through, from its inception up to present day. There is an old maxim that states, "those who do not learn from history's mistakes are doomed to repeat them".

b. In the military it is important to know how our chain of command works. Similarly, as a citizen, we need to know how our government works. Many of the skills we develop as citizens, such as voting and taking an active role in our society, are based on our understanding of the government and how it works. An uninformed decision can often do more damage than no decision at all.

c. Keeping in tune with current events also assists us in our path toward becoming solid citizens. Understanding international events can help us understand the bigger issues that, as Marines, we are often called upon to help resolve. It can also help us understand some of the bigger issues that lead to decisions that affect us as citizens and Marines.

d. Some of the skills we develop as citizens are voting, being proactive, and critical thinking. Voting based on our knowledge of the issues, current events, and a cantidates platform is one of the basic rights and responsibilities we enjoy as a citizen. Being proactive takes a little more work and dedication. Being attuned to developing situations often allows us to take action on issues before they spin out of control. Critical thinking allows us to take all of the information presented to us and determine priorities and logical, workable courses of action.

e. Developing all of these skills and accumulating this requisite knowledge will significantly contribute to the development of our values. These values should lead us to make a positive impact or contribution to society. They should inspire us to be better leaders and set the example, encouraging others to develop as citizens of this great country.

TRANSITION: We have discussed citizenship, are there any questions?

SUMMARY (10 MIN)

During this period of instruction we have covered ground fighting and citizenship. I am now confident you will be able to use these techniques to get back to your feet if you are ever on the ground.

INSTRUCTOR NOTE: Provide follow-on instructions.

UNITED STATES MARINE CORPS
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LESSON PLAN

CHOKES

MCCS-BRWN-2043

BROWN BELT

UNITED STATES MARINE CORPS

MARTIAL ARTS CENTER OF EXCELLENCE
THE BASIC SCHOOL
24191 GILBERT ROAD
QUANTICO, VIRGINIA 22134

INSTRUCTOR PREPARATION GUIDE

LESSON TITLE: Chokes

LESSON DESIGNATOR: MCCS-BRWN-2043

TOTAL LESSON TIME: 1 hour

REFERENCES: MCO 1500.59_
NAVMC 3500.41_
MCRP 3-02_

PERSONNEL REQUIRED: One instructor and assistants

FACILITIES: Soft footed training area

REVIEW COURSE MATERIALS:

- Review Lesson Plan

ADD PERSONALIZATION:

- Personalize the lesson by adding subject matter detail, personal experiences, examples, and questions.

MATERIALS/EQUIPMENT:

- Mouthpiece

SETUP AND PLANNING:

- Reserve Training Area
- Conduct Rehearsals

INTRODUCTION (5 MIN)

1. GAIN ATTENTION. When performed correctly, a choke can render an aggressor unconscious in as little as eight to thirteen seconds, regardless of size or gender. However, to be effective, you must fully understand how to apply the techniques. All Marines must also be proficient with counseling.

2. OVERVIEW. Good morning, my name is _____. This lesson will cover chokes and communication and counseling.

3. POSITIONS

INSTRUCTOR NOTE: Assign demonstration and practice positions. Ensure students have enough space, and can see and hear the instructor.

4. SAFETY. To prevent injury, ensure the following:

a. Start slowly and increase speed with proficiency.

b. Never execute techniques at full force or full speed.

c. Techniques will be performed on a soft-footed area.

d. Apply slow, steady pressure until the aggressor taps out. Aggressor will tap out when they become uncomfortable. They may tap the deck, tap themselves, tap the Marine, or verbally say "tap-tap-tap." The Marine must immediately release the pressure when the aggressor taps out.

e. Never hold a choke for more than five seconds in training. The aggressor should never become light headed.

f. Do not apply pressure to the trachea during training.

TRANSITION. Now that you know what will be covered are there any questions? Let's discuss the purpose of chokes.

BODY (75 MIN)

1. EXPLAIN

a. **Purpose.** The purpose of chokes is to render an aggressor unconscious or gain control of the situation using less than lethal force.

b. **Principles.** The principles for chokes are the two types of chokes: blood chokes and air chokes. These chokes will also apply the fundamentals of ground fighting.

(1) Blood Chokes. A blood choke is performed on the carotid artery, which carries oxygen-enriched blood from the heart to the brain. The carotid artery is located on both sides of the

neck. When executed properly, a blood choke takes 8 to 13 seconds to render the aggressor unconscious. The blood choke is preferred because it can end the fight more quickly.

(2) Air Chokes**.** An air choke is performed on the windpipe or trachea, cutting off the air to the lungs and heart. When executed properly, an air choke takes 2 to 3 minutes to render the aggressor unconscious. The air choke is not recommended because of the length of time it takes to end the fight. Air chokes are not taught in MCMAP.

(3) Ground Fighting. The ground is the worst place to be in a close combat scenario. After executing a ground choke you must create space to get back to your feet as quickly as possible.

c. **Fundamentals.** The fundamental for chokes is control. Control the aggressor's center of gravity and weight distribution to allow you to keep them in a vulnerable position long enough for the choke to be effective.

TRANSITION: We have covered the purpose, principles, and fundamentals, are there any questions? I will now demonstrate the first technique.

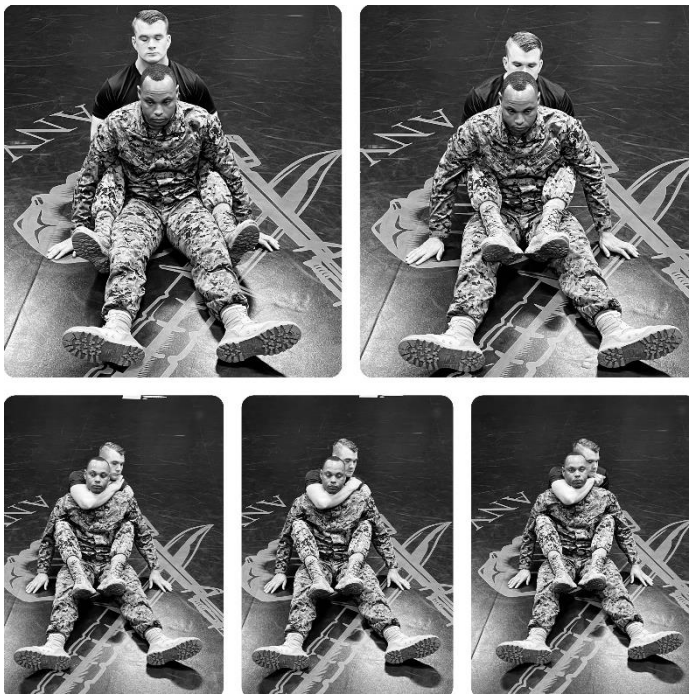
2. DEMONSTRATE

INSTRUCTOR NOTE: Demonstrate only one technique at a time. Do not explain the steps or open the class for questions.

INTERIM TRANSITION: Go to practice position one.

3. IMITATE

a. **Rear Ground Choke**. The rear ground choke is performed when you are behind the aggressor on the ground.



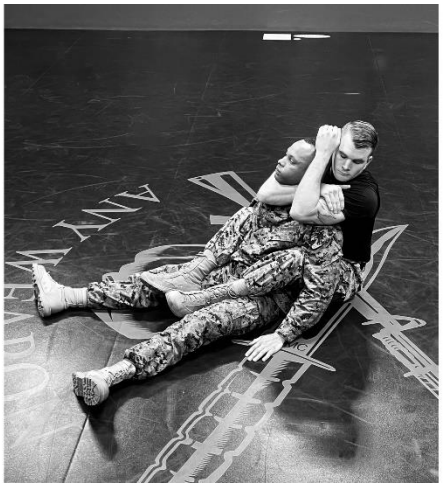
(1) Begin sitting on the ground with the aggressor sitting between your legs with his back to your chest.

(2) Get your hooks in by placing your lower legs over the aggressor's thighs. This should be done simultaneously or prior to the choke being executed to prevent a counter. Do not cross your ankles or try to get your toes under the aggressor's thighs.

(3) With your right arm, reach over the aggressor's right shoulder and hook the bend of your arm around his neck and execute a rear choke.

(4) Exert pressure with your right biceps and radius bone on the aggressor's carotid arteries and draw the aggressor closer to you by pulling your right arm in.

b. **Figure-Four Variation Ground Choke.** The figure four is a variation that allows you to gain more leverage on the rear ground choke. If you cannot secure the rear ground choke, you may apply the figure-four variation to increase the pressure of the choke on the aggressor.




(1) Apply the rear ground choke. Ensure you have your hooks in, and you are not applying pressure to the trachea.

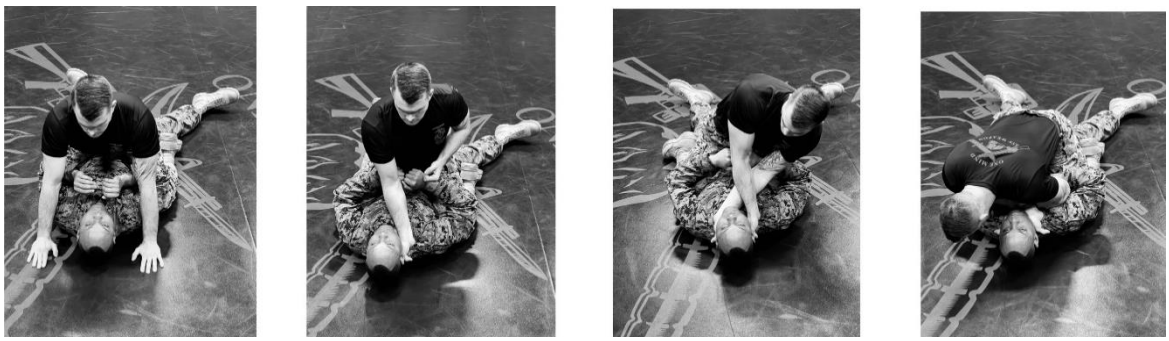
(2) Bring your left arm over the aggressors left shoulder, grasp your left biceps or shoulder with your right hand, and place your left hand against the back of the aggressor's head.

(3) Push the aggressor's head forward and down with your left hand, keeping your elbows in.

(4) Draw your right arm in, maintaining pressure with your biceps and forearm on both sides of the aggressor's neck.

(5) To increase the effectiveness of the choke, apply forward pressure to the back of the aggressor's head with your left hand and head and, stretch the aggressor out by straightening and arching your body while maintaining your hooks and arm positions.

c. **Front Ground Choke**. The front ground choke is performed when you are in your aggressor's guard or in the mount position.



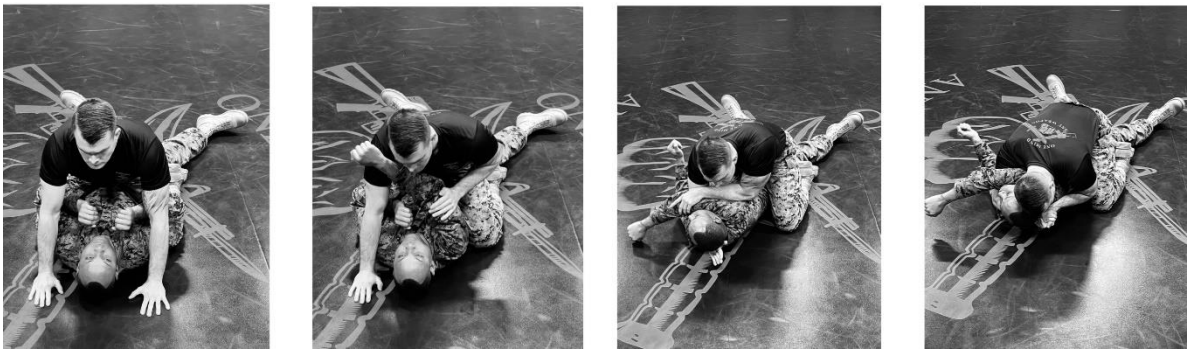
(1) Begin in the mount position.

(2) Grab high in the back of your opponent's right collar with your right hand, palm facing up. Hold the collar tight in your right palm.

(3) Reach under your right arm with your left hand and grab the back of the aggressor's left collar, palm facing up, forming an X with your wrists. Attempt to make your thumbs touch behind the aggressor's neck.

(4) Curl your wrist inward and pull down toward your chest and tuck your head over the aggressor's left shoulder. The aggressor's carotid arteries will be cut off by your radius bones. Ensure you apply pressure on the carotid arteries and not the trachea.

d. **Side Ground Choke**. The side ground choke is performed from the mount position and is particularly effective when the aggressor tries to get you off of him by striking or pushing up at you.



(1) Begin in the mount position.

(2) When the aggressor strikes or pushes up at you, block his right arm inboard with your left hand.

(3) Bring your right arm underneath the aggressor's right arm and place your radial bone across the aggressor's left carotid artery. Your right palm should be face down with fingers extended and your thumb pointing toward you.

(4) Reach around the back of the aggressor's neck with your left hand and clasp your hands together, left hand palm up. The aggressor's right arm should be over your right shoulder and under their chin.

(5) Pull the aggressor toward your chest, exerting pressure on his left carotid artery with your right radius bone. At the same time, push up with your shoulder and head against the aggressor's triceps, driving his right shoulder into his right carotid artery.

(6) Your shoulder and head should be placed high on the triceps close to the armpit to drive the shoulder effectively. Ensure pressure is applied to both sides of the neck and not the trachea or windpipe.

4. PRACTICE

INSTRUCTOR NOTE: Fault check student proficiency and safety.

TRANSITION: We have learned chokes, are there any questions? Every Marine leader must also be proficient at counseling.

5. TIE-IN (COMMUNICATION AND COUNSELING). Performance counseling should be a two-way communication between the junior and senior that is positive and forward looking with the ultimate purpose of developing the individual Marine. The aim is to strengthen an individual's performance to make your unit more capable of achieving objectives. The counseling process is broken down into three types of counseling sessions: initial, follow-on, and event related.

a. **Initial Counseling**. The initial counseling session is the first time the two of you formally sit down and discuss the future of the junior Marine. This session should lay the ground work for the continuing professional relationship. This is when the senior explains his/her goals and expectations for the unit, and how they relate to the junior. They should also jointly arrive at targets for the junior to meet before the next session.

b. **Follow-On Counseling**. Any other formal session that occurs after that initial session is considered to be a follow-on session. The senior evaluates how the Marine has been doing and develops future targets. Here the individual's progress is monitored, any problems are worked on, and senior and junior plan future targets for the next period.

c. **Event Related Counseling**. The event-related counseling is also known as the spot correction. You notice a deficiency in performance, error in judgment or lapse of discipline and you take immediate corrective action. As such, it is done on the spot and usually with no documentation until after the counseling is completed.

d. **Elements of Counseling.** Now let's look at the actual parts of a formal counseling session. The five elements are preparation, opening, main body, closing, and follow-up.

(1) Preparation. The senior must prepare an agenda ahead of time and inform the Marine of the upcoming session. Set aside as much time is necessary to focus on the junior's overall performance and specific expected accomplishments over the next several weeks or months.

Decide whether to take a directive approach (senior does the talking), a non-directive approach (junior does the talking), or a collaborative approach (both do the talking).

(2) Opening. Once the preparation phase is done you are actually ready to conduct the session, which takes us to the next element of a formal session, the opening. The Marine will formally report to you and you should set him at ease by making some small talk or maybe offering him some coffee.

(3) Main Body. Now you are ready for the main body of the counseling session. This is when you review the Marine's progress against previous targets and develop a plan and targets for the next period. Unless you are using a complete directive approach, ensure you involve the Marine in the process. If he feels he has input into his own future, he will be much more inclined to excel.

(4) Closing. At this point, you must ensure the Marine understands the targets and is committed to them. If you don't summarize what conclusions have been reached, you risk having the Marine leave without understanding their commitment.

(5) Follow Up. Two things occur during this last element of a formal session: documentation and follow up. Documentation is not mandatory, but highly recommended. You can use the forms located in the Marine Corps guide for counseling, which contains one example for lance corporals and below and one form for corporals and above.

e. **Frequency.** An initial counseling session must occur according within 30 days of the establishment of a new senior subordinate relationship. Lance corporals and below must receive a follow-on session every 30 days. Corporals and above must receive a follow-on session within 90 days of their initial counseling. After that, a follow-on session must be done at least every six months. Good leaders counsel their subordinates as often as necessary in order to develop their subordinates as well as improve unit readiness.

TRANSITION: We have discussed the Marine Corps Counseling Program, are there any questions?

SUMMARY (10 MIN)

During this period of instruction we have covered chokes and communication and counseling. I am now confident you will be able to use these techniques to control the situation if necessary.

INSTRUCTOR NOTE: Provide follow-on instructions.

UNITED STATES MARINE CORPS
MARTIAL ARTS CENTER OF EXCELLENCE
THE BASIC SCHOOL
24191 GILBERT ROAD
QUANTICO, VIRGINIA 22134

LESSON PLAN

THROWS

MCCS-BRWN-2044

BROWN BELT

UNITED STATES MARINE CORPS

MARTIAL ARTS CENTER OF EXCELLENCE
THE BASIC SCHOOL
24191 GILBERT ROAD
QUANTICO, VIRGINIA 22134

INSTRUCTOR PREPARATION GUIDE

LESSON TITLE: Throws

LESSON DESIGNATOR: MCCS-BRWN-2044

TOTAL LESSON TIME: 1 hour

REFERENCES: MCO 1500.59_
NAVMC 3500.41_
MCRP 3-02_

PERSONNEL REQUIRED: One instructor and assistants

FACILITIES: Soft footed training area

REVIEW COURSE MATERIALS:

- Review Lesson Plan

ADD PERSONALIZATION:

- Personalize the lesson by adding subject matter detail, personal experiences, examples, and questions.

MATERIALS/EQUIPMENT:

- Mouthpiece

SETUP AND PLANNING:

- Reserve Training Area
- Conduct Rehearsals

INTRODUCTION (5 MIN)

1. GAIN ATTENTION. Marines will never have the opportunity to choose their enemies and will need the skills to handle any situation with any size of aggressor. Throws allow Marines to take any aggressor to the deck in a combat scenario. Many others factors are also necessary to develop effective unit cohesion.

2. OVERVIEW. Good morning, my name is _____. This lesson will cover throws and cohesion.

3. POSITIONS

INSTRUCTOR NOTE: Assign demonstration and practice positions. Ensure students have enough space, and can see and hear the instructor.

4. SAFETY. To prevent injury, ensure the following:

a. Start slowly and increase speed with proficiency.

b. Never execute techniques at full force or full speed.

c. Techniques will be performed on a soft-footed area.

d. Students being thrown will execute proper break falls.

e. Practice fit-ins when learning throws. To execute a fit-in, stop just before throwing the aggressor to the deck.

TRANSITION. Now that you know what will be covered are there any questions? Let's discuss the purpose of throws.

BODY (45 MIN)

1. EXPLAIN

a. **Purpose.** The purpose of a throw is to bring an aggressor to the deck to gain the tactical advantage in a fight.

b. **Principles**. The principles for throws are balance, leverage, timing, and body position.

(1) Balance. It is important to maintain control of your balance to prevent the aggressor from countering the throw.

(2) Leverage. You will use the aggressor's body as a lever to increase the power generated for the throw. Leverage will allow you to throw any aggressor of any size.

(3) Timing. All throws must be properly timed to attack the aggressor when they are off-balance and vulnerable.

(4) Body Position. You must put your body into a position that is optimal for the throw. The clinch consist of your left hand behind the aggressors head and controlling his left arm with you right arm. If your position is incorrect, the aggressor can counter the throw.

c. **Fundamentals**. The fundamentals for throws are entry, off-balance, and execution.

(1) Entry. The first part of a throw is the entry. Your entry should be quick and un-telegraphed to prevent the aggressor from anticipating your movement and countering your attack. You also want to make sure your body positioning is correct in relation to your aggressor to allow for proper off-balancing and execution of the throw.

(2) Off-Balancing. The second part of a throw is off-balancing. Off-balancing techniques are used to control an aggressor by using his momentum to move or throw him. This aids in the execution of throws because your aggressor is unable to fight your attack with his full strength when he is off-balanced.

(a) Angles of Off-Balancing. There are eight angles or directions in which an aggressor can be off-balanced: forward, rear, right, left, forward right, forward left, rear right, and rear left. The angles correspond to your perspective, not the aggressor's.

(b) Off-Balancing Techniques. An aggressor can be off-balanced by pushing, pulling, or bumping. Pushing and pulling are performed by grabbing the aggressor with your hands and driving him forcefully to one of the angles of off-balancing. Bumping uses other parts of your body such as your shoulders, hips, and legs to off-balance the aggressor.

(c) Momentum. Off-balancing techniques rely on the momentum of the aggressor. For example, if the aggressor is charging at you, you can pull him to drive him to the deck. Likewise, if the aggressor is pulling on you, you can push him to drive him to the deck. Using momentum is particularly effective for Marines who are outsized by the aggressor.

INSTRUCTOR NOTE: Students may practice off-balancing. Ensure students do not to drive the aggressor to the deck.

(3) Execution. The third and final part of a throw is the execution. The remaining steps in throwing the aggressor to the deck are utilized here. Each step before this is just to set up and assist in this final process. Follow through the throw to maximize power.

TRANSITION: We have covered the purpose, principles, and fundamentals, are there any questions? I will now demonstrate the first technique.

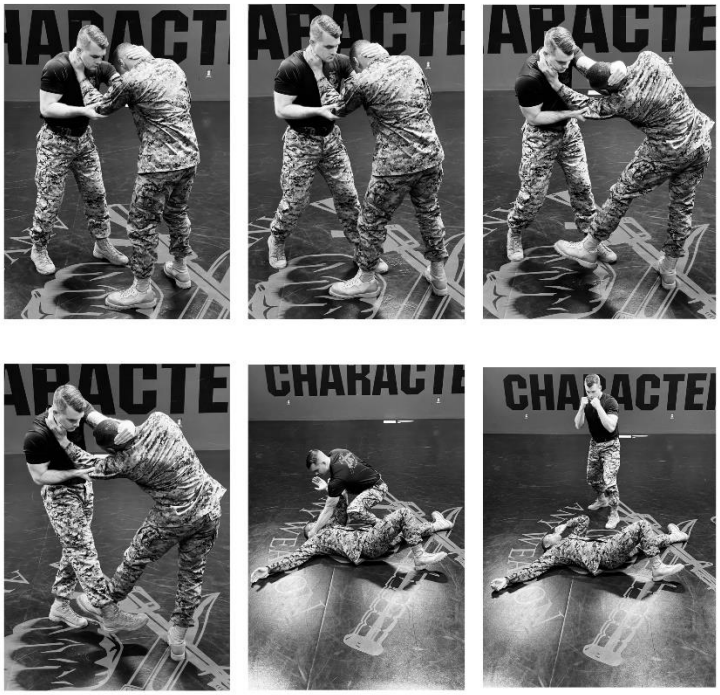
2. DEMONSTRATE

INSTRUCTOR NOTE: Demonstrate only one technique at a time. Do not explain the steps or open the class for questions.

INTERIM TRANSITION: Go to practice position one.

3. IMITATE

a. **Major Outside Reap Throw (Opponent Pushing).** The major outside reap throw (opponent pushing) is used when tied up in a clinch, and the aggressor is pushing you to defend against the leg sweep.



(1) Start in a clinch with the aggressor pushing into you. Your left hand is behind the aggressor's neck and your right hand is on his left triceps.

(2) Off-balance the aggressor by pushing his left arm down and left with your right hand.

(3) At the same time, push his head down and right in an arcing movement with your left hand.

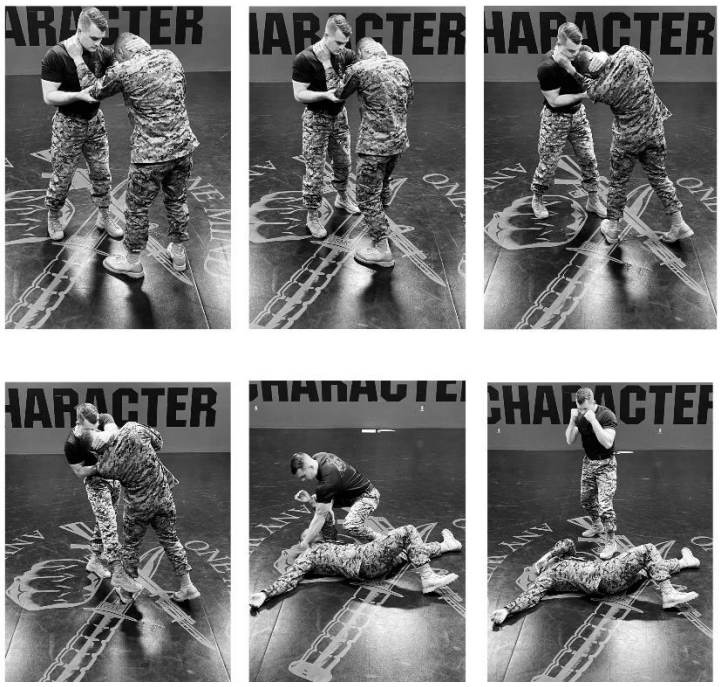
INSTRUCTOR NOTE: Have the students practice fit-ins as many times as necessary to become proficient.

(4) Drive the aggressor to the deck by sweeping his left leg across his body with the inside of your right foot just before weight is transferred back on to his left foot. Continue to push the aggressor's head, following through with the throw.

INSTRUCTOR NOTE: Ensure students do not stike directly on the aggressor's ankle during training.

(5) Rapidly return to the basic warrior stance.

b. **Major Outside Reap Throw (Opponent Pulling).** The major outside reap throw (opponent pulling) is used when tied up in a clinch, and the aggressor is pulling you to defend against the leg sweep.



(1) Start in a clinch with the aggressor pulling you. Your left hand is behind the aggressor's neck and your right hand is on his left triceps.

(2) Off-balance the aggressor by pushing his left arm down and left with your left hand.

(3) At the same time, push his head down and right in an arcing movement with your left hand.

INSTRUCTOR NOTE: Have the students practice fit-ins as many times as necessary to become proficient.

(4) Drive the aggressor to the deck by sweeping his left leg across his body with the inside of your right foot just before weight is transferred back on to his left foot. Continue to push the aggressor's head, following through with the throw.

INSTRUCTOR NOTE: Ensure students do not stike directly on the aggressor's ankle during training.

(5) Rapidly return to the basic warrior stance.

4. PRACTICE

INSTRUCTOR NOTE: Fault check student proficiency and safety.

TRANSITION: We have learned throws, are there any questions? All leaders must also foster cohesion.

5. TIE-IN (COHESION). Cohesion is the intense bonding of Marines strengthened over time resulting in absolute trust. It is characterized by the subordination of self, an intuitive understanding of the collective actions of the unit, and the importance of teamwork resulting in increased combat power. Cohesion is achieved by fostering positive peer pressure and reinforcing our core values to the point they become dominant over self-interest. There are five components of cohesion, they are:

a. **Individual Morale.** As leaders, we must know our Marines and look out for their welfare. Only morale as a foundation under training and discipline will bring victory. Leaders who understand this are more likely to keep morale high among individual Marines. A high state of high morale, in turn, enhances unit cohesion and combat effectiveness.

b. **Confidence in the Unit's Combat Capability.** Marines' confidence in their unit's combat capability is gained through unit training. The longer Marines serve and train together in a unit, the more effective they become and the more confident they are in their unit's capabilities. They know what their unit can do because they have worked together before. Keeping Marines together through unit cohesion is a combat multiplier. Those who have confidence in their unit and in their fellow Marines rarely lose battles. Success in battle can be directly attributed to a unit's overall confidence in its level of performance. Of course the opposite is also true; lack of cohesion, lack of confidence, and poor performance preordain a unit's failure. If the history of military organizations proves anything, it is those units told they are second-class will almost inevitably prove they are second-class.

c. **Confidence in Unit Leaders.** Confidence in unit leaders' abilities is earned as Marines spend time in the company of their seniors and learn to trust them. Leaders must earn the respect of their Marines and doing so takes time. Marines develop confidence in their unit's ability to accomplish their assigned missions based on their prior achievements and as they work and train together.

d. **Horizontal Cohesion.** Horizontal cohesion, also known as peer bonding, takes place among peers. It is the building of a sense of trust and familiarity between individuals of the same rank or position. Sense of mission, teamwork, personnel stability, technical and tactical proficiency, trust, respect, and friendship are some elements that contribute to peer bonding. An example of horizontal cohesion is the relationship between members of a fire team. Over time, each member develops a sense of trust in the other. This trust is born of several elements. The first element is a common sense of mission, the act of placing personal goals aside to pursue the goals of the entire team. The second element includes teamwork and personnel stability. Teamwork is the result of mutual support provided by each member of the team. Teamwork is further enhanced by personnel stability, which promotes familiar and effective working relationships. The third elements and perhaps most important is the development of tactical and technical proficiency that continues to support and reinforce the trust and respect between the team members. When our young Marines are thrust deep into the chaotic battle space often operating in small teams, their will to fight and ultimately succeed will hinge upon their ability to fight as an effective cohesive team.

e. **Vertical Cohesion.** Vertical cohesion is not new to our Corps; this dimension of cohesion involves the vertical relationship between subordinate and senior. Vertical cohesion is what draws groups into a cohesive unit, such as a battalion or squadron. It is in part the building of a mutual sense of trust and respect among individuals of different rank or position. Additionally, vertical cohesion is the sense of belonging the squad or section maintains relative to its role in the battalion or squadron. Some characteristics of vertical cohesion include unit pride and history, leaders' concerns for their Marines, leaders' example, trust and respect for leaders, and shared discomfort and danger. An example of vertical cohesion is when many squads and sections come together to form a cohesive company. Each of these subordinate units plays a different role in the company; however, vertical cohesion draws them together in purpose and mutual support. This sense of unity has several elements. The first element is a common sense of unit pride and history — pride not only in themselves as a unit but pride in those who have gone before them. The organizational memory of their past achievements drives the unit to greater heights. Another element that contributes to vertical cohesion is the quality of leadership and the command climate in the unit. Vertical cohesion is stronger in units with effective well-trained leaders. Leaders that show genuine concern for their Marines and lead by example will earn the trust and respect of their subordinates. Another element of vertical cohesion includes shared discomfort and danger, which can occur during shared training.

f. **Mutual Support of Horizontal and Vertical Cohesion.** Since the birth of our Corps, Marine units have shown horizontal and vertical cohesion to varying degrees and with varying success. However, it is vitally important these two qualities be developed in combination with each other. Just as the strength of combined arms comes from the combined effects of two or more different arms that mutually support one another, the strength of horizontal and vertical cohesion derives from the combined effects and mutual support they provide each other. Blending vertical cohesion and horizontal cohesion ensures a strong, universal sense of bonding and teamwork among various types of units. If vertical and horizontal cohesion are mutually supported, all these units will be composed of Marines who trust and respect each other. Each type of bond reinforces the other. A cohesive battalion comprised of cohesive companies, which place the goals and interests of the battalion or company above those of their squad and/or section, is an example of the blending of both vertical and horizontal cohesion. A unit capable of combining vertical and horizontal cohesion is far stronger than a unit strong in only a single axis.

TRANSITION: We have discussed cohesion, are there any questions?

SUMMARY (10 MIN)

During this period of instruction we have covered throws and cohesion. I am now confident you will be able to use these techniques to gain the tactical advantage in a fight.

INSTRUCTOR NOTE: Provide follow-on instructions.

UNITED STATES MARINE CORPS
MARTIAL ARTS CENTER OF EXCELLENCE
THE BASIC SCHOOL
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LESSON PLAN

UNARMED VERSUS HANDHELD WEAPONS

MCCS-BRWN-2045

BROWN BELT

UNITED STATES MARINE CORPS

MARTIAL ARTS CENTER OF EXCELLENCE
THE BASIC SCHOOL
24191 GILBERT ROAD
QUANTICO, VIRGINIA 22134

INSTRUCTOR PREPARATION GUIDE

LESSON TITLE: Unarmed versus Handheld Weapons

LESSON DESIGNATOR: MCCS-BRWN-2045

TOTAL LESSON TIME: 1 hour 30 minutes

REFERENCES: MCO 1500.59_
NAVMC 3500.41_
MCRP 3-02_

PERSONNEL REQUIRED: One instructor and assistants

FACILITIES: Soft footed training area

REVIEW COURSE MATERIALS:

- Review Lesson Plan

ADD PERSONALIZATION:

- Personalize the lesson by adding subject matter detail, personal experiences, examples, and questions.

MATERIALS/EQUIPMENT:

- Mouthpiece
- Training Knife

SETUP AND PLANNING:

- Reserve Training Area
- Conduct Rehearsals

INTRODUCTION (5 MIN)

1. GAIN ATTENTION. In a close combat situation, an aggressor may attempt to attack you with a handheld weapon such as a knife or baton. If you are caught in this situation you must avoid the attack and gain control of the weapon to prevent unnecessary harm to yourself. In the same way, the law of war prevents us from inflicting unnecessary harm in combat.

2. OVERVIEW. Good morning, my name is _____. This lesson will cover unarmed versus handheld and the law of war.

3. POSITIONS

INSTRUCTOR NOTE: Assign demonstration and practice positions. Ensure students have enough space, and can see and hear the instructor.

4. SAFETY. To prevent injury, ensure the following:

a. Start slowly and increase speed with proficiency.

b. Never execute techniques at full force or full speed.

c. Techniques will be performed on a soft-footed area.

d. Apply slow, steady pressure until the aggressor taps out. Aggressor will tap out when they become uncomfortable. They may tap the deck, tap themselves, tap the Marine, or verbally say "tap-tap-tap." The Marine must immediately release the pressure when the aggressor taps out.

e. Students being thrown will execute proper break falls.

f. Conduct all practical application utilizing approved training gear.

g. Practice fit-ins when learning throws. To execute a fit-in, stop just before throwing the aggressor to the deck.

TRANSITION. Now that you know what will be covered are there any questions? Let's discuss the purpose of unarmed versus handheld.

BODY (75 MIN)

1. EXPLAIN

a. **Purpose.** The purpose of unarmed versus handheld is to counter the aggressor's attack, remove the weapon, and gain the tactical advantage.

b. **Principles**. The principles for unarmed versus handheld are move, block, control, and strike.

(1) Move. The first step in countering a strike is to move out of the way of the impact of the strike. Movement should remove you from the point of your aggressor's strike and put you in a position to attack. Movement is executed at approximately a 45-degree angle to the front or rear. Movement always starts and ends in the basic warrior stance, with the toe of your lead foot pointing toward the aggressor.

(2) Block. The second step is to block the attack. Blocks are made with the meaty portion of your forearm, perpendicular to the angle of the strike. This maximizes the blocking surface and increases the likelihood of blocking the attack. Block the aggressor's attack with the force of a strike, and follow through to redirect the attack.

(3) Control. The third step is to control the weapon by controlling the hand or arm that is holding the weapon. Once the aggressor is disarmed, remove the weapon.

(4) Strike. The final step is to execute follow-on strikes to end the fight. This includes all strikes, chokes, throws, joint manipulations, or any combinations of techniques. Continue your attack until you end the fight.

c. **Fundamentals**. The fundamentals for unarmed versus handheld are timing, techniques, and target areas.

(1) Timing. The technique must be performed at the right time to make the aggressor more vulnerable. Without the proper timing, you will not be able to counter a strike.

(2) Techniques. For follow-on techniques to be effective, you must apply their respective principles and fundamentals, such as: isolation, overload, off-balancing, etc.

(3) Target Areas. Ensure you attack vulnerable target areas to inflict maximum damage to the aggressor. Follow-on techniques must cause enough damage to end the fight.

TRANSITION: We have covered the purpose, principles, and fundamentals, are there any questions? I will now demonstrate the first technique.

2. DEMONSTRATE

INSTRUCTOR NOTE: Demonstrate only one technique at a time. Do not explain the steps or open the class for questions.

INTERIM TRANSITION: Go to practice position one.

3. IMITATE

a. **Hollowing Out with Follow-On Techniques**. Hollowing out allows you to move away from an attack in order to create space for follow-on strikes.



(1) Start in the basic warrior stance, facing the aggressor who attacks with a straight thrust to your torso.

(2) Hollow out by bending at the waist, moving your hips backward, and jumping backward with both feet to move away from the attack.

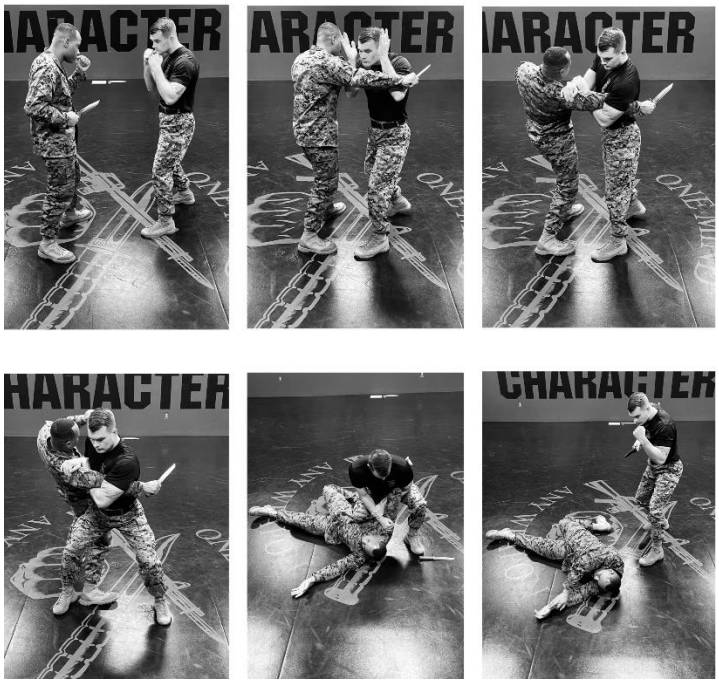
(3) At the same time, block the aggressor's arm with both hands together, palm down, and elbows slightly bent.

(4) The hands should be overlapped so one thumb is on top of the other hand's index finger; the other thumb should be under the other hand's index finger in an "inverted V".

(5) Maintain control of the aggressor's attacking arm by firmly grasping his wrist.

(6) Execute effective follow-on techniques to subdue the aggressor and remove the weapon.

b. **Forward Armbar Counter**. The forward armbar counter is effective against an aggressor executing a forward strike.



(1) Start in the basic warrior stance, facing the aggressor who attacks with a forward strike.

(2) Execute a forward left angle of movement, moving inside the aggressor's attacking arm.

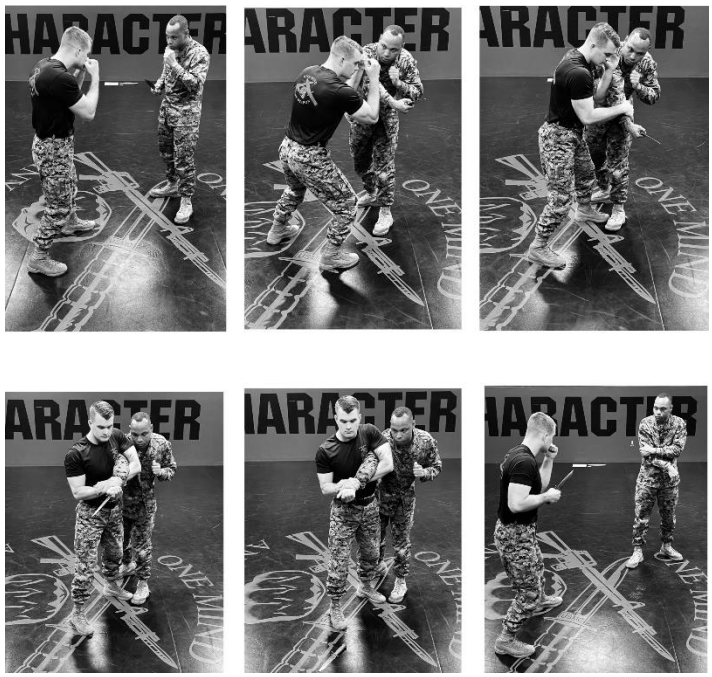
(3) At the same time, block the aggressor's right arm with the meaty portion of both forearms. Block at the aggressor's biceps and forearm with the force of a strike.

(4) Immediately over hook the aggressor's right arm with your left arm, trapping it between your biceps and torso. His forearm should be under your armpit with your left forearm making pressure on his right elbow.

(5) Place your right hand on the aggressor's right shoulder or upper arm and your left palm on your right wrist to further control his arm and to effect an armbar on his right elbow.

(6) Execute effective follow-on techniques to subdue the aggressor and remove the weapon.

c. **Reverse Armbar Counter**. The reverse armbar counter is effective against an aggressor excuting a reverse strike.



(1) Start in the basic warrior stance, facing the aggressor who attacks with a reverse strike.

(2) Execute a forward right angle of movement, moving inside the aggressor's attacking arm.

(3) At the same time, block the aggressor's right arm with the meaty portion of both forearms. Block at the aggressor's triceps and forearm with the force of a strike.

(4) Grab and control the aggressor's wrist with your right hand and pivot to your right so your back is against the aggressor's right side.

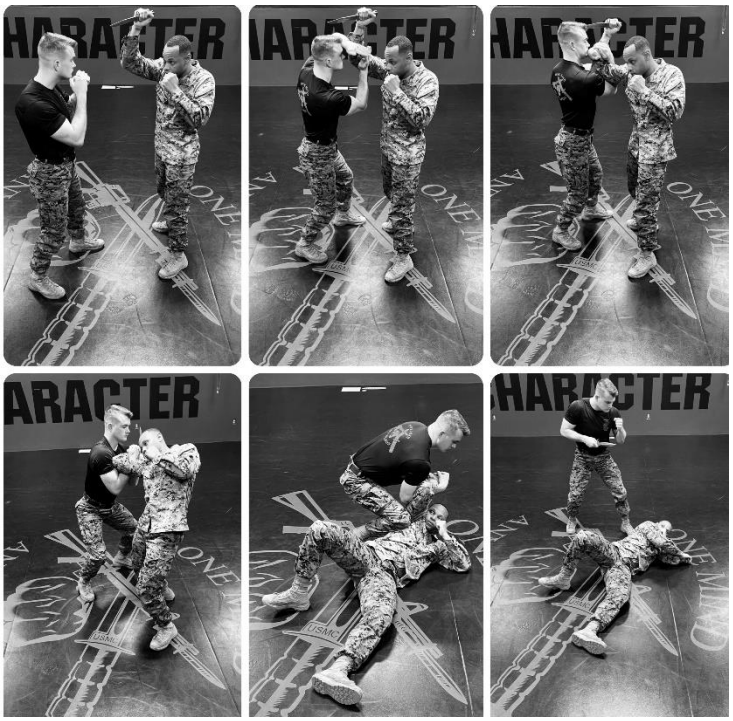
(5) Immediately over hook his right arm with your left arm, trapping it between your biceps and torso. His biceps should be under your armpit with your left forearm making pressure on his right elbow.

(6) Control the aggressor's arm by pinching it between your arm and torso, and twist his right wrist palm up with your right hand.

(7) Place your left palm on your right wrist to further control the aggressor's arm and to effect an armbar on his right elbow.

(8) Execute effective follow-on techniques to subdue the aggressor and remove the weapon.

d. **Bent Armbar Counter**. The bent armbar counter is particularly effective against a vertical attack.



(1) Start in the basic warrior stance, facing the aggressor who attacks with a vertical strike.

(2) Execute a forward angle of movement, moving inside the aggressor's attacking arm.

(3) At the same time, block the aggressor's right arm with the meaty portion of both forearms. Block at the aggressor's biceps and forearm with the force of a strike.

(4) With your left hand, grab the aggressor's right wrist. At the same time, slide your right arm underneath his triceps and hook his wrist with your right hand over your left, bringing your elbows close together.

(5) Step forward with your left foot and face the aggressor while simultaneously bringing their right elbow to your right shoulder. Ensure you are maintaining pressure on the aggressors arm and squat to drive the aggressor to the deck.

(6) Execute effective follow-on techniques to subdue the aggressor and remove the weapon.

4. PRACTICE

INSTRUCTOR NOTE: Fault check student proficiency and safety.

TRANSITION: We have learned counters to strikes, are there any questions? Every Marine must also follow the law of war.

5. TIE-IN (LAW OF WAR). Discipline in combat is essential. Disobedience to the law of war dishonors the Marine, our Corps, and our Nation. In most cases, Law of War infractions also constitute punishment under the UCMJ. Violations of the law of war have an adverse impact on

public opinion, both nationally and internationally. Violation of the Law of War can actually strengthen the enemy's will to fight. In fact, they have, on occasion, served to prolong a conflict by inciting an aggressor to continue resistance. As Marines, we are also held to a higher standard than others. Discipline is one of those standards; the Law of War holds us to that standard in combat. Warriors in the past had similar laws or codes to keep them from abusing their skills and abilities.

a. **The Nine Principles of the Law Of War**

(1) Fight only enemy combatants.

(2) Do not harm enemies who surrender: disarm them and turn them over to your superior.

(3) Do not kill or torture prisoners.

(4) Collect and care for the wounded, whether friend or foe.

(5) Do not attack medical personnel, facilities, or equipment.

(6) Do not destroy more than the mission requires.

(7) Do not steal; respect private property and possessions.

(8) Do your best to prevent violations of the law of war.

(9) Report all violations to your superiors, a military lawyer, a chaplain, or provost marshal.

b. Violations of these principles obstruct the good order and discipline essential to success in combat. The Law of War is nothing more than doing what is right, as much as possible, even on the battlefield. If you take a look at many of the different warrior cultures of the past, you will find that most of them had their own ethical or moral code that they abided by.

TRANSITION: We have discussed the law of war, are there any questions?

SUMMARY (10 MIN)

During this period of instruction we have covered unarmed versus handheld and the law of war. I am now confident you will be able to use these techniques to gain the tactical advantage in a fight.

INSTRUCTOR NOTE: Provide follow-on instructions.

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24191 GILBERT ROAD
QUANTICO, VIRGINIA 22134

LESSON PLAN

FIREARM RETENTION

MCCS-BRWN-2046

BROWN BELT

UNITED STATES MARINE CORPS

MARTIAL ARTS CENTER OF EXCELLENCE
THE BASIC SCHOOL
24191 GILBERT ROAD
QUANTICO, VIRGINIA 22134

INSTRUCTOR PREPARATION GUIDE

LESSON TITLE: Firearm Retention

LESSON DESIGNATOR: MCCS-BRWN-2046

TOTAL LESSON TIME: 2 hours 30 minutes

REFERENCES: MCO 1500.59_
NAVMC 3500.41_
MCRP 3-02_

PERSONNEL REQUIRED: One instructor and assistants

FACILITIES: Soft footed training area

REVIEW COURSE MATERIALS:

- Review Lesson Plan

ADD PERSONALIZATION:

- Personalize the lesson by adding subject matter detail, personal experiences, examples, and questions.

MATERIALS/EQUIPMENT:

- Mouthpiece
- Pistol/Training Pistol
- Pistol Holster

SETUP AND PLANNING:

- Reserve Training Area
- Conduct Rehearsals

INTRODUCTION (5 MIN)

1. GAIN ATTENTION. Marines must be prepared for any possible situation, including one where an individual tries to take his weapon. Firearm retention techniques provide the Marine with the skills to maintain positive control of their weapon and, if necessary, restrain the aggressor.

2. OVERVIEW. Good morning, my name is _____. This lesson will cover firearm retention and the band of brothers.

3. POSITIONS

INSTRUCTOR NOTE: Assign demonstration and practice positions. Ensure students have enough space, and can see and hear the instructor.

4. SAFETY. To prevent injury, ensure the following:

a. Start slowly and increase speed with proficiency.

b. Never execute techniques at full force or full speed.

c. Techniques will be performed on a soft-footed area.

d. Before training with firearms, unload and show clear.

e. When handling firearms, the weapons safety rules apply.

(1) Treat every weapon as if it were loaded.

(2) Never point a weapon at anything you do not intend to shoot.

(3) Keep your finger straight and off the trigger until you are ready to fire.

(4) Keep your weapon on "safe" until you intend to fire.

f. Apply slow, steady pressure until the aggressor taps out. Aggressor will tap out when they become uncomfortable. They may tap the deck, tap themselves, tap the Marine, or verbally say "tap-tap-tap." The Marine must immediately release the pressure when the aggressor taps out.

g. Students being thrown will execute proper break falls.

TRANSITION. Now that you know what will be covered are there any questions? Let's discuss the purpose of firearm retention.

BODY (135 MIN)

1. EXPLAIN

a. **Purpose.** The purpose of firearm retention is to retain your weapon and gain compliance of the aggressor.

b. **Principles.** The principles for firearm retention are timing, control, and distance.

(1) Timing. The technique must be performed immediately when the aggressor begins to grab your weapon. Hesitating will allow the aggressor to gain more control and prevent you from countering.

(2) Control. Maintain positive control of your weapon to prevent the aggressor from taking it. Keep a strong grip on the weapon and hold it tight to your body where you have more power.

(3) Distance. Create distance between yourself and the aggressor to give you more time to react to an attack. An aggressor can cover over 20 feet in the time it takes the average person to draw and present their weapon.

c. **Fundamentals**. The fundamentals for firearm retention are distractors and follow-on techniques.

(1) Distractors. Use strikes to damage or distract the aggressor and loosen his grasp. Distractors may be used at any point in the technique to help you execute the counter. Strikes to the face and groin are particularly effective and may cause the aggressor to immediately release his grasp.

(2) Follow-On Actions**.** In a combat engagement you should follow-on with lethal force, but in a non-lethal scenario you must operate within the continuum of force. You will not always need to use deadly force.

TRANSITION: We have covered the purpose, principles, and fundamentals, are there any questions? I will now demonstrate the first technique.

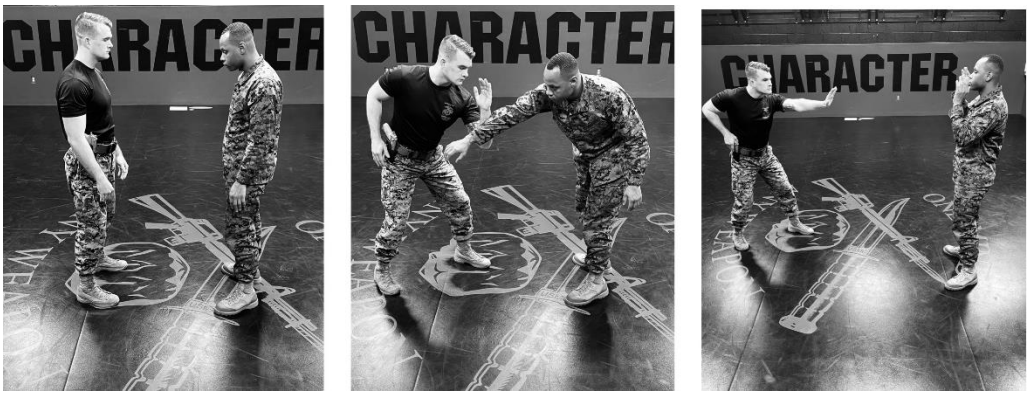
2. DEMONSTRATE

INSTRUCTOR NOTE: Demonstrate only one technique at a time. Do not explain the steps or open the class for questions.

INTERIM TRANSITION: Go to practice position one.

3. IMITATE

a. **Blocking Technique**. The blocking technique is used when an aggressor tries to grab your pistol from the holster.



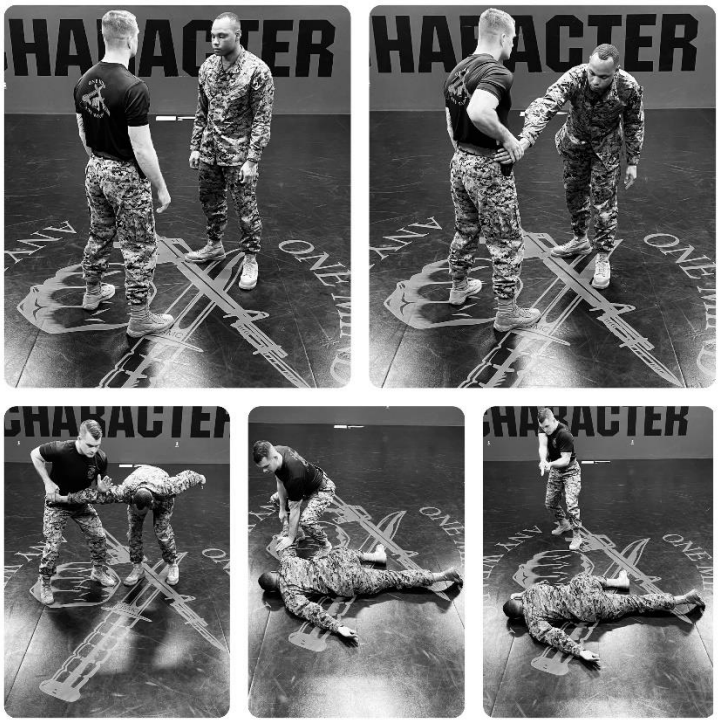
(1) While facing the aggressor he attempts to grab your pistol, holstered on your right hip, with his right hand.

(2) Step back with your right foot pivoting your body away from the aggressor while placing your hand on the grip of the pistol.

(3) Extend your left arm/forearm and block, deflect, or strike the aggressor's arm, while forcefully yelling any authoritative command.

(4) Continue to create distance between you and the aggressor to enable you to access and present your weapon or set up for follow-on actions appropriate to the situation and conditions.

b. **Armbar Technique**. This technique is used when an aggressor grabs your pistol in the holster with his right hand.



(1) Begin with the aggressor facing you and grabbing the pistol in your holster with his right hand.

(2) Trap the aggressor's right hand by grabbing his wrist or hand with your right hand and apply pressure against your body and on the pistol to keep it in its holster.

(3) Step back with your right foot and pivot sharply to your right, off-balancing the aggressor, so you are next to him. Bring your left arm perpendicular to, and down on, the aggressor's elbow. Ensure your wristbone is at or slightly above the aggressors elbow.

(4) At the same time, straighten the aggressor's arm and apply an armbar. The aggressor's trapped arm should be straight across your torso. From here you should be able to control and take down the aggressor.

INSTRUCTOR NOTE: If you are unable to take the aggressor to the deck with the armbar, use steps (a) – (c).

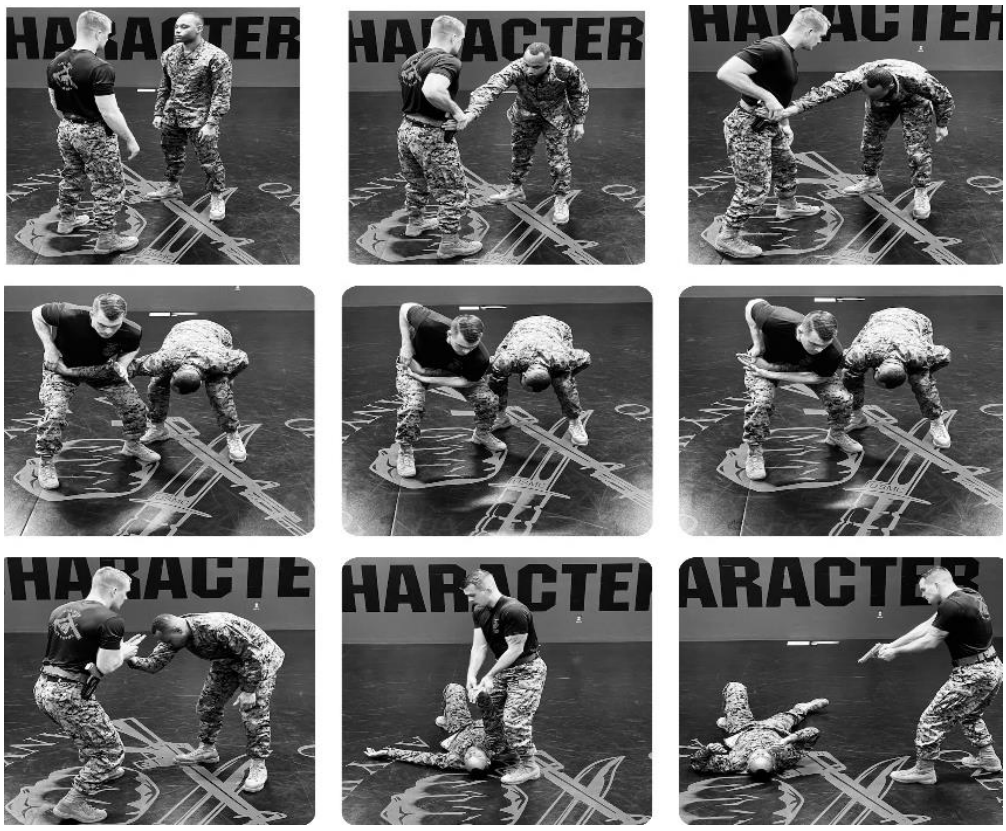
(a) Execute a crossface with your left arm and hand, turning his head to the opposite direction and off-balancing him.

(b) Grab the aggressor's face and apply pressure back and down to take him to the ground by stepping back (opening the gate) with the left foot. Maintain control of the aggressor's right hand at your right side the entire time.

(c) If you are unable to crossface the aggressor grab the aggressor's right shoulder with your left hand digging your fingers into his brachial plexus to bring him up far enough to crossface your aggressor.

(5) Follow-on by releasing the aggressor as he falls to the ground and transition to your firearm.

c. **Wristlock Technique**. This technique is used when an aggressor grabs your pistol in the holster with his right hand.



(1) Begin with the aggressor facing you and grabbing the pistol in your holster with his right hand.

(2) With your right hand, trap the aggressor's right hand by grasping his hand and apply pressure against your body and on the pistol to trap it in its holster.

(3) Step back with your right foot and pivot sharply to your right, off-balancing the aggressor, so you are next to him while bringing your left arm perpendicular to, and down on, his elbow.

(4) Maintain pressure on the aggressor’s right elbow with your left elbow and a slight bend at the waist. Pivot your left hand to trap the aggressor’s right hand, so your forearm is parallel with the aggressor’s attacking arm.

(5) Execute a wristlock by placing your left thumb on the back of his right hand so your knuckles are facing to your left.

(6) With your left hand hook your fingers across the fleshy part of his palm.

(7) Incorporate your right hand into the wristlock, exert downward pressure with your thumbs and rotate his hand to your left. Step back with your left foot, pivot to your left to off-balance the aggressor and drive him to the deck.

(8) Follow on by releasing the aggressor as he falls to the ground and transition to your firearm.

d. **Same Side Grab (Front)**. This technique is used when an aggressor grabs your pistol in the holster with his left hand.



(1) Begin with the aggressor facing you and grabbing the pistol in your holster with his left hand.

(2) With your right hand, trap the aggressor's left hand by grasping his hand and apply pressure against your body and on the pistol to trap it in its holster.

(3) Step back with the right foot, rotating your right hip to the rear, at the same time with your left hand, strike the aggressor in trachea with the webbing between thumb and pointer finger.

(4) Follow up by releasing the aggressors hand, doubling the distance and transition to your firearm.

e. **Same Side Grab (Rear)**. This technique is used when an aggressor grabs your pistol in the holster with his right hand.



(1) Begin with the aggressor behind you and grabbing the pistol in your holster with his right hand.

(2) With your right hand, trap the aggressor's hand by grasping his hand and apply pressure against your body and on the pistol to trap it in its holster.

(3) Execute a reverse wristlock by placing the palm of your right hand on the back of the aggressor's right hand and wrap the fingers across the fleshy part of his palm below his little finger.

(4) Twist the aggressor's hand to the right while placing the hand against your chest. Bring up the left hand to support the right hand by grabbing the aggressor's hand in between both hands.

(5) Apply downward pressure on his hand against the chest. Step back with your right foot to maintain better balance and lean forward to use body weight to add additional pressure to the joint.

(6) Follow up by releasing the aggressor and transition to your firearm.

4. PRACTICE

INSTRUCTOR NOTE: Fault check student proficiency and safety.

TRANSITION: We have learned firearm retention, are there any questions? We will now discuss band of brothers.

5. <u>TIE-IN (BAND OF BROTHERS)</u>. As part of our transformation into Marines we are introduced to the history, customs, courtesies and traditions unique to our Corps. These traditions are part of the rich heritage of our Corps and are tied to the legacy of past generations of Marines. This legacy was established by the actions, sacrifices, and shared experiences of countless Marines. It is what binds all Marines into a "Band of Brothers". It not only links us to the Marines of yesteryear, but through our shared experiences it binds us to the Marines we are currently serving with. As noted in Major General Lejeune's quote below, the spirit evoked by the concept of a "Band of Brothers" is something special that must be kept alive. This concept is based upon cohesion, camaraderie and esprit d'corps. The responsibility to maintain this spirit rests with every Marine, regardless of rank or length of service.

> A spirit of comradeship and brotherhood in arms came into being in the training camps and on the battlefields. This spirit is too fine a thing to be allowed to die. It must be fostered and kept alive and made the moving force in all Marine Corps organizations.
>
> -Major General John A. Lejeune

a. The "Band of Brothers" events are the social occasions when Marines gather together to celebrate and keep alive our traditions as well as to enjoy each others company. Marines hold a special place in the military establishment for many well-known reasons. Because of the high standing the Corps enjoys, every Marine owes it to himself and to the Corps to be a model not only in combat and on parade, but also on social occasions as well. Being a Marine therefore puts you in a very special group. Like most special groups, the Corps has its own well-established rules, customs, and privileges that in effect add up to a code of social behavior for you, and for your family, too. This code shouldn't make you feel that rigid conformity is required everywhere and in every detail. As a matter of fact, there is probably no military group in the world where social and professional individuality are more appreciated, than among Marines. In the good sense of the phrase, a Marine need never be afraid of developing into "a character" - which really means not being afraid to be yourself. For a warrior this means being able to relax and have fun while always doing the right thing. The following are examples of traditional of social functions:

(1) Marine Corps Birthday

(2) Mess Nights, Dining-In, Field Mess Night, Viking Night, Warrior Night

(3) Boss' Night

(4) Right-Hand Man Night

(5) NCO Appreciation Night

(6) Officer, Staff NCO, or NCO Calls

(7) Weddings, Christenings

(8) Formal/Professional Dinners
(9) Club and Mess Organization

(10) Family days

b. When you joined the Marine Corps you voluntarily accepted the Marine Corps as your way of life whether for 4 years or 30. You became part of a warrior culture and a way of life that demands commitment far above that of a job. It means living by our Core Values, selflessness, sacrifice, and commitment. You will find the time and effort of this commitment will bring you a lifetime of camaraderie and enjoyment.

TRANSITION: We have discussed band of brothers, are there any questions?

SUMMARY (10 MIN)

During this period of instruction we have covered firearm retention and band of brothers. I am now confident you will be able to use these techniques to gain control of the situation.

INSTRUCTOR NOTE: Provide follow-on instructions.

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24191 GILBERT ROAD
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LESSON PLAN

KNIFE TECHNIQUES

MCCS-BRWN-2047

BROWN BELT

UNITED STATES MARINE CORPS

MARTIAL ARTS CENTER OF EXCELLENCE
THE BASIC SCHOOL
24191 GILBERT ROAD
QUANTICO, VIRGINIA 22134

INSTRUCTOR PREPARATION GUIDE

LESSON TITLE: Knife Techniques

LESSON DESIGNATOR: MCCS-BRWN-2047

TOTAL LESSON TIME: 1 hour 30 minutes

REFERENCES: MCO 1500.59_
NAVMC 3500.41_
MCRP 3-02_

PERSONNEL REQUIRED: One instructor and assistants

FACILITIES: Soft footed training area

REVIEW COURSE MATERIALS:

- Review Lesson Plan

ADD PERSONALIZATION:

- Personalize the lesson by adding subject matter detail, personal experiences, examples, and questions.

MATERIALS/EQUIPMENT:

- Mouthpiece
- Training Knives

SETUP AND PLANNING:

- Reserve Training Area
- Conduct Rehearsal

INTRODUCTION (5 MIN)

1. GAIN ATTENTION. All Marines must be trained and prepared to use a knife should the situation arise. There are many techniques Marines can use to kill the enemy with a knife. There are also many counseling techniques Marines can use to develop subordinates.

2. OVERVIEW. Good morning, my name is _____. This lesson will cover knife techniques and counseling.

3. POSITIONS

INSTRUCTOR NOTE: Assign demonstration and practice positions. Ensure students have enough space, and can see and hear the instructor.

4. SAFETY. To prevent injury, ensure the following:

a. Start slowly and increase speed with proficiency.

b. Never execute techniques at full force or full speed.

c. Do not make contact on the aggressor with the weapon.

d. Conduct all practical application utilizing approved training gear.

TRANSITION. Now that you know what will be covered are there any questions? Let's discuss the purpose of knife techniques.

BODY (75 MIN)

1. EXPLAIN

a. **Purpose.** The purpose of knife techniques is to kill the aggressor or cause enough damage to stop his attack.

b. **Principles.** The principles for knife techniques are mindset, grip, stance, and movement.

(1) Mindset. When engaged, your mindset is a factor of success or failure. Mindset is the "mental trigger" during a defining moment that enables you to commit to an attack. You must have the superior mindset against the aggressor to succeed.

(2) Grip. Your grip on the knife should be a natural and relaxed hammer grip with enough strength to hold the weapon while maintaining dexterity. From this position, the blade of the knife is always facing the aggressor.

(3) Stance. The basic warrior stance is the foundation for knife techniques. The left arm will serve as a vertical shield protecting the head, neck, and torso. The weapon should be held at a level between the belt and chest, tight to the body to facilitate weapon retention.

(4) Movement. Movement is used to open up different target areas of the body and avoid the aggressor's strikes. Do not stand directly in front of the aggressor; they can rely on forward momentum to create the tactical advantage.

c. **Fundamentals**. The fundamentals for knife techniques are target areas and angles of attack. These techniques will also use the fundamentals of counters to strikes.

(1) Target Areas. The objective in a knife fight is to attack vital target areas readily accessible such as the face, neck, torso, and groin. The extremities are secondary targets that are not immediately fatal, but will often open up fatal target areas, or become fatal if left unattended.

(2) Angles of Attack. There are six angles from which a knife attack can be launched: Vertically up or down, forward diagonal, reverse diagonal, forward horizontal, reverse horizontal, and a straight thrust.

(3) Counters to Strikes. These techniques are counters, so you will move, block, and strike. Movement should remove you from the point of the aggressor's strike, as well as put you in a position to attack. Blocks are executed to prevent the strike from impacting you. Follow-on techniques must use all principles and fundamentals in order to kill the enemy.

2. DEMONSTRATE

INSTRUCTOR NOTE: Demonstrate only one technique at a time. Do not explain the steps or open the class for questions.

INTERIM TRANSITION: Go to practice position one.

3. IMITATE

a. **Block for a Reverse Strike With Follow-On Techniques**. This technique is used when the aggressor executes a reverse strike with a knife or weapon of opportunity.



(1) Start facing the aggressor in the modified basic warrior stance. The aggressor executes a reverse strike with the weapon in his right hand.

(2) Execute a forward right angle of movement to get inside the arc of the attack.

(3) At the same time, block the aggressor's right triceps with your left forearm and his right forearm with the blade of your knife.

(4) Slash downward through the aggressor's forearm with your knife and control his right arm with your left arm or hand.

(5) Maintain control of the attacking limb and execute at least three effective follow-on techniques to kill the aggressor.

b. **Block for a Straight Thrust with Follow-On Techniques**. This technique is used when the aggressor executes a straight thrust with a knife or weapon of opportunity.



(1) Start facing the aggressor in the modified basic warrior stance. The aggressor executes a straight thrust with the weapon in his right hand.

(2) Hollow out by bending at the waist, moving your hips backward, and jumping backward with both feet to move away from the attack.

(3) At the same time, block the aggressor's right forearm with your left hand and the blade of your knife. Your left hand should be palm down and the blade of the knife should be above your left hand.

(4) Slash through the aggressor's forearm with your knife and control his right arm with your left hand.

(5) Maintain control of the attacking limb and execute at least three effective follow-on techniques to kill the aggressor.

4. PRACTICE

INSTRUCTOR NOTE: Fault check student proficiency and safety.

TRANSITION: We have learned knife techniques, are there any questions? We will now discuss dealing with fear.

5. TIE-IN (COUNSELING TECHNIQUES). The Marine Corps Counseling Program has developed the following six techniques for effective counseling.

a. **Setting Targets**. Realistic and specific targets are set during formal sessions and should be considered a motivational tool as well as a way to measure a Marine's progress.

(1) Targets must be measurable, realistic, challenging, and you MUST have them in order to effectively improve an individual's performance. They need to be SPECIFIC. Which is better? "PFC White, you and I have determined that if you have a better military appearance, it will add to your leadership abilities." or... "PFC White, as part of our plan to improve your appearance, let's say that every Monday morning, you will have a fresh haircut, and a set of utilities straight from the cleaners. Do you think you can do that?"

(2) These targets should be limited in number to avoid over-burdening the Marine, and unless it is a directive session, they should be jointly set by the junior and senior. Only revise them if circumstances outside of the person's control change, not if the Marine will not perform them.

b. **Problem Solving**. The next counseling technique is problem solving. This technique is used when something has occurred that is hindering the Marine's performance. Use the following questions, according to the situation to help sort out the problem.

(1) Perhaps when you ask "If there is something about the junior that is preventing performance?" you might find out that he does not have the required mental or physical ability. When you ask the question "Is there something outside his control that is hindering him?" you may find out that he does not know that his performance is not meeting expectations. Does he have the necessary knowledge? Or is he missing certain necessary skills? Perhaps the Marine has an attitude that prevents him from progressing.

(2) Whatever the problem turns out to be, we must always be willing to consider that it might be something outside the junior's control. More often than not, it is something that we have not done correctly. Confusion caused by poor targets, lack of feedback on his performance, and lack of positive reinforcement are common problems. Others can be conflicting demands on the junior's time, insufficient resources, and lack of delegated authority to achieve desired results.

(3) Once the problem is identified, we need to start looking at solutions. You must look at these factors and decide if the solution you have picked is the best one. Above all, it should be realistic and as simple as possible.

c. **Questioning**. The next counseling technique is questioning. Questioning is valuable as a tool to bring problems, viewpoints, and attitudes to the surface, and to stimulate thinking. There are four types of questioning which are closely related to the type of counseling approach you decide to use.

(1) Closed ended question. Commonly used when you want a yes or no answer. The direct approach counseling style best supports this technique.

(2) Open ended question. This prompts the individual to give an explanation and forces them to open up more in order to share their thoughts. The non-directive approach best supports this technique.

(3) Probing question. This kind of question is meant to take the conversation further and force the junior to think. "What now?" is a common question asked.

(4) Interpretive question. This question is one where you draw a conclusion and solicit the other's agreement or disagreement. This is a good way to wrap up a series of questions and to draw conclusions.

d. **Active Listening**. The next counseling technique is actively listening. When you manage to get your Marines to open up to you, you must be able to listen to what they are saying and interpret it. There are two barriers that can prevent you from doing this; lack of concentration and filters.

(1) Lack of concentration is simply that. We listen four times faster than we speak, and often we use that extra time to think about something else, like what we're going to say next. It is essential that you give 100% of your attention to the Marine; all the more important that you have scheduled the session in a place and time where you will not be interrupted.

(2) Filters occur when, because of a bias, we refuse to listen to a person. A Marine ignores directions because he does not like the appearance of the person giving directions. Examples of filters might be: If you think someone is unintelligent, out of shape, speaks differently or is from a different background.

(3) Listen for generalizations or threads of meaning that can be deduced from the facts. Listen for facts (Pvt Jones was 30 minutes late) and distinguish them from opinions (Pvt Jones doesn't care about doing a good job). Listen for changes in tone of voice, rate of speech, and volume. This may indicate that the junior is unsure about something or may not want to come forth with some information. Watch for non-verbal cues (avoiding eye contact, slumping, clenching of fists). Remember, active listening is not only hearing what is said, but it is also interpreting the meaning of what is said.

e. **Feedback**. The next counseling technique is giving feedback. Feedback is basically letting someone know how they are doing. Unless it is a directive session, you should use more positive than negative reinforcement. Focus on specific actions and events and not personal issues. Relate the feedback to the set targets and the unit's targets. If the person is silent, use probing questions to get responses. Allow the junior to vent emotions, but avoid arguments. Feedback is most effective if it deals with things that can be changed and is geared toward the individual's needs, not yours. Simply venting your anger accomplishes nothing.

f. **Planning for Improvement**. The last counseling technique is planning for improvement. The important things to remember here is that the plan is JOINTLY developed, and should have specific steps and a timetable. The plan then becomes part of the on-going counseling process to track progress and problems.

TRANSITION: We have discussed counseling techniques, are there any questions?

SUMMARY (10 MIN)

During this period of instruction we have covered knife techniques and counseling techniques. I am now confident you will be able to use these techniques to kill the enemy if necessary.

INSTRUCTOR NOTE: Provide follow-on instructions.

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LESSON PLAN

FIREARM DISARMAMENT

MCCS-BRWN-2048

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MARTIAL ARTS CENTER OF EXCELLENCE
THE BASIC SCHOOL
24191 GILBERT ROAD
QUANTICO, VIRGINIA 22134

INSTRUCTOR PREPARATION GUIDE

LESSON TITLE: Firearm Disarmament

LESSON DESIGNATOR: MCCS-BRWN-2048

TOTAL LESSON TIME: 1 hour 15 minutes

REFERENCES: MCO 1500.59_
NAVMC 3500.41_
MCRP 3-02_

PERSONNEL REQUIRED: One instructor and assistants

FACILITIES: Soft footed training area

REVIEW COURSE MATERIALS:

- Review Lesson Plan

ADD PERSONALIZATION:

- Personalize the lesson by adding subject matter detail, personal experiences, examples, and questions.

MATERIALS/EQUIPMENT:

- Mouthpiece
- Pistol/Training Pistol
- Pistol Holster

SETUP AND PLANNING:

- Reserve Training Area
- Conduct Rehearsals

INTRODUCTION (5 MIN)

1. GAIN ATTENTION. Marines must be prepared for any possible situation, including one where an individual points a weapon at them. Firearm disarmament techniques provide the Marine with the skills to gain positive control of the weapon and, if necessary, restrain the aggressor. Marines must also use the rank structure to effectively accomplish the mission.

2. OVERVIEW. Good morning, my name is _____. This lesson will cover firearm disarmament and rank structure.

3. POSITIONS

INSTRUCTOR NOTE: Assign demonstration and practice positions. Ensure students have enough space, and can see and hear the instructor.

4. SAFETY. To prevent injury, ensure the following:

a. Start slowly and increase speed with proficiency.

b. Never execute techniques at full force or full speed.

c. Techniques will be performed on a soft-footed area.

d. Before training with firearms, unload and show clear.

e. When handling firearms, the weapons safety rules apply.

(1) Treat every weapon as if it were loaded.

(2) Never point a weapon at anything you do not intend to shoot.

(3) Keep your finger straight and off the trigger until you are ready to fire.

(4) Keep your weapon on "safe" until you intend to fire.

f. Apply slow, steady pressure until the aggressor taps out. Aggressor will tap out when they become uncomfortable. They may tap the deck, tap themselves, tap the Marine, or verbally say "tap-tap-tap." The Marine must immediately release the pressure when the aggressor taps out.

g. Students being thrown will execute proper break falls.

TRANSITION. Now that you know what will be covered are there any questions? Let's discuss the purpose of firearm disarmament.

BODY (60 MIN)

1. EXPLAIN

a. **Purpose.** The purpose of firearm disarmament is to disarm the aggressor and control the situation.

b. **Principles.** The principles for firearm disarmament are relaxation, timing, and distance.

(1) Relaxation. Stay calm and communicate with the aggressor to keep him relaxed. Use slow movement and a calm voice to avoid startling the aggressor. Any sudden movement may startle the aggressor, causing him to fire the weapon.

(2) Timing. The technique must be executed when the aggressor is vulnerable. Look for him to become distracted, even for just a moment, by looking down or away.

(3) Distance. After gaining control of the weapon, create distance between yourself and the aggressor to give you more time to react to an attack. An aggressor can cover over 20 feet in the time it takes the average person to draw and present their weapon.

c. **Fundamentals**. The fundamentals for firearm disarmament are movement, control, and follow-on techniques.

(1) Movement. The first action should always be to move out of the line of fire. Regardless of the weapon used, or where it is pointed, get your body off line as quickly as possible.

(2) Control. Gain positive control of the weapon to prevent the aggressor from re-engaging you. Control is gained by grasping the aggressor's hand or arm holding the weapon.

(3) Follow-On Actions**.** In a combat engagement you should follow-on with lethal force, but in a non-lethal scenario you must operate within the continuum of force. You will not always need to use deadly force.

TRANSITION: We have covered the purpose, principles, and fundamentals, are there any questions? I will now demonstrate the first technique.

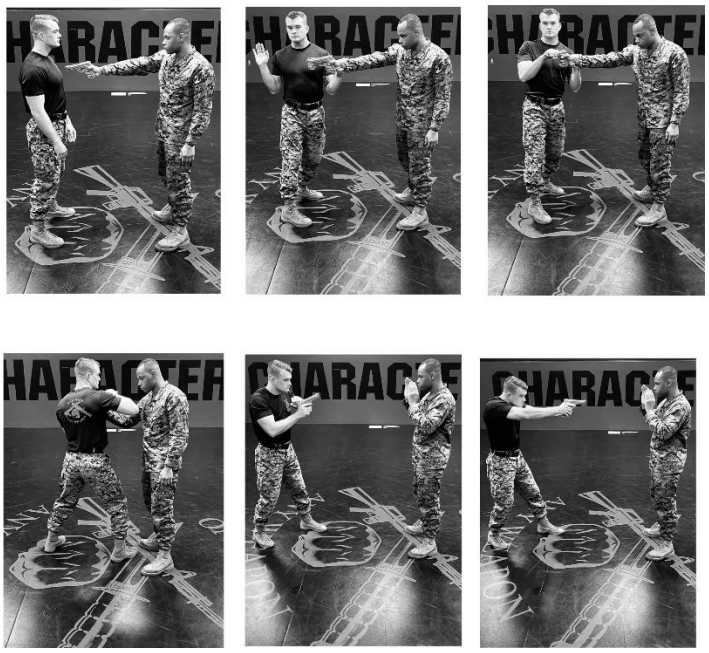
2. DEMONSTRATE

INSTRUCTOR NOTE: Demonstrate only one technique at a time. Do not explain the steps or open the class for questions.

INTERIM TRANSITION: Go to practice position one.

3. IMITATE

a. **Counter To Pistol To The Front**. This technique is used when the aggressor points a pistol at you from the front.



(1) Begin with the aggressor presenting a pistol in his right hand to your chest. The pistol must be touching or very close to the Marine for this technique to work.

(2) Place your hands in a submissive posture, even with your shoulders, elbows into the body, and palms facing away from you. Make a submissive verbal statement.

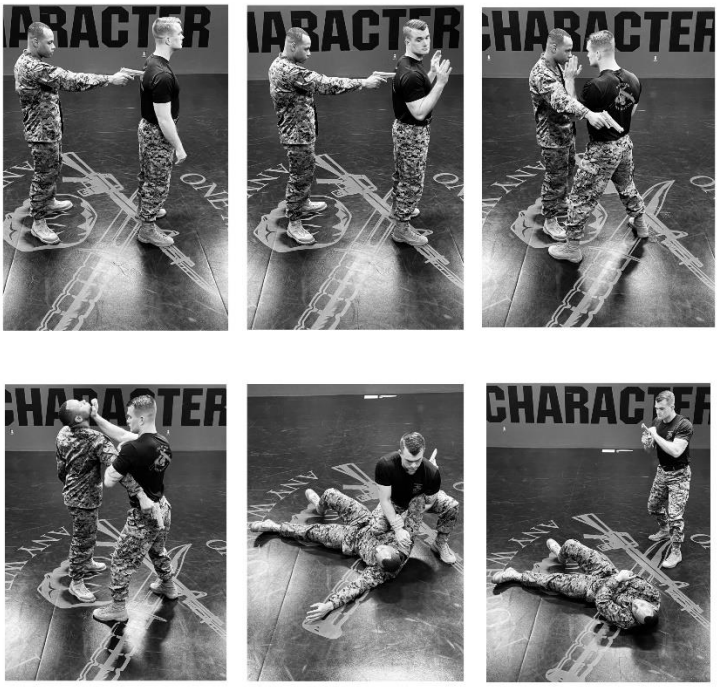
(3) Clear your body from the line of fire by rotating your torso and bringing the right shoulder back.

(4) At the same time, grab the aggressor's wrist in a C-grip with your left hand and push the weapon off line. Maintain control of your aggressor's arm.

(5) Step into your aggressor with your right foot and grab the weapon with your right hand in a C-grip by placing your thumb underneath the pistol and your fingers over top of the pistol. This rotates the pistol in your aggressor's hand. An incidental elbow strike is possible while removing the pistol.

(6) Step back to create distance, perform an expedient press check to ensure a round is chambered, and employ appropriate follow-on actions.

b. **Counter To Pistol To The Rear**. This technique is used when the aggressor points a pistol at you from the rear.



(1) Begin with the aggressor presenting a pistol in his right hand to your back. The pistol must be touching or very close to the Marine for this technique to work.

(2) Place your hands in a submissive posture, even with your shoulders, elbows into the body, and palms facing away from you. Make a submissive verbal statement and take a quick look in order to identify which hand the weapon is in.

(3) Turn into the aggressor with your left foot, pivoting on your right foot while rotating your torso. The movement with the left foot should be deep enough to set up for the subsequent leg sweep.

(4) At the same time, use your left forearm to knock the weapon off line, doubling the distance between the weapon and your body, clearing you from the weapon's line of fire.

(5) Quickly over hook the aggressor's right arm with your left arm, trapping it in your armpit between torso and biceps.

(6) Execute a chin jab/palm heel strike with your right hand and execute a leg sweep to take the aggressor to the deck. Maintain control of the aggressor's right arm.

(7) Place your right hand on the aggressor's right shoulder or upper arm and your left palm on your right wrist to affect an arm bar.

(8) Use your right knee to control the aggressor's hips and continue to apply pressure against his arm to force him to release the weapon.

(9) Once the aggressor releases the weapon, release his arm and retrieve the weapon. Step back to create distance, perform an expedient press check to ensure a round is chambered, and employ appropriate follow-on actions.

4. PRACTICE

INSTRUCTOR NOTE: Fault check student proficiency and safety.

TRANSITION: We have learned firearm disarmament, are there any questions? We will now discuss rank structure.

5. TIE-IN (RANK STRUCTURE). Marines exercise their duties, responsibilities and authority within the Corps' organizational structure. The Corps would be a shapeless, ineffective force unable to carry out its assigned mission without organization. In other words, the success of the Corps depends upon each Marine in carrying out their duties and responsibilities to ensure mission accomplishment.

a. **Purpose**. This rank structure provides for the following:

(1) A set chain of command that provides the "who is in charge" structure.

(2) Individual authority to delegate authority to others in order to accomplish the mission.

(3) Standardized organizational structure that provides a base organization allowing personnel to move from billet to billet within the Corps.

(4) Lines of communication that establishes the decision making process in the chain of command.

(5) Decentralized execution that allows execution of orders at the lowest organizational level directly affected by the decision/action.

b. **Roles**. This is a socially expected behavior pattern usually determined by an individual's status in a particular society. It is the proper or customary function of a person, what a person thinks he is supposed to do, or what others think he is supposed to do. The two major roles a Marine is expected to fulfill are institutional (his role as a Marine professional) and organizational (how he functions in his role in his unit).

(1) Institutional Role. This is a role, which is professional in nature. These institutional roles center on the ideals and goals of expected behavior for Marines by the Marine Corps as a professional institution. The leadership traits and principles are examples of institutional behavioral ideals and goals for Marines. As an example, an American fighting man in the Corps serves the following institutional roles:

(a) A Marine serving in his role as either an enlisted man or officer.

(b) A Marine serving in his specific rank.

(c) A Marine serving in his MOS.

(d) A Marine serving as a role model -- as an example for others combining all of the above.

(e) Adherence to the Code of Conduct.

(f) Service to country though mission accomplishment.

(g) To be prepared to inflict death or injury to an enemy during war.

(h) To comply with the basic customs, courtesies, and traditions of the Corps.

(i) To be an example to their Marines in the performance of duty, in the sharing of hardship and danger; and above all in upholding the high standards of moral and ethical behavior.

(j) To participate in the unit's and base's social life, such as Family Days, Marine Corps Birthday Celebrations, Mess Nights, and other special events and functions.

(2) Organizational Role. These roles are often linked with or incorporated with institutional roles. These roles include additional expected behavior that goes with a specific unit, such as a member of a reconnaissance battalion, disbursing branch, or an aviation maintenance section. Organizational roles do the following:

(a) Enable the individual to identify with the unit.

(b) Set the organization apart and give it a special nature.

(c) May require the individual to adopt special customs, a different manner of dress, and a general personality characteristic.

(d) Our rank in our billet, such as a sergeant section leader or a corporal fire team leader is an example of an Organizational Role.

c. **Officers**

(1) General officers provide long range goals and objectives, general guidance, and acquire the resources necessary to accomplish them.

(2) Field grade officers develop the plans and policies to achieve the goals and objectives within the guidance, assign missions to units, and allocate the resources.

(3) Company grade officers implement and execute the plans and their assigned mission to accomplish the goals and objectives utilizing the resources provided.

(4) Officers exercise command.

(5) Officers are accountable for mission accomplishment.

(6) Officers are accountable for unit readiness and performance.

(7) Officers set standards for unit performance.

(8) Officers are responsible for collective unit training (including planning, providing resources, conducting, and evaluating).

d. **NCO's**. NCO's are primarily concerned with their specific team and its individuals. They execute assigned tasks within a senior's guidance using available resources. Many tasks and duties are overlapping and must be shared to some degree. The leader's ability to clarify who is to do what, to whom, when, and how is an important part of his leadership role. Some specific duties normally performed by NCO's are to:

(1) NCO's train subordinates in their MOS and basic military skills.

(2) NCO's are accountable for the actions of their squad, section, or team.

(3) NCO's enforce standards of military and physical appearance.

(4) NCO's ensure supervision, control, and discipline of subordinates.

(5) NCO's assist in personal and professional development of Marines.

(6) NCO's provide communication link between the individual Marine and the organization.

(7) NCO's plan and conduct the routine and day-to-day unit operation within the policies established by the officers.

(8) NCO's maintain appearance and condition of unit billeting spaces, facilities, and work areas.

e. **Peers**. Some of the roles and responsibilities of peers are as follows:

(1) Peers support and help each other.

(2) Peers compete in spirit of enhancing esprit and mission accomplishment, and perfecting individual/unit performance but not to cut each other down.

(3) Peers share victories, hardships, and lessons learned.

(4) Peers exert a positive influence on their comrades by setting examples of obedience, courage, zeal, sobriety, neatness, and attention to duty.

f. **Working Relationships.** The basic rank structure establishes the working relationships as seniors, peers, and subordinates. Understanding this should be easy, but because of promotions,

transfers, and frequent policy changes many Marines are not really sure what their roles are. Some things you should do are:

(1) Understand your role so you can assist your subordinates and seniors.

(2) Know the roles of seniors, peers, and subordinates.

(3) Ensure your subordinates know and understand their roles and the roles of others around them.

(4) Train subordinates to accomplish their role, and be prepared to perform the role of their immediate senior.

(5) Provide subordinates feedback on how well they are accomplishing their role, and counsel them to improve their performance.

(6) Delegate the necessary authority for subordinates to accomplish their role, and ensure they realize just what they are accountable for.

(7) Give them the necessary resources and freedom of action to accomplish their tasks.

(8) Give them the respect due their position and require others to do the same.

(9) Insist they accomplish their duties and ensure they do the same with their subordinates.

(10) Adhere to the standards of the Corps and require all others under you to do the same.

(11) Maintain open communication lines and squelch rumors.

(12) Ensure subordinates are capable of accomplishing assigned tasks.

TRANSITION: We have discussed rank structure, are there any questions?

SUMMARY (10 MIN)

During this period of instruction we have covered firearm disarmament and rank structure. I am now confident you will be able to use these techniques to gain control of the situation.

INSTRUCTOR NOTE: Provide follow-on instructions.

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LESSON PLAN

WARRIOR AS A GENTLEMAN

MCCS-BRWN-2049

BROWN BELT

UNITED STATES MARINE CORPS

MARTIAL ARTS CENTER OF EXCELLENCE
THE BASIC SCHOOL
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QUANTICO, VIRGINIA 22134

INSTRUCTOR PREPARATION GUIDE

LESSON TITLE: Warrior as a Gentleman

LESSON DESIGNATOR: MCCS-BRWN-2049

TOTAL LESSON TIME: 30 minutes

REFERENCES: MCO 1500.59_
NAVMC 3500.41_
MCRP 3-02_

PERSONNEL REQUIRED: One instructor and assistants

FACILITIES: Indoor/Outdoor Classroom

REVIEW COURSE MATERIALS:

- Review Lesson Plan

ADD PERSONALIZATION:

- Personalize the lesson by adding subject matter detail, personal experiences, examples, and questions.

MATERIALS/EQUIPMENT:

- None

SETUP AND PLANNING:

- Reserve Training Area
- Conduct Rehearsals

INTRODUCTION (5 MIN)

1. GAIN ATTENTION. The martial arts program is used to develop a change in the mental attitude and character makeup of a Marine. You must live your life in a manner that gives you a better understanding of these concepts and inspires your Marines to do the same. This creates a warrior who is also a gentleman. The characteristics of a gentleman described here relate to the actions of men and women, much like the term man can refer to the whole species.

2. OVERVIEW. Good morning, my name is _____. The purpose of this lesson is to teach you how act as an ethical warrior. We will be covering values, morals, and ethics, warrior, gentleman, and the combination.

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

4. METHOD/MEDIA. This lesson will be taught by the informal lecture method.

5. EVALUATION. This class is lesson purpose and will not be evaluated.

6. SAFETY/CEASE TRAINING. In the case of a fire alarm you will exit the classroom and the class commander will get a head count and report to the instructor.

BODY _____ (15 MIN)

1. VALUES, MORALS, AND ETHICS. We must understand the difference between ethics, values, and morals, and how they attribute to our character in order to be an ethical warrior.

a. **Values**. A value is something we seek to gain or keep because we consider it to be of worth. It can be tangible like money or possessions, or intangible like a feeling or belief. There is only one superseding value we all share, life. Life is an absolute and universal value because it is a fundamental requirement of all human existence. We must understand each person values their own life as much as everyone else. Relative values are subjective and often represent an opinion or preference. Relative values can be different between people or groups and still be valid. Relative values can conflict or compete with other relative values, or compete with the life value.

b. **Morals**. Morality refers to "good" values. Certain relative values are particularly respectful of self and others. They are often referred to as great moral values, or virtues. Not all values are moral. Relative values will be immoral if they oppose the value of life.

c. **Ethics**. Ethics are moral values in action; life respecting behavior toward self and all others. Ethical behavior is the foundation for all Marines. Leaders must have the moral courage to foster and enforce ethical behavior. An ethical warrior is a protector of life, prepared to kill only under absolute necessity.

2. Warrior. A warrior is a person engaged or experienced in the act of war; a person engaged in some struggle or conflict. There are many examples of warriors throughout our history. However, not all of these warriors demonstrated ethical or moral principles. Choosing the

correct examples to display the characteristics of a warrior may be difficult to do in one person. Identifying noble traits in different people will be much easier.

3. Gentlemen. A gentleman is a person whose conduct conforms to a high standard of humility or behavior. That professional behavior is what sets them aside from ignorance, and makes them stand out from the rest. Battles are not always won by brute strength; at times it takes pure wit to outsmart your opponent. Intelligence and the high ethical standards are characteristic of a gentleman.

4. Combination. To combine these two traits means to force two opposites together, forming a totally new creation. That is the goal of this class, to combine fire and ice to produce a new breed of fighting machine. This process has already occurred; this is just a reinforcement of that idea. It exists in the society of the Marine Corps. Our Core Values begins this level of training and it must continue throughout a Marine's career.

TRANSITION: We have discussed warrior as a gentleman, are there any questions?

SUMMARY (10 MIN)

During this period of instruction we have covered warrior as a gentleman. I am now confident you will be act as an ethical warrior.

INSTRUCTOR NOTE: Provide follow-on instructions.

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LESSON PLAN

MARTIAL CULTURE STUDY: THE APACHES

MCCS-BRWN-2050

BROWN BELT

UNITED STATES MARINE CORPS

MARTIAL ARTS CENTER OF EXCELLENCE
THE BASIC SCHOOL
24191 GILBERT ROAD
QUANTICO, VIRGINIA 22134

INSTRUCTOR PREPARATION GUIDE

LESSON TITLE: Martial Culture Study: The Apaches

LESSON DESIGNATOR: MCCS-BRWN-2050

TOTAL LESSON TIME: 1 hour

REFERENCES: MCO 1500.59_
NAVMC 3500.41_
MCRP 3-02_

PERSONNEL REQUIRED: One instructor and assistants

FACILITIES: Indoor/Outdoor Classroom

REVIEW COURSE MATERIALS:

- Review Lesson Plan

ADD PERSONALIZATION:

- Personalize the lesson by adding subject matter detail, personal experiences, examples, and questions.

MATERIALS/EQUIPMENT:

- None

SETUP AND PLANNING:

- Reserve Training Area
- Conduct Rehearsals

INTRODUCTION (5 MIN)

1. **GAIN ATTENTION.** As warriors, we must take the lessons from warrior cultures of the past and present and learn from them. We must study their strengths as well as their weaknesses. By doing this, we can develop more thorough tactics to utilize on the battlefield. We can do this through studies of different martial cultures.

2. OVERVIEW. Good morning, my name is _____. The purpose of this lesson is to familiarize you with the Apaches. We will cover their historical background, training methods, values system, and legacy battles.

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

4. METHOD/MEDIA. This class will be taught by the informal lecture method and guided discussion.

5. EVALUATION. This class is lesson purpose and will not be evaluated.

6. SAFETY/CEASE TRAINING. In the case of a fire alarm you will exit the classroom and the class commander will get a head count and report to the instructor.

TRANSITION: Now that you know what will be taught and how it will be taught, are there any questions? Let's discuss their historical background.

BODY (45 MIN)

1. HISTORICAL BACKGROUND

a. The origin of the name Apache probably stems from the name 'Zuni apachu' which was the name for the Navajo. The Apache population was thinly spread and scattered into relatively small groups across large tribal territories due to harsh living conditions. The land the Apaches lived in was a rugged and hostile territory of climatic extremes ranging from forested mountains to desert lowlands with temperatures ranging from 100 degrees to below zero.

(1) The land yielded only enough for the Apaches to survive. Hunting was a male event working in pairs or in small groups. If chasing large game, they rode horses chasing the game with bows. If on foot, Apaches wore masks crafted from animal heads to approach deer and antelope. Some Apaches would conduct relays to run a deer to exhaustion while the local band might provide the numbers required to surround buffalo.

(2) The environment forced cohesiveness either by blood or by marriage. Cohesion was minimal amongst the 'groups' as there was no central leadership, or chain of command. This type of society did not lend itself to a regimented society or social structure. Local band leadership was the most extensive of the Apache government and was the position most tribal chiefs held such as Cochise and Geronimo. Leaders of the bands and tribes were very similar to what we have today as leaders in the Marine Corps with our non-commissioned officers; they were expected to display courage in battle, to be generous toward the poor and needy, and to be

good public speakers.

b. One should understand the Apaches combat mindset in order to fully comprehend how they thought and what they would do to the enemy. Their lust for blood was insatiable. Some Apaches cut the hearts out of their victims, staked them to ant hills with their mouths propped open, tied them to cactuses with wet raw hide that contracted as it dried in the sun, tied them naked to trees and shot arrows into them, slit their skin in strips from neck to heel, cut off limbs until the victim bled to death, smashed heads and testicles with rocks, and buried victims in the ground up to their heads and let the ants eat their heads off. It was believed dismembered enemies would travel through the afterlife in the same condition as when they died. Every expression of pain or agony was hailed with delight, and the one whose inventive genius devised the most excruciating kind of death was deemed worthy of honor.

c. It is important to note that the white man wrote most of the Apache history and as you know, written history is written from the writer's perspective. Apaches and Apache leaders have become the victims of exaggeration, a fate that has left them enshrined in contemporary folklore. The Apache has been transformed into an American myth, the haunting symbol of a vanished era in the history of the Southwest.

2. TRAINING METHODS

a. Apaches were trained for war from boyhood. Boys woke early and bathed in the river, even if they had to crack the surface ice to do so. They ran up hillsides with a mouthful of water to learn correct breathing through the nose. They were taught by their relatives the geography, attributes, and sanctity of their surroundings.

(1) From early on, boys were taught how to endure pain. They would place dry sage on their arms and set it on fire, letting it burn to ashes without flinching. In winter, they would have to roll snow into a ball, with bare hands, until told to stop. They were hardened by rough wrestling games, mock battles, and were paired off for hand-to-hand fights that only ended when blood was drawn.

(2) When a young man felt ready, he would begin the novice warrior complex. Having been accepted as a member of his first raid, the young man was instructed by a war shaman. The shaman would give the young man a drinking tube, a scratcher, and a special war cap. The young warrior was subservient to the other warriors and would fetch their water and wood. Upon completing four successful raids, the young Apache received the coveted reward of recognition as an Apache warrior.

b. The Apaches drew a sharp distinction between warfare and raiding. A raid was designed to acquire food rather than to initiate or respond to a conflict. War parties were organized to avenge the deaths of Apaches. War parties normally contained 200 men, and a shaman who would accompany the party into battle conducting ceremonies while on the warpath. When on the warpath, they would scatter and reunite to avoid backtracking and having their enemies track them. The Apaches always traveled with scouts out front and would even post scouts in the evening on the highest possible terrain.

(1) The Apaches preferred to make their attacks shortly before dawn and upon attacking,

they would attack from several directions at once. Warriors wore a shirt, breechcloth, and moccasins; he carried a rope, blanket, water jar, rations of mescal or jerky, and his weapons. The Apache might employ a shield, bow, arrows, lance, club, knife, or even a gun. They also blackened their weapons to camouflage them.

(2) Apaches lived instinctively off the land and could withstand extraordinary extremes of thirst and hunger. Paint was daubed across the face to invoke the particular power of a war shaman. The Apaches did not adapt a horse culture, as their terrain and lifestyle did not lend itself in the same way, as did that of the Plains Indians. An Apache warrior could run as many as 70 miles per day though.

c. The Apaches fought a guerrilla style of warfare. Few pursuers ever successfully found their way into the intricate strongholds of the Apache. When the Apaches were chased, they would scatter, running across rock to an agreed rendezvous, leaving no trail. They would visit waterholes at night, which they knew well or could quickly spot from high ground.

3. VALUES SYSTEM

a. The Apaches were religious in their own right. They had an unclearly defined supreme being referred to as Usen or "Life Giver." Myths among the Apache told of their people's emergence from within the earth. The coyote exemplified the virtues and failings of man, securing such necessities as fire while simultaneously demonstrating the vices of man such as gluttony, falsehood, and incest, which the Apaches strongly disapproved.
Myths of the Apache's early existence focused on the White Painted Woman's divine conception of her sons and the slaying of the evil dragon by one of her son's.

b. The most documented traditional Apache ceremony was the girl's puberty rite. This rite lasted four days. The ceremony began with the girl being led to the ceremonial tipi by the specially appointed shaman whose relentless chanting of songs and prayers accompanied the rituals. On the fourth night, the ceremonies continued until dawn when the shaman painted a sun symbol on his palm, which he pressed to the girl's head as the sun rose. The puberty rite was considered a sacred confirmation of the beginning of womanhood. Women were allowed to marry after puberty and men allowed to marry after they had accepted adult responsibilities as warriors and hunters.

c. The Apaches, in contrast to the Plains Indians, applauded courage but derided heroics; their numbers were too few for flamboyant risks and needless loss of life. Stealth and caution were encouraged. When the Apache was wounded or cornered, there was no more ferocious adversary.

4. LEGACY BATTLES

a. In 1540, the Apaches were well entrenched in their homeland of the Southwest. Drawn by the prospect of converts to the Roman Catholic faith and by legends of mineral riches, the Spanish ventured into the Apache homeland. Under the guise of extending the boundaries for the Spanish, they would raid the Apaches to acquire Indian slaves. In 1598, the Spanish governor of New Mexico attacked an Apache settlement killing 800 and capturing nearly 600. Captured males over the age of 25 had one foot cut off and served 20 years of slavery. In 1610,

the Apaches sought revenge and raided the governor's capital with such ferocity that the governor moved his capital. Apache ambushes and raids were frequent from 1600 to 1680 and drove the Spanish from New Mexico. By 1700, each Apache tribe was firmly established in its traditional territory while the pattern of raids and Spanish punitive expeditions continued throughout the 18th century.

b. In 1848, the Treaty of Guadalupe Hidalgo relinquished the Spanish Southwest and its Indian tribes to the United States and American troops were withdrawn from Mexico. Despite the Americans agreement to stop the Apaches from crossing the new border, the raids continued. In 1851, miners reopened the copper mines and discovered gold nearby. Mangas Coloradas, the chief of the Chihenne Apaches, visited the miners' camp and offered to lead them to greater deposits of gold. The white men, fearing a trap, bound the great chief to a tree and brutally whipped him. His rage made him a ferocious enemy of the Americans.

(1) In 1861, 54 mounted infantrymen sought the return of two kidnapped boys. Cochise, the great chief of the Central Chiricahua, was asked to come to the tent of the white man leading the 54 infantrymen. Cochise was wrongly accused of the crime and would be held prisoner until the boys were released. Upset with this decision, he pulled out his knife, sliced the tent, and escaped capture while the Apaches that accompanied him were held hostage. Cochise returned with his own American hostages, a fight ensued, hostages on both sides were killed, and Cochise escaped.

(2) In the years that followed, most soldiers were withdrawn from this part of America to fight in the Civil War. Cochise and Mangas Coloradas took this opportunity to drive the settlers out of their land. Relentless raiding resulted in all treaties being abandoned and the policy of extermination was again in existence. In 1862, Mangas Coloradas was shot from his horse, survived, and a year later ventured into an American camp under a flag of truce. He was taken prisoner, tortured, decapitated, and his head was boiled.

c. Geronimo was born into the Bedonkohe band in 1829 in Southwest New Mexico near the head of the Gila River. In 1846, he was admitted to the council of warriors. Perhaps his favorite joy at this time in his life was marrying Alope. Eventually, they had three children. In 1858, Geronimo was part of a trading party in Mexico and while they were gone, Mexicans attacked his camp killing his mother, wife, and three children.

(1) Geronimo had been mentally hardened for war from an early age and convinced his people to seek revenge. He stated he would fight from the front and only asked his people to follow him. In 1859, the attack began with the Apaches assembling on the Mexican border. The first fight began with eight Mexicans riding out to engage the Apaches; these men were captured and killed. The next morning, the Mexicans attacked with two companies of cavalry and two infantry companies. Geronimo arranged his warriors in a hollow circle at the edge of a tree line. As the Mexicans came within 400 yards they fired their weapons and then Geronimo lead the charge. The battle lasted approximately two hours and only a few Apaches were left on the field; however, Geronimo was one of them, fighting with only his hands and a knife. Eventually all the Mexicans were killed. Geronimo avenged his family's death, and was made a war chief for the Apaches.

(2) By 1880, Geronimo had earned a fearsome reputation. He unleashed lightning raids into Mexico, Arizona, and New Mexico. During his many battles, Geronimo was wounded eight

times. He was shot in the leg, forearm, cut by a saber in his right leg, butted in the head by a musket, shot below the left eye, shot on both sides of the body, and shot in the back. In September of 1886 Geronimo surrendered to the Americans. He was transferred to several locations before he died at Fort Sill, Oklahoma in February 1909.

5. DISCUSSION

INSTRUCTOR NOTE: Conduct a guided discussion. Questions and answers should be allowed to flow freely. Have additional questions prepared to stimulate the guided discussion.

a. How does the historical background of the Apaches compare to the Marine Corps today?

b. How are the training methods, weapons and tactics employed by the Apaches the same and different from that of the Marine Corps?

c. How are the values system, leadership qualities, and standards of conduct used by the Apaches similar and different from the Marine Corps?

d. What were some of the strengths and weaknesses of the Apaches?

TRANSITION: Now that we have discussed some differences and similarities between the Apaches and the Marine Corps, are there any questions?

SUMMARY (10 MIN)

During this period of instruction we have discussed the Apaches. I am now confident you have a thorough understanding of the Apaches Martial Culture and how we can learn from them.

INSTRUCTOR NOTE: Provide follow-on instructions.

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LESSON PLAN

FREE SPARRING

MCCS-BRWN-2051

BROWN BELT

UNITED STATES MARINE CORPS

MARTIAL ARTS CENTER OF EXCELLENCE
THE BASIC SCHOOL
24191 GILBERT ROAD
QUANTICO, VIRGINIA 22134

INSTRUCTOR PREPARATION GUIDE

LESSON TITLE: Free Sparring

LESSON DESIGNATOR: MCCS-BRWN-2051

TOTAL LESSON TIME: 2 hours 30 minutes

REFERENCES: MCO 1500.59_
NAVMC 3500.41_
MCRP 3-02_

PERSONNEL REQUIRED: Referee, RSO, Corpsman

FACILITIES: Soft footed training area

REVIEW COURSE MATERIALS:

- Review Lesson Plan

ADD PERSONALIZATION:

- Personalize the lesson by adding subject matter detail, personal experiences, examples, and questions.

MATERIALS/EQUIPMENT:

- Mouthpiece
- Head gear
- 4 oz. MMA Gloves
- Groin Protection
- Shin Protection

SETUP AND PLANNING:

- Reserve Training Area
- Conduct Rehearsals
- Brief Support Personnel

INTRODUCTION (5 MIN)

1. GAIN ATTENTION. Standing to ground is the free sparring event for brown belt. This combines striking techniques with throws and ground fighting techniques. Weapons should also be incorporated with standing to ground to train Marines to move through the different levels of combat. This event begins to cement the previous levels with the bridge developed in previous belts.

2. OVERVIEW. Good morning, my name is _____. This lesson will cover the conduct of free sparring and a warrior study.

3. SAFETY. Safeties will be cover later in this lesson.

TRANSITION. Now that you know what will be covered are there any questions? Let's discuss the purpose of free sparring.

BODY (2 HRS 15 MIN)

1. PURPOSE. The purpose of free sparring is to bridge from static to dynamic and inoculation to interpersonal violence.

a. **Bridge from Static to Dynamic.** Standing to ground is the bridge between static strikes, thrown, and ground fighting and a dynamic environment. Free sparring gives Marines the opportunity to apply the individual techniques they have learned in a realistic environment with a live resisting opponent. Executing techniques one at a time is much different than using them against another person who is defending themselves and also trying to hurt you.

b. **Inoculation to Interpersonal Violence.** Inoculation is the process of introducing something to the body so it can defend itself in the future. By introducing Marines to violence on a personal level, they will be more prepared for a real close combat scenario.

2. CONDUCT OF THE BOUT. Free sparring is a training tool designed to develop Marines' skills and confidence, and must not become a fight club or beat-down.

a. **Combat Mindset.** Proper combat mindset is essential for free sparring to be effective. Instructor Trainers must ensure the emphasis is on effective combatives and it does not become sport fighting. The focus should be on killing blows, solid offensive and defensive techniques, and gaining the tactical advantage so the enemy cannot return to the engagement. Free sparring also develops the control and maturity to use the appropriate amount of violence for any given situation along the continuum of force.

b. **Maturity.** All Marines must control their egos and tempers at all times. Marines who demonstrate immaturity, lack of control, or unsportsmanlike conduct will not be allowed to participate.

c. **Time Limit.** Standing to ground will be three to six minute rounds, depending on the fitness level of the Marines.

d. **Weapons.** Weapons may be integrated into standing striking. Training weapons and all associated safety gear must be used. These fights will run until the referee observes a killing blow, similar to pugil sticks.

e. **Target Areas**. The authorized target areas for strikes are the torso and the inside and outside of the legs. Marines will not strike to the head, neck, back, groin, or knees. The authorized target areas for submissions are the carotid artery and large joints, for chokes and joint manipulations.

f. **Techniques**. The authorized techniques are the upper and lower body strikes, throws, and ground fighting techniques within each belt level. At this level, strikes are included when on the ground. Marines should focus on combining all the principles and fundamentals of close combat. Very light knees and elbows may be used only under the strict supervision of a responsible Martial Arts Instructor Trainer. This is because of the increased level of responsibility and maturity necessary for this type of training. Do not use knees and elbows without an MAIT present.

g. **MAI/T Participation.** Instructors and Instructor Trainers should participate in free sparring events with their students as much as possible. There must still be a referee and RSO supervising the bouts for control and safety. When sparring with students the instructor will fight at, slightly above, and slightly below the student's skill level. This is to allow the instructor to fault check the students and help them to develop their skills. Free sparring is NOT for instructors to beat up students or demonstrate their skills.

3. SAFETIES. Free sparring events should be as realistic as possible while ensuring the safety of the Marines. It is the responsibility of the instructor to ensure all required safety measures are present and adhered to at all times.

a. **Personnel.** All sparring events must have the required safety personnel as described below.

(1) Fighters. All Marines are personally responsible for their safety and the safety of the other fighter. Marines must be in a full duty status to participate in free sparring. If there is any question as to whether or not a Marine is physically qualified to participate, they will see a corpsman or medical officer.

(2) Referee. The referee must be an MAI or MAIT and is responsible for the overall conduct of the bout. They will not have any other role, such as coaching or keeping time, that will distract them in any way. The referee will brief the fighters, check safety gear, start the fight, stop the fight, and monitor the Marines fighting. They must be actively engaged so they can physically break up the fight in case of any unsafe condition.

(3) RSO. The RSO should be an MAI or MAIT but can be a Staff NCO or Officer if none are available. This person is strictly responsible for safety. They will not fight, referee, or coach because it will distract them from observing safety. If they observe any unsafe condition they will inform the referee or stop the bout themselves.

(4) Corpsman. A corpsman is required to be present for all free sparring events.

(5) Coach. Having a coach is optional for all free sparring events. If used, this is a MAI or MAIT who is not filling the role of the referee or the RSO. The coach should reinforce proper technique, principles, and fundamentals.

b. **Safety Gear.** The safety gear required for standing to ground is head gear, mouthpiece, 4 ounce (minimum) MMA gloves, groin protection, and shin protection. Females must also wear a flak jacket for added protection for the female anatomy. When adding weapons, all the gear required for pugil sticks must be used.

c. **Training Area.** A soft footed area with a non-slippery surface must be selected. This can be a sandy or grassy area that is clear of rocks, stumps, and debris. Mats are recommended if available.

d. **Chronic Traumatic Encephalopathy (CTE).** Also known as boxer's dementia and punch drunk syndrome, CTE is brain damage caused by repeated mild head injuries. Medical researchers have recently found that CTE also occurs in other sports such as football, hockey, soccer, and wrestling. Increased awareness of CTE has led to a push for additional caution in dealing with concussions and other head injuries among youth, high school, college, and professional athletes. When properly implemented, the safeties for free sparring mitigate repeated head injury, and CTE.

e. **Hands Out Procedures.** If a fighter cannot safely continue in a free sparring event they will put both hands straight out in front of them. A Marine will go hands out if they feel they are not able to defend themselves. This may be due to getting the wind knocked out of them, becoming injured, or problems with safety gear. If this happens the referee must immediately stop the bout to assess the situation. The referee will put the Marine's hands on their shoulders and evaluate their condition to determine if and when they can continue.

f. **Tap Out Procedures.** Tap out procedures will be adhered to when conducting free sparring. When any submission technique, such as a choke or arm bar, is executed the Marine must tap out before they become injured. They can tap out by tapping themselves, tapping their opponent, tapping the deck, verbally saying "tap, tap, tap", or any combination of those. It is preferable to tap on your opponent so they can feel it and are immediately aware that you are tapping out. When a Marine taps out, the opponent must immediately release pressure to prevent injury.

g. **Unsafe Conditions.** It is the referee's, and RSO's, responsibility to immediately stop the fight if they see any unsafe condition such as a defenseless fighter, safety gear problems, or if a fighter is injured. A fighter is defenseless if they appear unable or unwilling to intelligently defend themselves by exposing their back, falling to the ground, dropping their weapons, or dropping theirs hands. If any safety gear is unserviceable, missing, or not fitted properly the fight must be stopped to correct the problem. If a fighter appears to be injured, by screaming or yelling, the fight must be stopped. Once the unsafe condition is corrected, the referee will restart the fight.

TRANSITION: We have practiced free sparring, are there any questions? We will now discuss _____.

4. WARRIOR STUDY

INSTRUCTOR NOTE: Present a warrior study of your choice to the class. Ensure to tie-in the disciplines of MCMAP, core values, and leadership characteristics.

TRANSITION: We have discussed _____, are there any questions?

SUMMARY (10 MIN)

During this period of instruction we have practiced free sparring and discussed a warrior study. I am now confident you will be able to use these techniques to kill the enemy.

INSTRUCTOR NOTE: Provide follow-on instructions.

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BLACK BELT

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LESSON PLAN

BAYONET TECHNIQUES

MCCS-BLAK-2061

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UNITED STATES MARINE CORPS

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INSTRUCTOR PREPARATION GUIDE

LESSON TITLE: Bayonet Techniques

LESSON DESIGNATOR: MCCS-BLAK-2061

TOTAL LESSON TIME: 45 minutes

REFERENCES: MCO 1500.59_
NAVMC 3500.41_
MCRP 3-02_

PERSONNEL REQUIRED: One instructor and assistants

FACILITIES: Soft footed training area

REVIEW COURSE MATERIALS:

- Review Lesson Plan

ADD PERSONALIZATION:

- Personalize the lesson by adding subject matter detail, personal experiences, examples, and questions.

MATERIALS/EQUIPMENT:

- Rifle/Training Rifle
- Bayonet Trainer
- Wooden Bayonet Trainer
- Flak Jacket
- Helmet
- Mouthpiece

SETUP AND PLANNING:

- Reserve Training Area
- Conduct Rehearsals

INTRODUCTION (5 MIN)

1. GAIN ATTENTION. The Eternal Student never stops learning, and never stops becoming something more. He revisits his past victories and defeats in order to learn more about himself and the way he interacts with others. Sometimes the key to a future success is held within a very small detail that was perhaps missed as a beginner when everything was new. With this in mind we will hone our basic skills with a bayonet and integrate them into a low light environment.

2. OVERVIEW. Good morning, my name is _____. This lesson will cover bayonet techniques and the eternal student.

3. POSITIONS

INSTRUCTOR NOTE: Assign demonstration and practice positions. Ensure students have enough space, and can see and hear the instructor.

4. SAFETY. To prevent injury, ensure the following:

a. Start slowly and increase speed with proficiency.

b. Never execute techniques at full force or full speed.

c. Training will be conducted in three stages.

(1) Marines will execute techniques in the air.

(2) Marines will practice strikes on a pad or dummy.

(3) Marines will practice during free sparring.

d. Before training with firearms, unload and show clear.

e. When handling firearms, the weapons safety rules apply.

(1) Treat every weapon as if it were loaded.

(2) Never point a weapon at anything you do not intend to shoot.

(3) Keep your finger straight and off the trigger until you are ready to fire.

(4) Keep your weapon on "safe" until you intend to fire.

f. Conduct all practical application utilizing approved training gear.

TRANSITION. Now that you know what will be covered are there any questions? Let's discuss the purpose of bayonet techniques.

BODY _____ (30 MIN)

1. EXPLAIN

a. **Purpose**. The purpose of bayonet techniques is to disable or kill an aggressor.

b. **Principles**. The principles for bayonet techniques are mindset, grip, stance, movement, and channeling. We will also apply the principles of a low light environment.

(1) Mindset. When engaged, your mindset is a factor of success or failure. Mindset is the "mental trigger" during a defining moment that enables you to commit to an attack. You must have the superior mindset against the aggressor to succeed.

(2) Grip. It is possible to execute these bayonet techniques while gripping the buttstock of the weapon, but the stress is on being able to execute them from the pistol grip. These are lethal, offensive techniques that can be used in conjunction with assault fire movement.

(a) Grab the pistol grip with your right hand. Keep your trigger finger off the trigger and included it in the grip.

(b) With the left hand, grab the hand guards of the rifle under-handed.

(c) Lock the buttstock of the rifle against the hip with the right forearm.

(d) Keep movements of the bayonet blade within a box, shoulder width across from your neck down to your waistline. Always keep the bayonet end of the rifle oriented toward the aggressor.

(3) Stance. All movement begins and ends with the modified basic warrior stance. Create a smaller silhouette and lower center of gravity by lowering your body at the knees and create “eye-muzzle-target” toward the aggressor.

(4) Movement. Movement is used to get from one place to another when the threat of contact is imminent. Use a controlled and steady combat glide to avoid tripping while moving toward the aggressor.

(5) Channeling. Channeling is using movement to place one aggressor in front of the other. This will allow you to engage one aggressor at a time. Using the proper angles of approach learned earlier in your martial arts training does this.

(6) The Low Light Environment. You can see much more in the dark than you realize. Using your eyes effectively at night requires the application of the principles of night vision: dark adaptation, off center vision, and scanning.

(a) Dark Adaptation. Dark adaptation is allowing your eyes to become accustomed to low levels of illumination. It takes about 30 minutes for you to be able to distinguish objects in dim light. Red light is used so as not to destroy your night vision.

(b) Off-Center Vision. Off-center vision is the technique of keeping your attention focused on an object without directly looking at it. When you look directly at an object, the image is formed on the cone region of your eye, which is not sensitive at night. When you look slightly off center (optimum is usually six to ten degrees) of an object, the image is formed on the area of your retina containing rod cells, which are sensitive in darkness.

(c) Scanning. Scanning is using off center vision to observe an area or an object. When you use rod vision the cells being used black out after four to ten seconds and the observed object disappears. You must shift your eyes slightly so fresh rod cells are used. This is accomplished by moving your eyes in short, abrupt, irregular movements over and around your target.

c. **Fundamentals.** The fundamentals for bayonet techniques are approach, close, and entry.

(1) Approach. Approaching is used when you have located the aggressor. While maintaining a combat glide, move toward the aggressor until you are within 5 to 10 feet. The bayonet must stay locked on the aggressor.

(2) Close. As you reach the critical distance of 5 to 10 feet, you will use a burst of speed to close the final distance with the aggressor. Increase your speed by quickening your steps without changing your stride length or standing upright. This will cause the aggressor to hesitate and give you the psychological and tactical advantage.

(3) Entry. The entry is made to get inside the aggressor's defense to conduct a lethal attack. The movement can be a step forward or to an oblique to get within range.

(a) Target Areas. The primary target areas of the body are the aggressors throat, groin, or face. The aggressor's torso can be another target area if it is not protected by body armor.

(b) Striking Surface. Thrusts will use the point of the bayonet and slashes will use the cutting edge of the bayonet. Buttstrokes will use the toe of the buttstock off the rifle and smashes will use the butt of the rifle.

TRANSITION: We have covered the purpose, principles, and fundamentals, are there any questions? We will now begin practical application.

2. DEMONSTRATE

INSTRUCTOR NOTE: There is no demonstration. Training will be conducted in stages.

3. IMITATE

INSTRUCTOR NOTE: There is no imitation. Training will be conducted in stages to re-focus the basic principles and fundamentals before conducting the low light engagements.

a. **Stage One**. This stage focuses on developing the Marine's static techniques in a low light environment. Marines will practice the principles and fundamentals and the individual bayonet techniques from tan belt. Ensure Marines are proficient before moving to stage two.

b. **Stage Two**. This stage will incorporate movement against aggressors in a low light environment. Marines will practice the bayonet techniques from gray, green, and brown belt. Ensure Marines are proficient before moving to stage three.

c. **Stage Three**. This is the final stage of low light training. Marines will practice bayonet techniques in a dynamic environment against resisting aggressors. Marines will execute one on one engagements and engagements against multiple aggressors. The training may be tailored to the individual instructor, unit, and terrain.

4. PRACTICE

INSTRUCTOR NOTE: Fault check student proficiency and safety.

TRANSITION: We have learned bayonet techniques, are there any questions? We must continue to train and develop our skills as an eternal student.

5. TIE IN (THE ETERNAL STUDENT)

a. As stated in his Commandant's Guidance (ALMAR 023-99), General Jones believes that PME not only causes Marines to experience personal and professional growth, but also increases their self-worth and productivity.

b. The development of a Marine leader is never ending. The Marine Corps envisions four elements, or pillars, of leadership development:

(1) First is education, the development of a creative mind that has the ability to question, to reason, and to think under pressure and to successfully lead Marines in combat.

(2) Second is training, which is usually performance based and measured against a standard. For Marines, training will dominate the early part of their career; however, Marines never stop training.

(3) Third is experience; the knowledge based on day-to-day events that occur throughout life.

(4) Fourth is self-development, the individual commitment to the profession of arms through activities as professional reading and off-duty education.

c. Life Long Learning Programs. The Marine Corps' Life Long Learning Program's mission is to provide a variety of world-class educational programs offering opportunities that inspire and prepare Marines with career progression, enlighten and strengthen the Corps'. Life Long learning will provide goals for the Marine Corps Community and guide them into the next century by assisting in the development of the "Total Marine". Some of these programs include:

the Tuition Assistance Program, Dante's Examination Program, Military Academic Skills Program, the G.I. Bill, the U.S. Military Apprenticeship program. The Lifelong Learning Programs Branch (MRV) at Headquarters Marine Corps is guided by DOD Directive 1322.8 to provide programs for the following areas:

- Adopt-A-School Program.
- Afloat Education Program.
- United Services Military Apprenticeship Program (USMAP).
- Defense Activity for Non-Traditional Education Support (DANTES).
- School Age Family Member Program.
- Library Programs.
- Marine Corps Satellite Education Network (MCSEN).
- Military Academic Skills Program (MASP).
- Military Installation Voluntary Education Review (MIVER).
- Military Tuition Assistance (TA).
- Montgomery GI Bill (MGIB).
- Joint Service Transcript (JST).
- Service members Opportunity Colleges Marine Corps (SOCMAR).
- Spouse Tuition Assistance (TA).

d. Marine Corps Professional Reading Program. The purpose of the Marine Corps Professional Reading program is to encourage Marines to read books that have a direct relationship to war fighting. We will do this by issuing the Commandant's intent on professional reading in ALMAR 246/96 and the list by MCBUL 1500.

(1) In an era of constrained resources, our professional reading program is designed to provide Marines with an intellectual framework to study warfare and enhance their thinking and decision making skills. The mind, like the body, grows soft with inactivity. All Marines must understand that mental fitness is as demanding and as important as physical fitness, as both require commitment and perseverance. In a world characterized by rapid change and great uncertainty, our reading program will act as a combat multiplier by providing all Marines with a common frame of reference and historical perspective on warfare, human factors in combat and decision-making. In so doing, the program will also strengthen the threads of cohesion that make our Marine Corps unique.

(2) The CMC reading list, issued as MCBUL 1500, establishes the framework for professional reading. Valuable periodicals include the Marine Corps Gazette, the Naval Institute Proceedings, and Military Review.

(3) As part of our overall professional military education program, I encourage Marines to comply with the guidelines established in the reading list. We have no more important responsibility to the American people than to be ready to fight and win our nation's battles. Education is critical—perhaps central—to this ability. Our professional reading program will help us to achieve this.

e. Being and Becoming. There are many discussions on this topic available for your personal use, each with their own connotations, depending on their frame of reference. We will discuss

them from our own perspective, with an understanding that this concept reaches far beyond the scope of our limited discussion.

(1) Being is a stagnant notion. It evokes a view that one has accomplished everything there is to do for one's station in life. It does not allow room for growth. We generally find those that feel they have arrived, as egotistical or arrogant. They are unable to move past the things they do not know, because they have determined that they already have all of the information they need to reach a decision. Their ways of training become less proficient. If we feel that we have become something, then there is no reason to continue striving for it. We stop growing and often slide into a state of disrepair, where we are nowhere near where we think we are.

(2) Becoming is a dynamic state, which allows for limitless growth. When we exist in this state we do not limit ourselves, or become so defined by our past accomplishments. Marines that are always becoming are not threatened by new ways to accomplish the mission, because they are open to the ideas that they have not come across yet. They are not easily defeated, as they are able to take in new information, adapt to a changing environment, and overcome the challenges of their enemies.

TRANSITION: We have discussed the eternal student, are there any questions?

SUMMARY (10 MIN)

During this period of instruction we have covered bayonet techniques and the eternal student. I am now confident you will be able to use these techniques to kill the enemy if necessary.

INSTRUCTOR NOTE: Provide follow-on instructions.

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LESSON PLAN

THROWS

MCCS-BLAK-2062

BLACK BELT

UNITED STATES MARINE CORPS

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INSTRUCTOR PREPARATION GUIDE

LESSON TITLE: Throws

LESSON DESIGNATOR: MCCS-BLAK-2062

TOTAL LESSON TIME: 1 hour

REFERENCES: MCO 1500.59_
NAVMC 3500.41_
MCRP 3-02_

PERSONNEL REQUIRED: One instructor and assistants

FACILITIES: Soft footed training area

REVIEW COURSE MATERIALS:

- Review Lesson Plan

ADD PERSONALIZATION:

- Personalize the lesson by adding subject matter detail, personal experiences, examples, and questions.

MATERIALS/EQUIPMENT:

- Mouthpiece

SETUP AND PLANNING:

- Reserve Training Area
- Conduct Rehearsals

INTRODUCTION (5 MIN)

1. GAIN ATTENTION. In any combat situation, sizes and strengths of your enemy will vary. Marines will never have the opportunity to choose their enemies on the battlefield and will need the skills to handle any situation with any aggressor. By the end of this period of instruction you will be able to gain a tactical advantage on your aggressor using the black belt throws and have a better understanding of the leader/follower relationship in the Corps.

2. OVERVIEW. Good morning, my name is _____. This lesson will cover throws and the concept of the leader and the follower.

3. POSITIONS

INSTRUCTOR NOTE: Assign demonstration and practice positions. Ensure students have enough space, and can see and hear the instructor.

4. SAFETY. To prevent injury, ensure the following:

a. Start slowly and increase speed with proficiency.

b. Never execute techniques at full force or full speed.

c. Techniques will be performed on a soft-footed area.

d. Students being thrown will execute proper break falls.

e. Practice fit-ins when learning throws. To execute a fit-in, stop just before throwing the aggressor to the deck.

TRANSITION. Now that you know what will be covered are there any questions? Let's discuss the purpose of throws.

BODY (45 MIN)

1. EXPLAIN

a. **Purpose.** The purpose of a throw is to bring an aggressor to the deck to gain the tactical advantage in a fight.

b. **Principles**. The principles for throws are balance, leverage, timing, and body position.

(1) Balance. It is important to maintain control of your balance to prevent the aggressor from countering the throw.

(2) Leverage. You will use the aggressor's body as a lever to increase the power generated for the throw. Leverage will allow you to throw any aggressor of any size.

(3) Timing. All throws must be properly timed to attack the aggressor when they are off-balance and vulnerable.

(4) Body Position. You must put your body into a position that is optimal for the throw. If your position is incorrect, the aggressor can counter the throw.

c. **Fundamentals**. The fundamentals for throws are entry, off-balance, and execution.

(1) Entry. The first part of a throw is the entry. Your entry should be quick and un-telegraphed to prevent the aggressor from anticipating your movement and countering your attack. You also want to make sure your body positioning is correct in relation to your aggressor to allow for proper off-balancing and execution of the throw.

(2) Off-Balancing. The second part of a throw is off-balancing. Off-balancing techniques are used to control an aggressor by using his momentum to move or throw him. This aids in the execution of throws because your aggressor is unable to fight your attack with his full strength when he is off-balanced.

(a) Angles of Off-Balancing. There are eight angles or directions in which an aggressor can be off-balanced: forward, rear, right, left, forward right, forward left, rear right, and rear left. The angles correspond to your perspective, not the aggressor's.

(b) Off-Balancing Techniques. An aggressor can be off-balanced by pushing, pulling, or bumping. Pushing and pulling are performed by grabbing the aggressor with your hands and driving him forcefully to one of the angles of off-balancing. Bumping uses other parts of your body such as your shoulders, hips, and legs to off-balance the aggressor.

(c) Momentum. Off-balancing techniques rely on the momentum of the aggressor. For example, if the aggressor is charging at you, you can pull him to drive him to the deck. Likewise, if the aggressor is pulling on you, you can push him to drive him to the deck. Using momentum is particularly effective for Marines who are outsized by the aggressor.

INSTRUCTOR NOTE: Students may practice off-balancing. Ensure students do not to drive the aggressor to the deck.

(3) Execution. The third and final part of a throw is the execution. The remaining steps in throwing the aggressor to the deck are utilized here. Each step before this is just to set up and assist in this final process. Follow through the throw to maximize power.

TRANSITION: We have covered the purpose, principles, and fundamentals, are there any questions? I will now demonstrate the first technique.

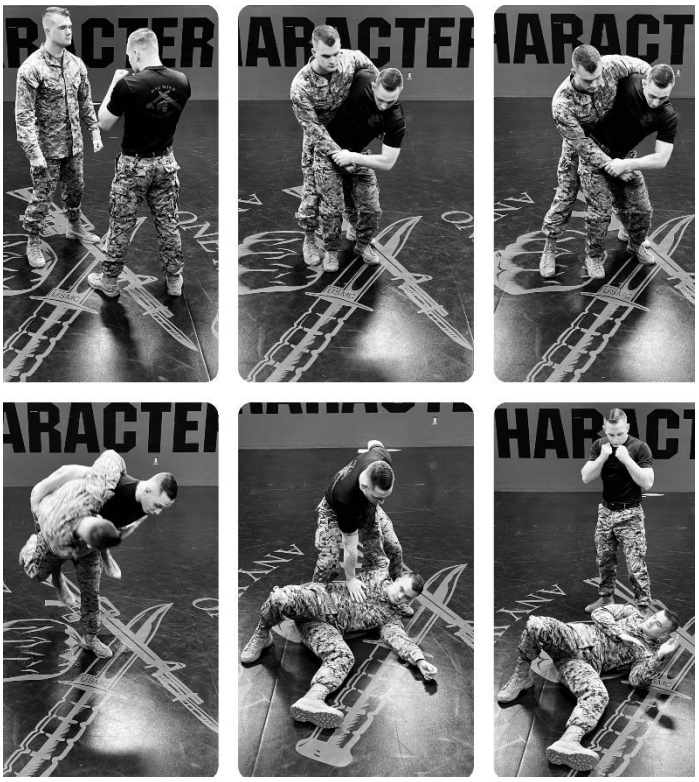
2. DEMONSTRATE

INSTRUCTOR NOTE: Demonstrate only one technique at a time. Do not explain the steps or open the class for questions.

INTERIM TRANSITION: Go to practice position one.

3. IMITATE

a. **Sweeping Hip Throw**. A sweeping hip throw is used if the aggressor widens his stance to prevent you from executing the hip throw.



(1) Start facing the aggressor in the basic warrior stance.

(2) Grasp the aggressor's right wrist with your left hand and step inside or outside the aggressor's feet with your right foot.

(3) Rotate on the ball of your right foot and bring your left foot inside the aggressor's feet. Your heels should be together and your knees should be bent.

(4) At the same time, hook your right arm around the back of the aggressor's body and pull him in close to you. Your backside and hip should be lower than and outside your aggressor's hips and in a position of leverage.

(5) Pull your aggressor's right arm across your body as the aggressor widens his base to prevent the execution of the hip throw. Slightly lift the aggressor off the deck by bending at the waist, straightening your legs, and rotating your body to your left

INSTRUCTOR NOTE: Have the students practice fit-ins as many times as necessary to become proficient.

(6) Once your aggressor starts to come off the deck, forcefully sweep at or below his right knee with the back of your right leg.

(7) Drive the aggressor to the deck by forcing him over your hip and following through with the throw.

(8) Rapidly return to the basic warrior stance.

4. PRACTICE

INSTRUCTOR NOTE: Fault check student proficiency and safety.

TRANSITION: We have learned throws, are there any questions? Every Marine must also an effective leader and follower.

5. TIE-IN (THE CONCEPT OF THE LEADER AND THE FOLLOWER). A leader is defined as "one who or that which leads." A follower is defined as "one in service of another, one that follows the opinions or teachings of another, or one that imitates another." In the Marine Corps, this leader-follower is discussed as senior-subordinate relations. Many join the Corps to be leaders of Marines, but we must remember all leaders are also followers of someone else. Thus, we come into the Corps to be leaders--and we continuously talk about, read, and discuss leadership--but the follower part, or follower-ship, is often overlooked.

a. **Follower**. Follower-ship must be an integral part of our philosophy, for it is the base upon which future leaders are tempered and its enhancement among subordinates will ensure that professionalism is keyed at all levels--followers, as well as leaders.

(1) We spend most of our formative years in following (and demonstrating signs of leadership) and though we study and try to abide by the leadership principles, we tend to copy the style and methods used by former leaders. We pick out some leader, or the strong points of several leaders whom we have followed, and try to emulate them. Marines can also learn what not to do by observing poor leaders. In theory, if a follower could acquire a combination of the good features they have observed in their leaders, they would command the qualities of the ultimate leader. So there is a very close relationship between leadership and follower-ship.

(2) The follower must have a personal commitment to the successful completion of his mission or assigned task. The most effective follower is the one who accepts the necessity for compliance and who is committed to placing the needs of others above his own. Dedication is a commitment to a system or ideal. It is the vehicle of self-discipline, competence, responsibility, and professionalism; it is the follower's guideline. Leaders are useless without followers, and followers are useless without leaders.

(3) The most effective follower is that individual who has proven leadership abilities and who is loyal, dependable, obedient, and dedicated to uphold their responsibilities and perform their duties to the best of their ability as well as exert positive influence upon their fellow Marines.

b. **Leader**. Leaders must treat their followers as Marines and as individuals. Marines stripped of their dignity, individuality, and self-respect are destined to mediocrity and are potential "problems." The leader must ensure that what is best for the many can be achieved without cramping the life style or withering the individuality and initiative of those who follow. Leaders can achieve loyalty, obedience, and discipline without destroying independence.

(1) The leader must realize each Marine is a unique individual and that it is natural to treat each one differently. The leader who claims: "I treat all my Marines alike," is confusing leader-follower relations. Leadership relations with all followers should be consistent (i.e., fair, firm, understanding, etc.); their policies must not fluctuate (all shoes will be shined daily and everyone will have a regulation haircut); their actions should be reasonably predictable to their followers, who must know what is expected of them. The Marine from the Bronx who comes from a broken home, however, is different from the Marine from a Kansas farm with close knit family ties--the leader will find it most difficult to counsel, communicate with, or otherwise treat these Marines alike.

(2) Most Marines expect and seek tough training or they wouldn't have joined in the first place; but Marines can be tougher, perform better in garrison, and fight harder in combat if their leaders show they care. Making Marines feel they belong and treating them with dignity and respect makes them feel important and valuable.

c. The philosophy of the leader and follower is based upon the concept that there should exist a “spirit of comradeship in arms" between seniors and subordinates in the Corps. This mutual understanding of their roles as the senior and the subordinate establishes the "Brotherhood/Sisterhood of Marines." As part of this unique bond, each Marine shares the common experience of depending upon fellow Marines for accomplishing the mission. The senior-subordinate relationship is based on a mutual trust and understanding and thrives on trust and confidence.

INSTRUCTOR NOTE: Instructors may enhance this tie-in with additional material in Appendix A, Guided Discussion 2.

TRANSITION: We have discussed the concept of the leader and follower, are there any questions?

SUMMARY (10 MIN)

During this period of instruction we have covered throws and the concept of the leader and the follower. I am now confident you will be able to use these techniques to gain the tactical advantage in a fight.

INSTRUCTOR NOTE: Provide follow-on instructions.

UNITED STATES MARINE CORPS
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LESSON PLAN

GROUND FIGHTING

MCCS-BLAK-2063

BLACK BELT

UNITED STATES MARINE CORPS

MARTIAL ARTS CENTER OF EXCELLENCE
THE BASIC SCHOOL
24191 GILBERT ROAD
QUANTICO, VIRGINIA 22134

INSTRUCTOR PREPARATION GUIDE

LESSON TITLE:	Ground Fighting
LESSON DESIGNATOR:	MCCS-BLAK-2063
TOTAL LESSON TIME:	1 hour 45 minutes
REFERENCES:	MCO 1500.59_ NAVMC 3500.41_ MCRP 3-02_
PERSONNEL REQUIRED:	One instructor and assistants
FACILITIES:	Soft footed training area

REVIEW COURSE MATERIALS:

- Review Lesson Plan

ADD PERSONALIZATION:

- Personalize the lesson by adding subject matter detail, personal experiences, examples, and questions.

MATERIALS/EQUIPMENT:

- Mouthpiece

SETUP AND PLANNING:

- Reserve Training Area
- Conduct Rehearsals

INTRODUCTION (3 MIN)

1. GAIN ATTENTION. Anything is possible on the battlefield and if you should end up fighting an aggressor on the ground, you must be prepared for it. Ground fighting techniques will allow you to fight and aggressor and get back to your feet. Maneuver warfare is another technique that gives is a tactical advantage over our enemy.

2. OVERVIEW. Good morning, my name is _____. This lesson will cover ground fighting and maneuver warfare.

3. POSITIONS

INSTRUCTOR NOTE: Assign demonstration and practice positions. Ensure students have enough space, and can see and hear the instructor.

4. SAFETY. To prevent injury, ensure the following:

a. Start slowly and increase speed with proficiency.

b. Never execute techniques at full force or full speed.

c. Techniques will be performed on a soft-footed area.

d. Apply slow, steady pressure until the aggressor taps out. Aggressor will tap out when they become uncomfortable. They may tap the deck, tap themselves, tap the Marine, or verbally say "tap-tap-tap." The Marine must immediately release the pressure when the aggressor taps out.

TRANSITION. Now that you know what will be covered are there any questions? Let's discuss the purpose of ground fighting.

BODY (90 MIN)

1. EXPLAIN

a. **Purpose.** The purpose of ground fighting is to get back to your feet as quickly as possible.

b. **Principles.** The principles for ground fighting are space and control.

(1) Space**.** Create space in order to execute techniques that will disable the aggressor allowing you to get back to your feet. Too much or too little space can give the aggressor the advantage.

(2) Control**.** Control the aggressor in order to limit his movement and ability to damage you. Take away the aggressor's space to reduce his ability to fight.

c. **Fundamentals.** The fundamentals for ground fighting are the mount position and guard position. Both positions are offensive if you know techniques to give yourself the tactical advantage.

(1) Scarf hold**.** In this position the aggressor is on the ground and you are on top. Your legs are outside the aggressor's hips, controlling his ability to move. This is an offensive position because you are able to control the aggressor and to execute ground fighting techniques. The side mount position is a variation of the mount, and the scarf hold position is a variation of the side mount.

(2) Guard Position. In this position you are on the ground and the aggressor is on top of you, but your legs are wrapped around his waist. This is also an offensive position because you control your aggressor's movement and execute ground fighting techniques.

TRANSITION: We have covered the purpose, principles, and fundamentals, are there any questions? I will now demonstrate the first technique.

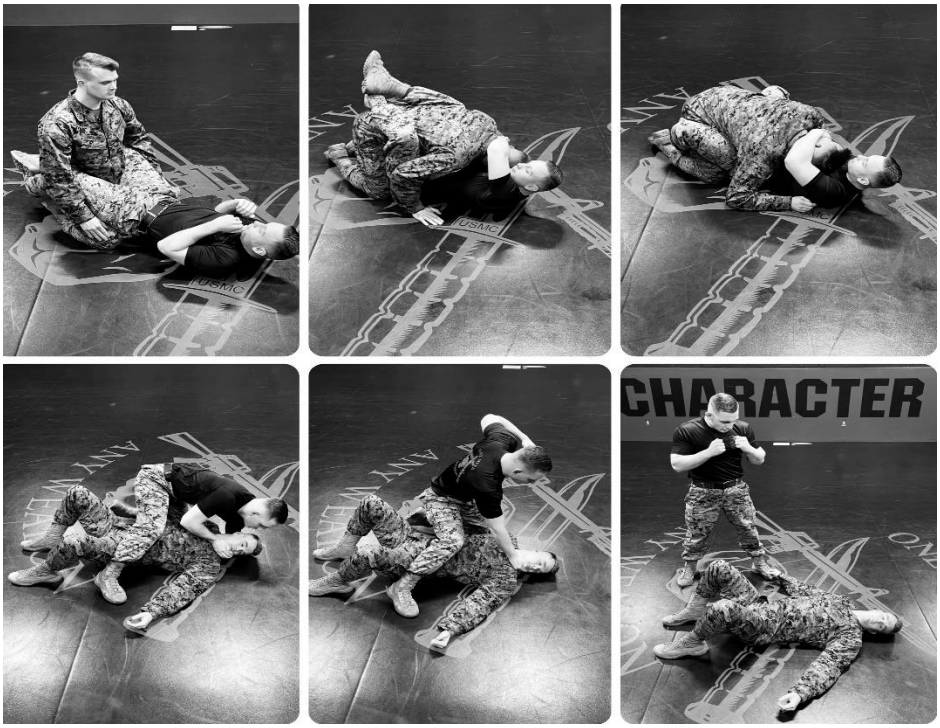
2. DEMONSTRATE

INSTRUCTOR NOTE: Demonstrate only one technique at a time. Do not explain the steps or open the class for questions.

INTERIM TRANSITION: Go to practice position one.

3. IMITATE

a. **Face Rip from the Guard.** This technique is used to sweep the aggressor from the guard position.



(1) Begin lying on your back with the aggressor in your guard. The aggressor tries to strike your head.

(2) Pull down and hug on the back of the aggressor's neck or head with both hands so his head is next to your right shoulder, chin facing outboard.

(3) Reach around the back of the aggressor's neck to grab his chin with your left hand and place your right hand on the right side of his chin.

(4) Twist your aggressor's neck by pulling to the left with your left hand and pushing up with your right hand.

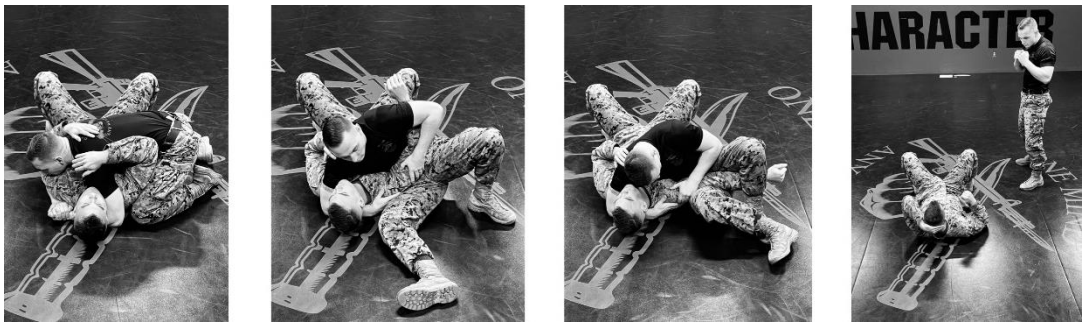
(5) At the same time, push off the ground with your right foot while blocking the aggressor's right leg with your left leg. Continue to exert pressure on his neck, coming to the mount position.

INSTRUCTOR NOTE: Ensure students apply slow steady pressure.

(6) Maintain pressure to the aggressor's face with your right hand and execute follow on strikes with your left hand.

(7) Return to the basic warrior stance.

b. **Straight Armbar from a Scarf Hold.** This technique is used to break the agressor's arm from the scarf hold position.



(1) Begin in the side mount position on the aggressor's right side. Turn to your left and sit on your right hip with your right side against the aggressor's chest. Keep all of your weight on the aggressor to control his movement and prevent him from escaping.

(2) Wrap your right arm around the back of the aggressor's neck and grasp his right triceps with your left hand. Spread your legs to better maintain your balance and prevent the aggressor from rolling you.

(3) Grab the aggressor's right wrist with your left hand and apply downward pressure so it is straight across your right leg. Maintain control of his head with your right arm.

(4) Drape your left leg over the aggressor's right forearm and apply pressure by scissoring your left knee down towards the deck and right knee up. Maintain control of the aggressors arm with your left hand.

(5) Keep your head and chin tucked to avoid being grabbed or choked by your aggressor's free hand. Quickly scissor your legs to break the aggressor's arm and/or elbow.

INSTRUCTOR NOTE: Ensure students apply slow steady pressure.

(6) Return to the basic warrior stance.

c. **Bent Armbar from a Scarf Hold**. This technique is used when the agressor bends his arm to defend against the straight armbar from a scarf hold.






(1) Begin in the scarf hold position, on the aggressor's right side, and attempt to execute a straight armbar. The aggressor bends his arm to defend against the straight armbar.

(2) Elevate your right knee and trap the aggressor's right wrist in the bend of your knee.

(3) Press your right knee back to the ground while drawing your right foot towards your buttocks.

(4) At the same time, clasp your hands together and pull up on your aggressor's head to apply additional pressure to the shoulder.

(5) Keep your head and chin tucked to avoid being grabbed or choked by your aggressor's free hand. Quickly draw your legs back and jerk up on your aggressor's head to break his arm and/or shoulder.

INSTRUCTOR NOTE: Ensure students apply slow steady pressure.

(6) Return to the basic warrior stance.

4. PRACTICE

INSTRUCTOR NOTE: Fault check student proficiency and safety.

TRANSITION: We have learned ground fighting, are there any questions? We will now discuss maneuver warfare.

5. TIE-IN (MANEUVER WARFARE). Maneuver warfare is the Marine Corps warfighting doctrine based on rapid, flexible, and opportunistic maneuver. The traditional understanding of maneuver is a spatial one; that is, we maneuver in space to gain a positional advantage.

a. The essence of maneuver is taking action to generate or exploit some kind of advantage over our enemy as a means of accomplishing our objectives as effectively as possible. The advantage may be psychological, technological, or temporal as well as spatial. Especially important is maneuver in time – we generate a faster operating tempo than the enemy to gain a temporal advantage. It is through maneuver in all dimensions that an inferior force can achieve decisive superiority at the necessary time and place.

b. Rather than wearing down an enemy's defenses, maneuver warfare attempts to bypass these defenses in order to penetrate the enemy system and tear it apart. The aim is to render the enemy incapable of resisting effectively by shattering his mental, moral, and physical cohesion – his ability to fight as an effective coordinated whole – rather than to destroy him physically through incremental attrition of each of his components, which is generally more costly and time-consuming. Ideally, the components of his physical strength that remain are irrelevant because we have disrupted his ability to use them effectively. Even if an outmaneuvered enemy continues to fight as individuals or small units, we can destroy the remnants with relative ease because we have eliminated his ability to fight effectively as a force.

c. Inherent in maneuver warfare is the need for ***speed*** to seize the initiative, dictate the terms of action, and keep the enemy off balance, thereby increasing his friction. We seek to establish a pace that the enemy cannot maintain, so that with every action his reactions are increasingly late – until eventually he is overcome by events.

d. Also inherent is the need to ***focus*** our efforts in order to maximize effect. In combat this includes violence and shock effect, not so much as a source of physical attrition, but as a source of disruption. We concentrate strength against critical enemy vulnerabilities, striking quickly and boldly where, when, and in ways, which it will cause the greatest damage to our enemy's ability to fight. Once gained or found, any advantage must be pressed relentlessly and unhesitatingly. We must be ruthlessly opportunistic, actively seeking out signs of weakness against which we will direct all available combat power. When the decisive opportunity arrives, we must exploit it fully and aggressively, committing every ounce of combat power we can muster and pushing ourselves to the limit of exhaustion.

e. An important weapon in our arsenal is ***surprise***. By studying our enemy we will attempt to appreciate his perceptions. Through deception we will attempt to shape the enemy's expectations. Then we will exploit those expectations by striking at an unexpected time and place. In order to appear unpredictable, we must avoid set rules and patterns, which inhibit imagination and initiative. In order to appear ambiguous and threatening, we should operate on axes that offer numerous courses of action, keeping the enemy unclear as to which one we will choose.

f. Besides traits such as endurance and courage that all warfare demands, maneuver warfare puts a premium on certain particular human skills and traits. It requires the temperament to cope with uncertainty. It requires flexibility of mind to deal with fluid and disorderly situations. It requires a certain independence of mind, a willingness to act with initiative and boldness, and exploitive mindset that takes full advantage of every opportunity, and the moral courage to accept responsibility for this kind of behavior. It is important that this last set of traits be guided by self-discipline and loyalty to the objectives of the seniors. Finally, maneuver warfare requires the ability to think above our own level and act at our level in a way that is in consonance with the requirements of the larger situation.

TRANSITION: We have discussed maneuver warfare, are there any questions?

SUMMARY (10 MIN)

During this period of instruction we have covered ground fighting and maneuver warfare. I am now confident you will be able to use these techniques to get back to your feet if you are ever on the ground.

INSTRUCTOR NOTE: Provide follow-on instructions.

UNITED STATES MARINE CORPS
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LESSON PLAN

UNARMED MANIPULATIONS

MCCS-BLAK-2064

BLACK BELT

UNITED STATES MARINE CORPS

MARTIAL ARTS CENTER OF EXCELLENCE
THE BASIC SCHOOL
24191 GILBERT ROAD
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INSTRUCTOR PREPARATION GUIDE

LESSON TITLE: Unarmed Manipulations

LESSON DESIGNATOR: MCCS-BLAK-2064

TOTAL LESSON TIME: 1 hour

REFERENCES: MCO 1500.59_
NAVMC 3500.41_
MCRP 3-02_

PERSONNEL REQUIRED: One instructor and assistants

FACILITIES: Soft footed training area

REVIEW COURSE MATERIALS:

- Review Lesson Plan

ADD PERSONALIZATION:

- Personalize the lesson by adding subject matter detail, personal experiences, examples, and questions.

MATERIALS/EQUIPMENT:

- Mouthpiece

SETUP AND PLANNING:

- Reserve Training Area
- Conduct Rehearsal

INTRODUCTION (5 MIN)

1. GAIN ATTENTION. Unarmed manipulations allow the Marines to gain control of a situation when confronted by an aggressor. You are also armed with the many leadership styles needed to when confronted by difficult situations within your unit.

2. OVERVIEW. Good morning, my name is _____. This lesson will cover unarmed manipulations and leadership styles.

3. POSITIONS

INSTRUCTOR NOTE: Assign demonstration and practice positions. Ensure students have enough space, and can see and hear the instructor.

4. SAFETY. To prevent injury, ensure the following:

a. Start slowly and increase speed with proficiency.

b. Never execute techniques at full force or full speed.

c. Techniques will be performed on a soft-footed area.

d. Apply slow, steady pressure until the aggressor taps out. Aggressor will tap out when they become uncomfortable. They may tap the deck, tap themselves, tap the Marine, or verbally say "tap-tap-tap." The Marine must immediately release the pressure when the aggressor taps out.

e. Students being thrown will execute proper break falls.

TRANSITION. Now that you know what will be covered are there any questions? Let's discuss the purpose of unarmed manipulations.

BODY (45 MIN)

1. EXPLAIN

a. **Purpose.** The purpose of unarmed manipulations is to control the aggressor and gain compliance without using deadly force.

b. **Principles.** The principles for unarmed manipulations are the use of force, isolation, and overload.

(1) Use of Force. You will not always need to use deadly force when confronted with an aggressor. Peacekeeping and humanitarian operations require you to operate within the continuum of force. In these scenarios the aggressor does not actively attack you and the threat remains low, but he continues to openly defy verbal commands. You will need to control the aggressor, gain compliance, and deescalate the situation without causing serious bodily harm or death.

(2) Isolation. You must isolate the aggressor's extremity and the joint being manipulated by forcefully pulling it away from their body and holding it tight to your body.

(3) Overload. Overload the isolated joint by applying pressure to gain compliance. Hinge joints are overloaded in the direction the joint will not bend. Ball and socket joints are overloaded beyond the joint's natural range of motion.

c. **Fundamentals**. The fundamentals for unarmed manipulations are control, leverage, and distractors.

(1) Control. Control the aggressor's center of mass and weight distribution to allow you to keep them in a vulnerable position long enough for the technique to be effective.

(2) Leverage. You will use the aggressor's extremity as a lever to increase the force on the joint. Leverage will allow you to control any aggressor of any size.

(3) Distractors. Strikes may be used at any point in the technique to distract the aggressor and help you gain control. Distractors do not need to be executed at full force to be effective, and should target soft tissue areas to avoid causing serious bodily harm.

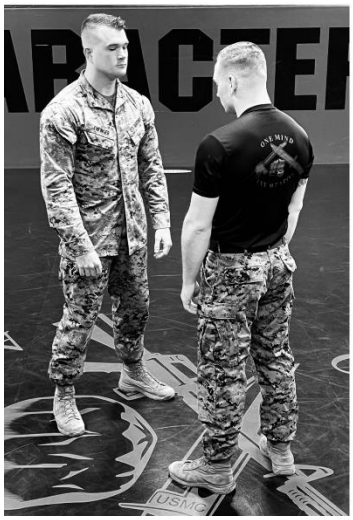
2. DEMONSTRATE

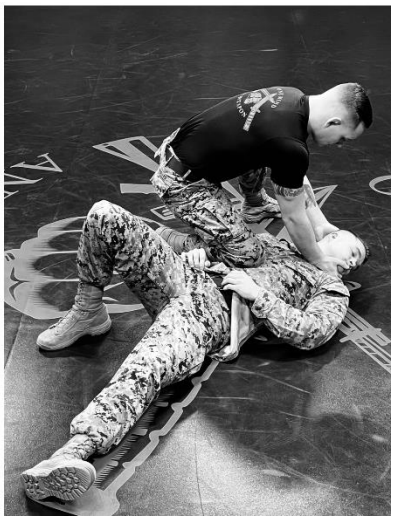
INSTRUCTOR NOTE: Demonstrate only one technique at a time. Do not explain the steps or open the class for questions.

INTERIM TRANSITION: Go to practice position one.

3. IMITATE

a. **Neck Crank Takedown**. The neck crank take down applies pressure to the aggressor's neck to take him to the deck and gain control of the aggressor.





(1) Begin facing the aggressor in a static stance.

(2) Step in with the right foot and quickly place your left hand behind the aggressor's head, firmly grasping his upper neck/lower head (occipital lobe).

(3) At the same time, place the palm of your cupped right palm on the aggressor's chin with your fingers extended across the left side of his face so he can not pull away.

(4) Pull your left hand down and to the left as you forcefully push the aggressor's chin up and to the right to off-balance him.

(5) Step back with your left foot and continue to apply pressure to the aggressor's neck forcing him to the deck.

(6) Once the aggressor is on the deck, continue applying pressure to keep his head on the deck and place your knee on the aggressors chest for control.

(7) Return to the basic warrior stance, creating a safe distance from the aggressor and maintaining awareness of your surroundings.

INSTRUCTOR NOTE: Ensure students apply slow steady pressure.

4. PRACTICE

INSTRUCTOR NOTE: Fault check student proficiency and safety.

TRANSITION: We have learned unarmed manipulations, are there any questions? We will now discuss leadership styles.

5. TIE-IN (LEADERSHIP STYLES). Leadership is the life-blood of the Marine Corps. There is no single manual or course of instruction that teaches every style of leadership. All leaders develop their own leadership style by drawing upon experiences gained from reading, personal experience, and the examples set by other Marine. It is up to each Marine to capture his own ideas and lessons learned, combine them with current Marine Corps doctrine, and pass on to their fellow Marines the importance of leadership.

a. **Four Styles**. Leadership style is the behavior pattern of a leader, as perceived by his Marines, while the leader is attempting to influence, guide, or direct their activities. Therefore, a Marine's leadership style is not always determined by his thoughts, but rather by the subordinate's. A leader must always be aware of this perception and how to best approach subordinates in various situations. Leadership styles range from autocratic to democratic, and anything in between. The following are the four most common styles of leadership found in the Corps today.

(1) Telling Style. The leader making a decision and announcing it without input from subordinates characterizes one-way communication. In a crisis, the leader is expected to be an authoritarian. As leaders, Marines are expected to always be ready to step to the forefront and take control of any given situation. As war fighters there will be times that we will make decisions without input from subordinates, especially during tense and dangerous situations.

(2) Selling Style. The leader presents a decision and invites questions and comments. This style allows subordinates to know why and what went into the decision-making process. Although this style only allows minimal participation from subordinates, it provides an avenue for better understanding, and when effectively used, it can further motivate those executing the plan. Remember, perception is the key. When leaders take subordinates into their confidence and foster two-way communication, trust and respect is formed both ways.

(3) Participating Style. With this style, the leader presents a problem, gets suggestions and makes a decision. Good two-way communication between the leader and subordinates is paramount for this style. Leaders should discuss possible alternative solutions before making their decision. This leadership style promotes initiative and ingenuity among subordinates.

(4) Delegating Style. When using this style, it is important that the leader's goals, objectives, and restrictions are clear to subordinates. The leader defines limits and allows subordinates to make decisions within those limits. This style uses mission-type orders and guidelines to issue the leader's intent. The subordinate then executes the plan and performs all tasks both specified and implied with minimal supervision. This style hinges on the trust and confidence the leader places in his subordinates.

b. **Style Variance**. Leadership styles will vary depending on the amount of authority the leader decides to use or delegate. For example, when a leader is dealing with inexperienced subordinates and has a mission to complete within a tight timeline, the leader may use the telling style. On the other hand, when a leader has multiple tasks to complete, the delegating style could be a good choice. To exercise good leadership, a Marine must be consistent; however, his leadership style must be flexible since no one style is applicable for all situations.

c. **Personalities**. It is unrealistic to think that one style of leadership can be used effectively to obtain the desired results in every situation. Command is the projection of the leader's personality. Leadership is closely related to one's personality. A leadership style that works well for one may not work well for another. Leadership styles are most effective when they become an implementation of the leader's own philosophy and temperament and when they fit the situation, task and the Marines to be led. Marines should strive to promote all that is positive in their style of leading.

TRANSITION: We have discussed the leadership styles, are there any questions?

SUMMARY (10 MIN)

During this period of instruction we have covered unarmed manipulations and leadership styles. I am now confident you will be able to use these techniques to gain control of an aggressor.

INSTRUCTOR NOTE: Provide follow-on instructions.

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LESSON PLAN

CHOKES

MCCS-BLAK-2065

BLACK BELT

UNITED STATES MARINE CORPS

MARTIAL ARTS CENTER OF EXCELLENCE
THE BASIC SCHOOL
24191 GILBERT ROAD
QUANTICO, VIRGINIA 22134

INSTRUCTOR PREPARATION GUIDE

LESSON TITLE: Chokes

LESSON DESIGNATOR: MCCS-BLAK-2065

TOTAL LESSON TIME: 1 hour 30 minutes

REFERENCES: MCO 1500.59_
NAVMC 3500.41_
MCRP 3-02_

PERSONNEL REQUIRED: One instructor and assistants

FACILITIES: Soft footed training area

REVIEW COURSE MATERIALS:

- Review Lesson Plan

ADD PERSONALIZATION:

- Personalize the lesson by adding subject matter detail, personal experiences, examples, and questions.

MATERIALS/EQUIPMENT:

- Mouthpiece

SETUP AND PLANNING:

- Reserve Training Area
- Conduct Rehearsals

INTRODUCTION (5 MIN)

1. GAIN ATTENTION. When performed correctly, a choke can render an aggressor unconscious in as little as eight to thirteen seconds, regardless of size or gender. However, to be effective, you must fully understand how to apply the techniques. Marines must also be able to sustain the transformation.

2. OVERVIEW. Good morning, my name is _____. This lesson will cover chokes and sustaining the transformation.

3. POSITIONS

INSTRUCTOR NOTE: Assign demonstration and practice positions. Ensure students have enough space, and can see and hear the instructor.

4. SAFETY. To prevent injury, ensure the following:

a. Start slowly and increase speed with proficiency.

b. Never execute techniques at full force or full speed.

c. Techniques will be performed on a soft-footed area.

d. Apply slow, steady pressure until the aggressor taps out. Aggressor will tap out when they become uncomfortable. They may tap the deck, tap themselves, tap the Marine, or verbally say "tap-tap-tap." The Marine must immediately release the pressure when the aggressor taps out.

e. Never hold a choke for more than five seconds in training. The aggressor should never become light headed.

f. Do not apply pressure to the trachea during training.

TRANSITION. Now that you know what will be covered are there any questions? Let's discuss the purpose of chokes.

BODY (75 MIN)

1. EXPLAIN

a. **Purpose.** The purpose of chokes is to render an aggressor unconscious or gain control of the situation using less than lethal force.

b. **Principles.** The principles for chokes are the two types of chokes: blood chokes and air chokes. These chokes will also apply the fundamentals of ground fighting.

(1) Blood Chokes**.** A blood choke is performed on the carotid artery, which carries oxygen-enriched blood from the heart to the brain. The carotid artery is located on both sides of the

neck. When executed properly, a blood choke takes 8 to 13 seconds to render the aggressor unconscious. The blood choke is preferred because it can end the fight more quickly.

(2) Air Chokes**.** An air choke is performed on the windpipe or trachea, cutting off the air to the lungs and heart. When executed properly, an air choke takes 2 to 3 minutes to render the aggressor unconscious. The air choke is not recommended because of the length of time it takes to end the fight. Air chokes are not taught in MCMAP.

(3) Ground Fighting. The ground is the worst place to be in a close combat scenario. After executing a ground choke you must create space to get back to your feet as quickly as possible.

c. **Fundamentals.** The fundamental for chokes is control. Control the aggressor's center of gravity and weight distribution to allow you to keep them in a vulnerable position long enough for the choke to be effective.

TRANSITION: We have covered the purpose, principles, and fundamentals, are there any questions? I will now demonstrate the first technique.

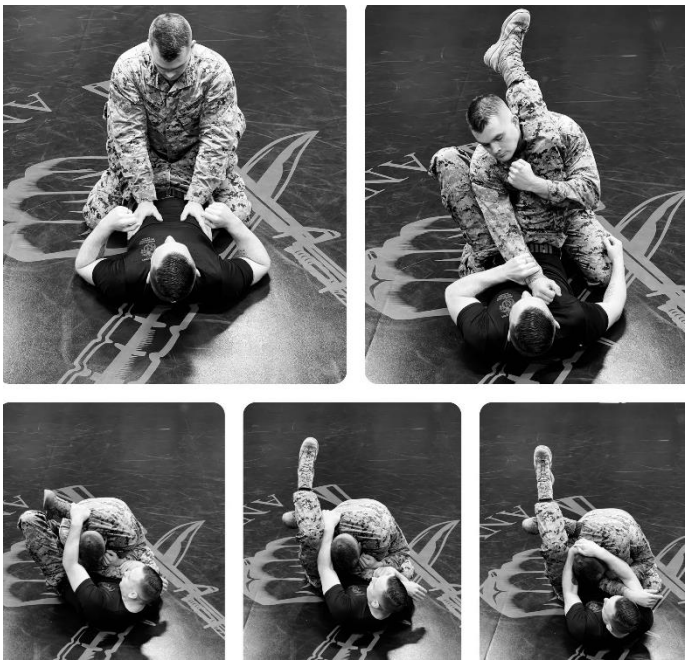
2. DEMONSTRATE

INSTRUCTOR NOTE: Demonstrate only one technique at a time. Do not explain the steps or open the class for questions.

INTERIM TRANSITION: Go to practice position one.

3. IMITATE

a. **Triangle Choke**. The triangle choke is performed when the aggressor is inside your guard and trying to pass your guard to gain the tactical advantage.



(1) Begin by lying on your back with the aggressor kneeling between your legs inside your guard.

(2) The aggressor tries to pass your guard by reaching back with his left arm and attempting to throw your right leg over his head.

(3) Quickly turn your body to the right and place the back of your right knee along the left side of the aggressor's neck.

(4) Bend your right knee so your calf is applying pressure on the back of the aggressor's neck. If necessary, elevate your hips slightly to help achieve this position.

(5) With both hands grasp your aggressor's right wrist and pull it forcefully towards your right hip and maintain control of his right arm.

(6) Lift your left leg off the deck and hook your right ankle with the back of your left knee.

(7) Exert pressure on your aggressor's neck by pulling your left heel towards your buttocks.

(8) To increase the effectiveness of the choke, pull on the back of your aggressor's head with both hands and thrust your hips up.

b. **Guillotine Choke**. The guillotine choke is performed when the aggressor is trying to tackle you and force you to the ground to gain a tactical advantage. This technique can be performed from the standing position or from the ground.



(1) Begin with students standing facing the aggressor.

(2) As the aggressor tries to tackle you, wrap your right arm around his neck, clasp your hands together, and wrap your left leg around his right leg. The aggressor's right arm may be either inside or outside your left arm.

(3) Ensure your radial bone of your right arm is on the aggressor's carotid artery. Exert pressure on your aggressor's neck by pulling upward with your clasped hands and arching your back.

INSTRUCTOR NOTE: The following steps are used on the ground.

(4) If you reach the ground, wrap both legs around your aggressors body (guard position), maintaining a tight clasp around the aggressor's neck.

(5) Exert pressure on your aggressor's neck by pulling upward with your clasped hands, arching your back, and pulling down with your legs.

4. PRACTICE

INSTRUCTOR NOTE: Fault check student proficiency and safety.

TRANSITION: We have learned chokes, are there any questions? Every Marine leader must also sustain the transformation.

5. TIE-IN (SUSTAINING THE TRANSFORMATION). We make Marines through a process called transformation. During this process, we change young men and women's lives forever by ingraining them with our core values. Transformation does not end at the conclusion of entry-level training. It continues throughout a Marine's service—whether that service ends after a single enlistment or lasts 30 years. Let us now look at the five phases of the transformation so we better understand the process.

a. **Phase I.** The first phase of the transformation process begins with our recruiters. They carefully screen the young people who come to our door seeking admittance. Those who have solid character, good moral standards, and personal values are those we embrace and validate; and, we reinforce the values they hold. Those with undamaged character who are among our society's many "empty vessels," we fill with the ideals and values they so desperately need and seek. We evaluate each candidate based on the whole person and decide on acceptance or rejection through an analysis of risk versus potential. During recruitment, we make it clear who they are joining and what they are expected to become. The Marine recruiter is their mentor and launches their transformation. The recruiter introduces poolees to the concept of total fitness — body, mind, and spirit — in our improved delayed-entry program. Poolees are better prepared when they reach recruit training because they receive their first introduction to our core values, enhanced physical conditioning, and knowledge of our history and traditions, and study guides that facilitate their transformation.

b. **Phase II.** The second phase of transformation takes place during recruit training. During this phase we prepare all Marines to fight on the nonlinear, chaotic battlefield of the future. During the second phase, the drill instructor becomes the next person to transform the life of the young Marine. The drill instructor is still the backbone of the recruit training process, and serves as a role model for recruits as they accelerate their transformation. Much of the transformation process occurs during recruit training, yet it is only the second of five phases in the process.

c. **Phase III.** The third phase of the transformation process is the strengthening of the cohesion born during recruit training, the cohesion that binds Marines together. We define cohesion as the intense bonding of Marines strengthened over time resulting in absolute trust, subordination of self, an intuitive understanding of the collective actions of the unit, and appreciation for the importance of teamwork. However, cohesion cannot simply be among peers. Of equal importance is the manner in which individual Marines and their teams identify with their units. The cohesion of a larger unit is the result of several teams of Marines joining for a common mission. All leaders must make unit cohesion one of their highest priorities and principal objectives. The more we reinforce the cohesion of our units, the stronger our units will be, and the easier it will be to reinforce individual core values through positive peer pressure, mentoring, and leadership.

d. **Phase IV.** The fourth phase of transformation is sustainment. Sustainment is continuous and will span throughout our service. Our professional military education schools are designed to educate our leaders: officers, SNCOs, and NCOs, in whole Marine character development. Leaders in the operating forces and in the supporting establishment accomplish their missions in ways that support and reinforce our core values and foster team building. Leaders will manifest our core values and mentor their subordinates. We live our ethos through a shared responsibility for all Marines that lasts forever, even after a Marine hangs up the uniform for the last time.

e. **Phase V.** The fifth phase of transformation is citizenship. Beyond preparing young Marines to win in combat, what truly distinguishes our legacy to our nation are the citizens we produce; citizens transformed by the Marine experience and enriched by the internalization of our ethos, ideals, and values. As Marines, they have learned a nobler way of life, they are able to draw from their experiences, and they are prepared to be leaders within the Marine Corps and within their communities and businesses. While a few will remain and provide our critical NCO, SNCO, and officer leadership, most Marines have other aspirations or dreams, and they will depart the active ranks upon completion of 4 years of faithful service. Nonetheless, they will always be United States Marines. The responsibility of being a Marine does not end when they leave our active ranks. Be it a 4-year enlistment or a 40-year career, we all must sooner or later become former Marines; but, we have every reason to take great pride in our service. We are imbued with the time-tested values of honor, courage, and commitment that provide the foundation for personal success in any endeavor. These values serve as a moral compass as we return to school or join the workforce, and these values will make us leaders in our universities, workplaces, and communities.

TRANSITION: We have discussed sustaining the transformation, are there any questions?

SUMMARY (10 MIN)

During this period of instruction we have covered chokes and sustaining the transformation. I am now confident you will be able to use these techniques to control the situation if necessary.

INSTRUCTOR NOTE: Provide follow-on instructions.

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LESSON PLAN

COUNTERS TO CHOKES AND HOLDS

MCCS-BLAK-2066

BLACK BELT

UNITED STATES MARINE CORPS

MARTIAL ARTS CENTER OF EXCELLENCE
THE BASIC SCHOOL
24191 GILBERT ROAD
QUANTICO, VIRGINIA 22134

INSTRUCTOR PREPARATION GUIDE

LESSON TITLE: Counters to Chokes and Holds

LESSON DESIGNATOR: MCCS-BLAK-2066

TOTAL LESSON TIME: 1 hour

REFERENCES: MCO 1500.59_
NAVMC 3500.41_
MCRP 3-02_

PERSONNEL REQUIRED: One instructor and assistants

FACILITIES: Soft footed training area

REVIEW COURSE MATERIALS:

- Review Lesson Plan

ADD PERSONALIZATION:

- Personalize the lesson by adding subject matter detail, personal experiences, examples, and questions.

MATERIALS/EQUIPMENT:

- Mouthpiece

SETUP AND PLANNING:

- Reserve Training Area
- Conduct Rehearsals

INTRODUCTION (5 MIN)

1. GAIN ATTENTION. An effective choke can render you unconscious in eight to thirteen seconds. A hold will allow your aggressor to control you and thus remove your ability to attack. It is important to be able to free yourself from chokes and holds so you can counter with an attack and end the fight. Mentoring is another important skill used to ensure the successful development of our Marines.

2. OVERVIEW. Good morning, my name is _____. This lesson will cover counters to chokes and holds and mentoring.

3. POSITIONS

INSTRUCTOR NOTE: Assign demonstration and practice positions. Ensure students have enough space, and can see and hear the instructor.

4. SAFETY. To prevent injury, ensure the following:

a. Start slowly and increase speed with proficiency.

b. Never execute techniques at full force or full speed.

c. Techniques will be performed on a soft-footed area.

d. Apply slow, steady pressure until the aggressor taps out. Aggressor will tap out when they become uncomfortable. They may tap the deck, tap themselves, tap the Marine, or verbally say "tap-tap-tap." The Marine must immediately release the pressure when the aggressor taps out.

e. Never hold a choke for more than five seconds in training. The aggressor should never become light headed.

f. Do not apply pressure to the trachea during training.

g. Students being thrown will execute proper break falls.

TRANSITION. Now that you know what will be covered are there any questions? Let's discuss the purpose of counters to chokes and holds.

BODY (45 MIN)

1. EXPLAIN

a. **Purpose.** The purpose of counters to chokes and holds is to remove you from the choke or hold in order to counter attack and gain the tactical advantage.

b. **Principles.** The principles for counters to chokes and holds are clear the airway and tuck the chin.

(1) Clear the Airway**.** The first step in any counter to a choke is to clear your airway by forcefully pulling the aggressor's arms down with your hands. Failure to clear the airway can result in unconsciousness in 8 to 13 seconds.

(2) Tuck The Chin**.** Once your airway is clear, tuck your chin to prevent the aggressor from re-applying the choke. Keep your chin tucked throughout the entire technique.

c. **Fundamentals**. The fundamentals for counters to chokes and holds are timing, balance, and distractors.

(1) Timing. The counter must be performed immediately when the aggressor begins to grab you. Hesitating will allow the aggressor to gain more control and prevent you from countering.

(2) Balance. Lower your center of mass and widen your stance to prevent yourself from becoming off-balance. Maintain your balance while you throw the aggressor off-balance to allow you to drive him to the deck.

(3) Distractors. Use strikes to damage or distract the aggressor and loosen his grasp. Distractors may be used at any point in the technique to help you execute the counter. Strikes to the face and groin are particularly effective and may cause the aggressor to immediately release his grasp.

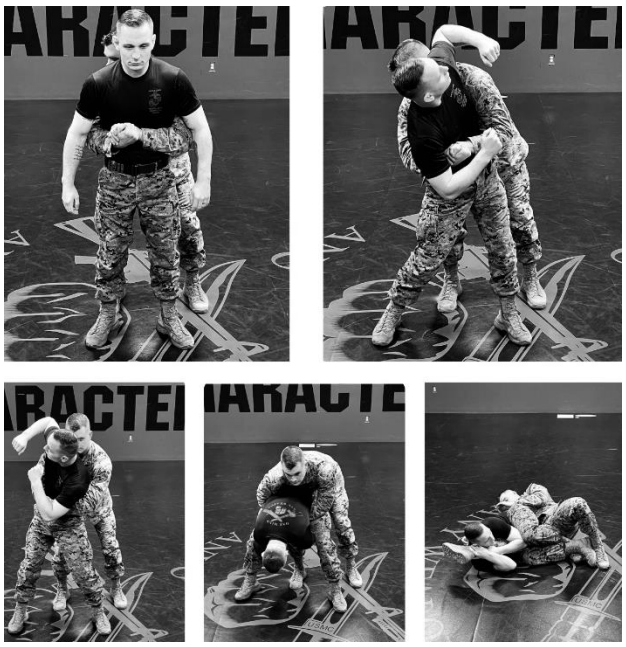
2. DEMONSTRATE

INSTRUCTOR NOTE: Demonstrate only one technique at a time. Do not explain the steps or open the class for questions.

INTERIM TRANSITION: Go to practice position one.

3. IMITATE

a. **Knee Bar**. The knee bar is used to apply joint manipulation to the aggressor's knee to escape from a hold and gain a tactical advantage.



(1) Start with the aggressor standing behind you and placing you in a rear bear hug with both of your arms free.

(2) Execute horizontal rear elbow strikes and other distractors to loosen the aggressor's grasp.

(3) Step out slightly with your right foot, bending at the knees and waist. Reach between your legs with both hands and firmly grasp the aggressor's right leg at or below the knee.

(4) Sit back on the aggressor's right leg while pulling his leg tight to your torso. You will end up lying on your right hip with the aggressor's leg between your legs held tight against your torso.

(5) Your left leg will be between the aggressor's legs, tight to his groin, with your right foot supporting your left foot. Keep your knees bent and pinched together so you can control the aggressor's upper leg. His knee should be at or slightly above your groin.

(6) Thrust your hips forward quickly and pull back on the aggressor's leg with your whole body to destroy the joint.

4. PRACTICE

INSTRUCTOR NOTE: Fault check student proficiency and safety.

TRANSITION: We have learned counters to chokes and holds, are there any questions? We will now discuss mentoring.

5. TIE-IN (MENTORING). Combat cohesion among Marines has arguably never been stronger. At the same time, the staggering pace of operational and deployment tempo places

tremendous strain on Marines and their families. Therefore, it is essential the Marine Corps leverages the lessons of combat leadership and exploit the tremendous sense of mission focus and teamwork by ensuring they are embraced throughout the entire Marine Corps.

a. **Purpose of Mentoring.** The Marine Corps Mentoring Program (MCMP) was intended to replace the counseling program, which focused on duty performance and was primarily structured for the junior Marine. The mentoring program is intended to encompass all aspects of every Marine's life. A Marine is a Marine 24/7 and leaders should be concerned with the welfare and development of all Marines regardless of whether they are on duty, leave, or liberty. Marines must understand everything they do at all times, whether related to their personal or professional lives, affects the capability of their team to perform its mission successfully. The MCMP has both informal and formal applications.

(1) Informal. Mentoring is not a new concept for Marines; many Marines are informally mentored by Marines senior to them. These informal relationships have a positive impact on our Corps. Marines will say mentoring is a normal form of leadership and that "we do it every day." The MCMP provides tools to help Marine leaders improve their ability to interact with their Marines on a personal and professional level, help them set goals to improve the individual and team performance, and closely replicate at home station the relationships forged between Marines and leaders in combat.

(2) Formal. Marine Corps Order 1500.58 and the mentoring guidebook outline the formal mentoring program. The MCMP is designed to follow the chain of command relationship so each leader is responsible for mentoring his/her immediate subordinates. The guidebook provides you with the fundamentals to become an effective mentor, a course of action for developing a mentor partnership, and suggestions for evaluating the effectiveness of your progress. The guidebook also provides helpful tips to promote the best environment for success.

b. **Role of the Mentor.** The mentor is an experienced role model with a vision. That vision enables the mentor to synthesize the desires of his Marine mentee with the avenues of approach to achieve those desires. The vision is how you can help the Marine mentee reach their professional and personal goals. Ultimately achieving these goals will not only benefit the individual Marine, but will also contribute positively to the overall success of the unit.

(1) Genuine Concern. A good mentor must, first and foremost, have and display genuine concern for their Marines. At any one time, a mentor could be a teacher, guide, counselor, motivator, sponsor, coach, advisor, referral agent, or role model. As you become involved and experienced as a mentor, you will know what role is appropriate for the situation. The needs of the Marine mentee will determine the direction you take to ensure success.

(2) Self-Awareness/Self-Discipline. Self-awareness is the ability to recognize and understand one's moods and emotions as well as how they affect others. Leaders with high self-awareness are candid and honest with themselves and others. They understand how their emotions impact their actions. Self-discipline is the ability to control or redirect disruptive impulses and moods. It is the poise and composure required to create an environment of trust and fairness.

(3) Questioning. Questioning is a valuable tool to bring problems, viewpoints, and attitudes to the surface in order to stimulate thinking. There are four types of questioning techniques: closed-ended, open-ended, probing, and interpretive questioning. The mentor must understand how to effectively apply all four questioning techniques.

(4) Listening. Once you get the Marine to open up, it is important to not only hear what they say, but to interpret the meaning behind their comments. Below are tips for listening effectively. Avoid jumping to conclusions by listen for facts and the whole meaning. Listen for changes in tone of voice, rate of speech, volume, and watch for non-verbal cues (avoiding eye contact, slumping, clenched fists, etc.). Use nonverbal communication (eye contact, nodding, etc.) to convey your interest and minimize emotional reactions.

(5) Empathy. Empathy is the ability to understand the emotional makeup of other people. It requires understanding their perspectives, sensing their emotions, and taking active interest in their concerns. Empathy means you can put yourself in the other person's shoes because you have been in similar situations. Do not confuse empathy with sympathy which is simply feeling sorry for the other person without necessarily understanding their perspective.

(6) Feedback. Effective feedback includes stating the situation, the Marine's action, and the results of that behavior. In mentoring, there are two types of feedback both of which should be delivered in a consistent and timely manner. Positive feedback is important because it strengthens desired behaviors and makes them more likely to repeat. Guidance feedback is important because it provides course correction in a non-threatening manner. The goal of guidance feedback is to eliminate undesired behavior.

c. **Role of the Mentee.** Mentees will be advised, coached, and taught by their mentors. Mentees must be committed to growing, and be open and receptive to new ways of accomplishing tasks. The mentor helps the mentee set goals and tasks to accomplish positive growth and assesses progress. A mentee's first and most important role in the mentoring relationship is to be the "indicator" used to measure how interactive a mentoring partnership will be. In other words, the Marine mentee has to determine how much guidance and tutoring they will need from the mentor. A Marine mentee should be honest with themselves and the mentor when making this most important decision. The roles of the Marine mentee are:

(1) Student. As a student, the Marine mentee absorbs the mentor's knowledge and has the motivation to act on this information. In this role, the Marine mentee uses repetition and practical application to retain and demonstrate mastery of the subject.

(2) Trainee. In the trainee role, a Marine mentee understands the mentor is not the only source of information, and seeks out self-development programs such as Marine Corps Institute courses and skill training programs to achieve their goals. Through this participation, the Marine mentee demonstrates initiative and gains awareness of themselves and their role in the unit's mission. This developing Marine enhances his contribution to unit readiness.

TRANSITION: We have discussed mentoring, are there any questions?

SUMMARY **(10 MIN)**

During this period of instruction we have covered counters to chokes and holds and mentoring. I am now confident you will be able to use these techniques to gain the tactical advantage in a fight.

INSTRUCTOR NOTE: Provide follow-on instructions.

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LESSON PLAN

FIREARM DISARMAMENT

MCCS-BLAK-2067

BLACK BELT

UNITED STATES MARINE CORPS

MARTIAL ARTS CENTER OF EXCELLENCE
THE BASIC SCHOOL
24191 GILBERT ROAD
QUANTICO, VIRGINIA 22134

INSTRUCTOR PREPARATION GUIDE

LESSON TITLE: Firearm Disarmament

LESSON DESIGNATOR: MCCS-BLAK-2067

TOTAL LESSON TIME: 1 hour 15 minutes

REFERENCES: MCO 1500.59_
NAVMC 3500.41_
MCRP 3-02_

PERSONNEL REQUIRED: One instructor and assistants

FACILITIES: Soft footed training area

REVIEW COURSE MATERIALS:

- Review Lesson Plan

ADD PERSONALIZATION:

- Personalize the lesson by adding subject matter detail, personal experiences, examples, and questions.

MATERIALS/EQUIPMENT:

- Mouthpiece
- Pistol/Training Pistol
- Pistol Holster

SETUP AND PLANNING:

- Reserve Training Area
- Conduct Rehearsals

INTRODUCTION **(5 MIN)**

1. GAIN ATTENTION. Marines must be prepared for any possible situation, including one where an individual points a weapon at them. Firearm disarmament techniques provide the Marine with the skills to gain positive control of the weapon and, if necessary, restrain the aggressor. Marines must also practice good decision making.

2. OVERVIEW. Good morning, my name is _____. This lesson will cover firearm disarmament and decision making.

3. POSITIONS

INSTRUCTOR NOTE: Assign demonstration and practice positions. Ensure students have enough space, and can see and hear the instructor.

4. SAFETY. To prevent injury, ensure the following:

a. Start slowly and increase speed with proficiency.

b. Never execute techniques at full force or full speed.

c. Techniques will be performed on a soft-footed area.

d. Before training with firearms, unload and show clear.

e. When handling firearms, the weapons safety rules apply.

(1) Treat every weapon as if it were loaded.

(2) Never point a weapon at anything you do not intend to shoot.

(3) Keep your finger straight and off the trigger until you are ready to fire.

(4) Keep your weapon on "safe" until you intend to fire.

f. Apply slow, steady pressure until the aggressor taps out. Aggressor will tap out when they become uncomfortable. They may tap the deck, tap themselves, tap the Marine, or verbally say "tap-tap-tap." The Marine must immediately release the pressure when the aggressor taps out.

g. Students being thrown will execute proper break falls.

TRANSITION. Now that you know what will be covered are there any questions? Let's discuss the purpose of firearm disarmament.

BODY **(60 MIN)**

1. EXPLAIN

a. **Purpose.** The purpose of firearm disarmament is to disarm the aggressor and control the situation.

b. **Principles.** The principles for firearm disarmament are relaxation, timing, and distance.

(1) Relaxation. Stay calm and communicate with the aggressor to keep him relaxed. Use slow movement and a calm voice to avoid startling the aggressor. Any sudden movement may startle the aggressor, causing him to fire the weapon.

(2) Timing. The technique must be executed when the aggressor is vulnerable. Look for him to become distracted, even for just a moment, by looking down or away.

(3) Distance. After gaining control of the weapon, create distance between yourself and the aggressor to give you more time to react to an attack. An aggressor can cover over 20 feet in the time it takes the average person to draw and present their weapon.

c. **Fundamentals**. The fundamentals for firearm disarmament are movement, control, and follow-on techniques.

(1) Movement. The first action should always be to move out of the line of fire. Regardless of the weapon used, or where it is pointed, get your body off line as quickly as possible.

(2) Control. Gain positive control of the weapon to prevent the aggressor from re-engaging you. Control is gained by grasping the aggressor's hand or arm holding the weapon.

(3) Follow-On Actions**.** In a combat engagement you should follow-on with lethal force, but in a non-lethal scenario you must operate within the continuum of force. You will not always need to use deadly force.

TRANSITION: We have covered the purpose, principles, and fundamentals, are there any questions? I will now demonstrate the first technique.

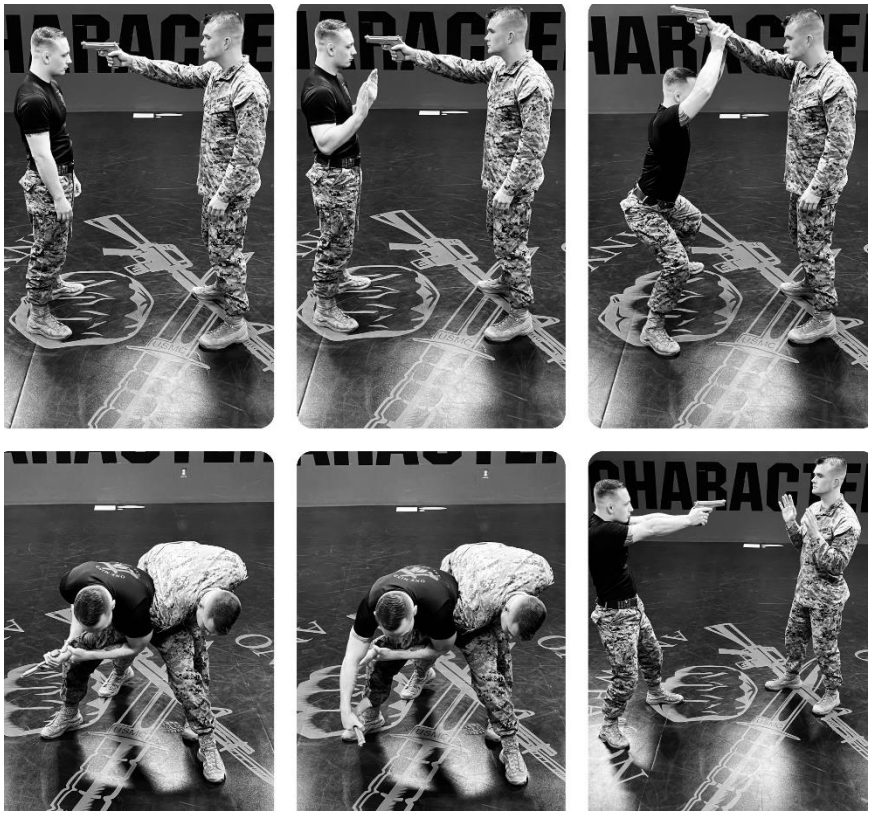
2. DEMONSTRATE

INSTRUCTOR NOTE: Demonstrate only one technique at a time. Do not explain the steps or open the class for questions.

INTERIM TRANSITION: Go to practice position one.

3. IMITATE

a. **Counter to Pistol to the Head One Handed**. This technique is used when the aggressor points a pistol at your head with one hand.



(1) Begin at close range with the aggressor pointing a pistol at your head with his right hand.

(2) Assume a submissive posture with your hands about chest high, palms out. Place your hands as close to the weapon as possible without raising the aggressor's suspicion. Make a submissive verbal statement.

(3) Grab the aggressor's wrist with both hands and thrust upward. At the same time, drop your body and head down quickly, bending your knees. Do this at the same time to clear your head out of the line of fire.

(4) Maintaining control of the aggressor's arm, step with your left foot to the outside of the aggressor's left foot and trap his arm in your left arm pit. Rotate your torso and thrust your hip into the aggressor.

INSTRUCTOR NOTE: If the weapon is in the aggressor's left hand, step in with your right foot.

(6) Pull your left elbow in tight to your side to trap the aggressor's arm. Retain a firm grip on the aggressor's wrist and do not allow it to rotate in your grasp.

(7) Maintain your left over hook and grab the pistol with your right hand and rotate it out of the aggressor's hand. Make sure the muzzle is never pointed at you and that you keep your hand clear of it.

(8) Use your hips and your upper-body leverage to off-balance the aggressor and get space between you and the aggressor.

(9) Turn to face the aggressor, step back to create distance, perform an expedient press check to ensure a round is chambered, and employ appropriate follow-on actions.

b. **Counter to Pistol to the Head Two Handed**. This technique is used when the aggressor points a pistol at your head with two hands. This technique can be done by stepping to either side.



(1) Begin at close range with the aggressor pointing a pistol at your head with both hands.

(2) Assume a submissive posture with your hands about chest high, palms out. Place your hands as close to the weapon as possible without raising the aggressor's suspicion. Make a submissive verbal statement.

(3) Grab the aggressor's wrists with both hands and thrust upward, it does not matter which hand the aggressor is holding the weapon with. At the same time, drop your body and head down quickly, bending your knees. Do this at the same time to clear your head out of the line of fire.

(4) Maintain control of the aggressor's arms, step with your right foot to the outside of the aggressor's right foot and trap his arm in your right arm pit. Rotate your torso and thrust your hip into the aggressor.

(5) Pull your right elbow in tight to your side to trap the aggressor's arms. Retain a firm grip on the aggressor's wrists and do not allow it to rotate in your grasp.

(6) Maintain your right over hook and grab the pistol with your left hand and rotate it out of the aggressor's hand. Make sure the muzzle is never pointed at you and that you keep your hand clear of it.

(7) Use your hips and your upper-body leverage to off-balance the aggressor and get space between you and the aggressor.

(8) Turn to face the aggressor, step back to create distance, perform an expedient press check to ensure a round is chambered, ad employ appropriate follow-on actions.

4. PRACTICE

INSTRUCTOR NOTE: Fault check student proficiency and safety.

TRANSITION: We have learned firearm disarmament, are there any questions? We will now discuss decision making.

5. TIE IN (DECISION MAKING). There is a critical need for all Marines to prepare themselves mentally and physically for the rigors of combat. Physical preparation has long been ingrained in our culture and Marines are well known for their physical conditioning. Mental preparation needs to receive the same emphasis. Since success in combat depends in large part on our collective capability to make and execute effective military decisions under physical and emotional stress, it is imperative all Marines make every effort to exercise and develop their decision making abilities. We will now discuss some of the elements that make up the decision making process.

"It cannot be too often repeated that in modern war, and especially in modern naval war, the chief factor in achieving triumph is what has been done in the way of thorough preparation and training before the beginning of war."

—Theodore Roosevelt

a. **Military Judgment**. How do we make a decision? There is no easy answer to that question; each battle will have its own unique answers. As with so much in warfare, it depends on the situation. No formula, process, acronym, or buzzword can provide the answer. Rather, the answer is in military judgment, in the ability of the leader to understand the battlefield and act decisively. Military judgment is a developed skill honed by the wisdom gained through experience. Combined with situational awareness, military judgment allows us to identify emerging patterns, discern critical vulnerabilities, and concentrate combat power.

b. **Understanding the Situation**. The first requirement of a leader is to understand the situation. The successful tactician studies the situation to develop in his mind a clear picture of what is happening, how it got that way, and how it might further develop. Considering the factors of mission, enemy, terrain and weather, troops and support available-time available (METT-T-S-L), the leader must think through all actions, determine the desired result, and ascertain the means to achieve that result. Part of the leader's thinking should also include assuming the role of the enemy, considering what the enemy's best course of action may be, and deciding how to defeat it. Thinking through these elements helps the leader develop increased situational awareness. Based on this understanding of the situation, the leader can begin to form a mental image of how the battle might be fought. Central to the leader's thinking must be the question, "In this situation, what efforts will be decisive?" The leader asks this question not just

once, but repeatedly as the battle progresses. The leader must also address possible outcomes and the new situations that will result from those possibilities. As the situation changes, so will the solution and the actions that derive from it. For every situation, the leader must decide which of the countless and often confusing pieces of information are important and reliable. The leader must determine what the enemy is trying to do and how to counter his efforts. Tactics requires leaders to make decisions. A leader must make decisions in a constantly changing environment of friction, uncertainty, and danger. Making effective decisions and acting on those decisions faster than the enemy is a crucial element of Marine Corps tactics.

c. **Acting Decisively**. Our ability to understand the situation is useless if we are not prepared to act decisively. When the opportunity arrives, we must exploit it fully and aggressively, committing every ounce of combat power we can muster and pushing ourselves to the limits of exhaustion. The keys to this effort are identifying enemy critical vulnerabilities, shaping the operating area to our advantage, designating a main effort to focus our combat power, and acting in a bold and ruthless manner.

d. **Decision Making Skills**. Two means by which decision making skills could be developed are through the use of tactical decision games and through daily discussions about warfighting. This is outlined in MCO 1500.55 Military Thinking and Decision Making Exercises. It is designed to make mental development a component of our daily training. Everything we do in peacetime should prepare us for combat. Our preparation for combat depends upon training and education that develop the action and thought essential to battle. Knowledge gained through individual reading and study provides the intellectual framework for warfighting study and the raw material necessary to develop critical thinking skills. This Order outlines the means to hone that raw material by daily exercise. Decisions made in war must frequently be made under physical and emotional duress. Our mental exercises in peacetime should replicate some of the same conditions. Imaginative combinations of physical and mental activities provide Marines the opportunity to make decisions under conditions of physical stress and fatigue, thereby more closely approximating combat. Some of the types of training and education that will hone our tactical decision making skills are:

(1) Professional Reading and Historical Studies.

(2) War gaming, including Tactical Decision Games, Commercial board-based war games, and computer based war games.

(3) Terrain walks done at the small unit level to include local battlefield studies.

(4) Case studies should be accomplished by the open discussion of warfighting concepts.

TRANSITION: We have discussed decision making, are there any questions?

SUMMARY (10 MIN)

During this period of instruction we have covered firearm disarmament and decision making. I am now confident you will be able to use these techniques to gain control of the situation.

INSTRUCTOR NOTE: Provide follow-on instructions.

UNITED STATES MARINE CORPS
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24191 GILBERT ROAD
QUANTICO, VIRGINIA 22134

LESSON PLAN

UPPER BODY STRIKES

MCCS-BLAK-2068

BLACK BELT

UNITED STATES MARINE CORPS

MARTIAL ARTS CENTER OF EXCELLENCE
THE BASIC SCHOOL
24191 GILBERT ROAD
QUANTICO, VIRGINIA 22134

INSTRUCTOR PREPARATION GUIDE

LESSON TITLE: Upper Body Strikes

LESSON DESIGNATOR: MCCS-BLAK-2068

TOTAL LESSON TIME: 1 hour 30 minutes

REFERENCES: MCO 1500.59_
NAVMC 3500.41_
MCRP 3-02_

PERSONNEL REQUIRED: One instructor and assistants

FACILITIES: Soft footed training area

REVIEW COURSE MATERIALS:

- Review Lesson Plan

ADD PERSONALIZATION:

- Personalize the lesson by adding subject matter detail, personal experiences, examples, and questions.

MATERIALS/EQUIPMENT:

- Black Leather Gloves
- Striking Pad

SETUP AND PLANNING:

- Reserve Training Area
- Conduct Rehearsals

INTRODUCTION (5 MIN)

1. GAIN ATTENTION. The worst possible scenario in combat is when you find yourself unarmed. You have to rely on your body to survive and accomplish the mission. You must be able to fight with your bare hands until you can gain a weapon to aid you. The strikes you will learn today will help you in these situations. As we learn to develop our physical skills, we will also learn about instilling and developing values.

2. OVERVIEW. Good morning, my name is _____. This lesson will cover upper body strikes and values and beliefs.

3. POSITIONS

INSTRUCTOR NOTE: Assign demonstration and practice positions. Ensure students have enough space, and can see and hear the instructor.

4. SAFETY. To prevent injury, ensure the following:

a. Start slowly and increase speed with proficiency.

b. Never execute techniques at full force or full speed.

c. When executing strikes, ensure the joints are kept slightly bent to avoid hyperextension.

d. Training will be conducted in three stages.

(1) Marines will execute techniques in the air.

(2) Marines will practice strikes on a pad or dummy.

(3) Marines will practice during free sparring.

TRANSITION. Now that you know what will be covered are there any questions? Let's discuss the purpose of upper body strikes.

BODY (75 MIN)

1. EXPLAIN

a. **Purpose.** The purpose of upper body strikes is to stun the aggressor or to set him up for follow on techniques.

b. **Principles.** The principles for upper body strikes are generating power, muscular tension, follow through, and movement.

(1) Generating Power. Maximum power is generated by rotating the hips and shoulders into the attack, moving your body weight straight forward or backward, or dropping your body

weight into an aggressor. Body weight can be transferred into an attack from high to low or from low to high.

(2) Muscular Tension**.** There should be muscular tension in the hand and forearm at the moment of impact to maximize damage to the aggressor and to avoid injury to your hand. The arms are relaxed until the moment of impact.

(3) Follow Through**.** A strike should be delivered so the weapon (e.g., hand, elbow) hits and follows through the target. This technique will inflict maximum damage to the aggressor. Strikes with the arms are executed with heavy hands; the strike is executed by driving through with the strike to allow the weight of the hand to go through the target.

(4) Movement**.** Your movement will put you in the proper position for launching an attack against your aggressor as well as to help protect yourself. Movement is initiated from the basic warrior stance and ends in the basic warrior stance. Each strike can be performed with either the left or right arm depending upon your angle of attack, the position of the aggressor, and the vulnerable target areas exposed on the aggressor.

c. **Fundamentals.** The fundamentals for upper body strikes are the striking surface and target areas.

(1) Striking Surface. The striking surface for each upper body strike will maximize the damage given to the aggressor while minimizing the damage taken. The striking surface for a cupped hand strike is the palm of the hand. The face smash uses the palm of the hand and the fingertip.

(2) Target Areas. Target areas that should be attacked with upper body strikes are soft tissue areas such as the eyes, nose, jaw, and throat. The torso can also be attacked as a secondary target. Pinpoint accuracy is not necessary to attack these areas. Strikes use gross motor skills as opposed to fine motor skills.

TRANSITION: We have covered the purpose, principles, and fundamentals, are there any questions? I will now demonstrate the first technique.

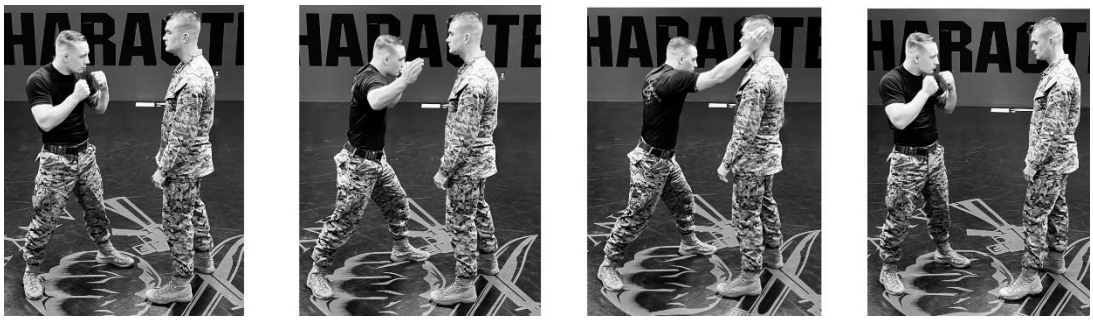
2. DEMONSTRATE

INTERIM TRANSITION: Go to practice position one.

INSTRUCTOR NOTE: Demonstrate only one technique at a time. Do not explain the steps or open the class for questions.

3. IMITATE.

a. **Cupped Hand Strike**. The cupped hand strike concentrates power in a small part of the hand, which can transfer to the target and have devastating effects.



(1) From the basic warrior stance, make a cupped hand with your right hand.

(2) Thrust your hand forward while rotating your right hip and shoulder forward.

(3) Rotate your hand so the concave portion of the cupped hand makes contact on the aggressor.

(4) Follow through the target with your hand and rapidly return to the basic warrior stance.

b. **Face Smash.** The face smash concentrates power in a small part of the hand, which can transfer to the target and have devastating effects.



(1) From the basic warrior stance, spread and slightly bend the fingers of your right hand.

(2) Thrust your hand forward while rotating your right hip and shoulder forward and forcefully step forward by pushing off the ball of your right foot.

(3) Contact should be made with the palm of the hand and the fingertips.

(4) Follow through the target with your hand and rake the face of the aggressor with your fingers.

4. PRACTICE

INSTRUCTOR NOTE: Fault check student proficiency and safety. After practicing in the air, allow the students to practice on strike pads. Ensure partners hold the pad correctly.

TRANSITION: We have learned upper body strikes, are there any questions? Every Marine must also understand values and beliefs.

5. **TIE IN (VALUES AND BELIEFS)**

"...as leaders we must have some knowledge of the souls of our soldiers, because the soldier, the living man, is the instrument with which we have to work in war.... No commander lacking in this inner knowledge of his men can accomplish great things."

Captain Adolf Von Schell, Battle Leadership

a. Every leadership effort is affected by the relationship between the values of the leader and those of the led. Values are the keystone to motivation because they influence an individual's perceptions and attitudes. To be effective leaders, we must truly appreciate the importance of values in understanding human behavior. We must not only know our own values, but must also be able to assess the similarities and differences of our Marines values. Let us review what values are.

b. Since we first became Marines we have learned how values effect and shape our character. We know our set of values determines how we view right from wrong. Values are basic ideas about the worth or importance of people, concepts or things. Values influence your behavior because you use them to weigh the importance of alternatives. For example, a person who values personal pleasure more than he values a trim, healthy body continually makes choices between eating and exercising that will ultimately result in his becoming overweight and out of shape. Along with values go attitudes. They are an individual's or group's feelings toward something or someone, and are usually expressed as likes and dislikes. Attitudes could possibly be values in the making. A good example of this is when a dislike becomes a prejudice. The reverse of this is how our values can have a direct effect on our attitude. For example, if you value honesty and work with two Marines, one who is very reliable and the other who stretches the truth you will probably have a more positive attitude towards the first one. In this case your values have influenced your attitude.

c. What do values have to do with leadership? Values are the benchmark of leadership. They are guides to our thinking and the behavior of our Marines. If a Marine is left without guidance or supervision his personal values will determine what the Marine will or will not do. But what can we do about those values the Marine brought with him into the Marine Corps that are not always compatible with Marine Corps values.

d. All of our values and attitudes have been shaped and influenced over our lives by others. Over time it becomes harder to shape a person's values. As a leader one way we can do this is by reinforcing the positive behavioral habits through discipline. This changes the individual's attitude towards a given idea until it becomes a value. For example, a daily inspection of a Marine's quarters until being squared away becomes a habit. As a leader you have the power to influence the beliefs and values of your Marines by setting the example, by rewarding behavior that supports military values and attitudes and by planning and conducting tough individual and unit training. By doing this, leaders provide guidance and supervision (reinforce organizational values) and control (effect behavior) to their Marines.

TRANSITION: We have discussed values and beliefs, are there any questions?

SUMMARY (10 MIN)

During this period of instruction we have covered upper body strikes and values and beliefs. I am now confident you will be able to use these techniques to defend yourself if necessary.

INSTRUCTOR NOTE: Provide follow-on instructions.

UNITED STATES MARINE CORPS
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LESSON PLAN

KNIFE TECHNIQUES

MCCS-BLAK-2069

BLACK BELT

UNITED STATES MARINE CORPS

MARTIAL ARTS CENTER OF EXCELLENCE
THE BASIC SCHOOL
24191 GILBERT ROAD
QUANTICO, VIRGINIA 22134

INSTRUCTOR PREPARATION GUIDE

LESSON TITLE: Knife Techniques

LESSON DESIGNATOR: MCCS-BLAK-2069

TOTAL LESSON TIME: 1 hour

REFERENCES: MCO 1500.59_
NAVMC 3500.41_
MCRP 3-02_

PERSONNEL REQUIRED: One instructor and assistants

FACILITIES: Soft footed training area

REVIEW COURSE MATERIALS:

- Review Lesson Plan

ADD PERSONALIZATION:

- Personalize the lesson by adding subject matter detail, personal experiences, examples, and questions.

MATERIALS/EQUIPMENT:

- Mouthpiece
- Training Knives

SETUP AND PLANNING:

- Reserve Training Area
- Conduct Rehearsal

INTRODUCTION (5 MIN)

1. GAIN ATTENTION. As Marines, we must train as we would fight in combat. Realistic training is the only way we can prepare ourselves for such events; however, we cannot recklessly risk our Marines lives. Risk management helps us to mitigate those risks in training and combat.

2. OVERVIEW. Good morning, my name is _____. This lesson will cover knife techniques and risk management.

3. POSITIONS

INSTRUCTOR NOTE: Assign demonstration and practice positions. Ensure students have enough space, and can see and hear the instructor.

4. SAFETY. To prevent injury, ensure the following:

a. Start slowly and increase speed with proficiency.

b. Never execute techniques at full force or full speed.

c. Do not make contact on the aggressor with the weapon.

d. Conduct all practical application utilizing approved training gear.

TRANSITION. Now that you know what will be covered are there any questions? Let's discuss the purpose of knife techniques.

BODY (45 MIN)

1. EXPLAIN

a. **Purpose.** The purpose of knife techniques is to kill the aggressor or cause enough damage to stop his attack.

b. **Principles.** The principles for knife techniques are mindset, grip, stance, and movement.

(1) Mindset. When engaged, your mindset is a factor of success or failure. Mindset is the "mental trigger" during a defining moment that enables you to commit to an attack. You must have the superior mindset against the aggressor to succeed.

(2) Grip. Reverse grip knife techniques give you different tactical options and different angles of attack. For the reverse grip, the tip of the knife will be pointing towards the deck with the blade facing the aggressor.

(3) Stance. Strong side knife techniques give you the ability to use more speed than power and create more space between you and the enemy. From your normal modified basic warrior

stance with the knife, take a step forward with your rear leg keeping the knife in front of your body.

(4) Movement. Movement is used to open up different target areas of the body and avoid the aggressor's strikes. Do not stand directly in front of the aggressor; they can rely on forward momentum to create the tactical advantage.

c. **Fundamentals**. The fundamentals for knife techniques are target areas and angles of attack.

(1) Target Areas. The objective in a knife fight is to attack vital target areas readily accessible such as the face, neck, torso, and groin. The extremities are secondary targets that are not immediately fatal, but will often open up fatal target areas, or become fatal if left unattended.

(2) Angles of Attack. There are six angles from which a knife attack can be launched: Vertically up or down, forward diagonal, reverse diagonal, forward horizontal, reverse horizontal, and a straight thrust.

2. DEMONSTRATE

INSTRUCTOR NOTE: Demonstrate only one technique at a time. Do not explain the steps or open the class for questions.

INTERIM TRANSITION: Go to practice position one.

3. IMITATE

a. **Strong Side Vertical Slash**. Slashing techniques are used to cut the aggressor and/or open him up for follow-on techniques. Slashing distracts the aggressor or causes enough damage to get in close to the aggressor.



(1) Start facing the aggressor in the strong side modified basic warrior stance.

(2) Thrust your right hand out and bring the weapon straight down on the aggressor.

(3) Snap your wrist through the slashing motion to maximize contact with the blade on your aggressor.

(4) Continue dragging the knife down through the aggressor's body. Maintain contact on the aggressor's body with the blade of the knife. The slashing motion follows a vertical line straight down through the target.

(5) Return to the strong side modified basic warrior stance.

b. **Strong Side Forward Slash**. A forward slash is generally a slash from your aggressor's left shoulder diagonally to his right pocket.



(1) Start facing the aggressor in the strong side modified basic warrior stance.

(2) Extend your right hand to make contact with the knife blade around the aggressor's left shoulder.

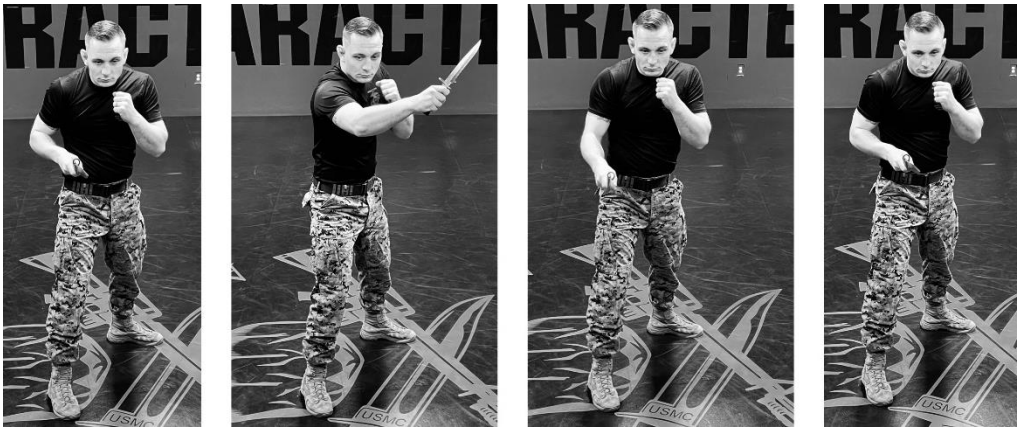
(3) Rotate your palm up to make the blade contact the aggressor. Do not move your arm outside the box, shoulder-width across from your neck to your waistline.

(4) Snap your wrist through the slashing motion to maximize contact with the blade on your aggressor.

(5) Continue dragging the knife down and across the aggressor's body, from your right to your left.

(6) Return to the strong side modified basic warrior stance.

c. **Strong Side Reverse Slash**. A reverse slash is generally a slash from your aggressor's right shoulder diagonally to his left pocket and usually follows a forward slash.



(1) Start facing the aggressor in the strong side modified basic warrior stance.

(2) Extend your right hand across your body to make contact with the knife blade around the aggressor's right shoulder.

(3) Rotate your palm down to make the blade contact the aggressor. Do not move your arm outside the box, shoulder-width across from your neck to your waistline.

(4) Snap your wrist through the slashing motion to maximize contact with the blade on your aggressor.

(5) Continue dragging the knife down and across the aggressor's body, from your left to your right.

(6) Return to the strong side modified basic warrior stance.

d. **Strong Side Vertical Thrust**. Thrusting techniques are more effective than slashing techniques because of the damage they can cause. The thrusting motion follows a vertical line straight up through the target.

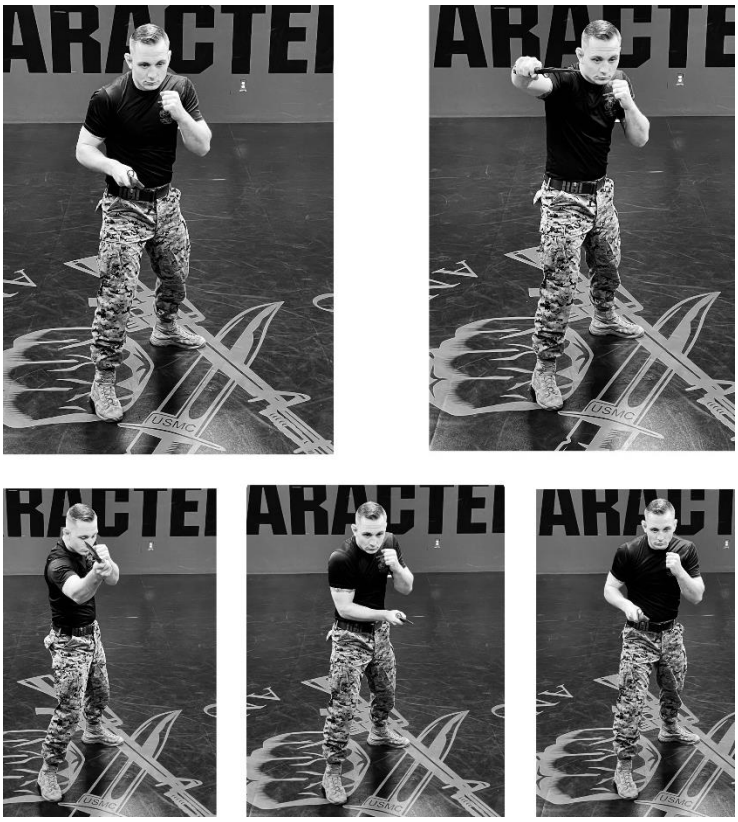
(1) Start facing the aggressor in the strong side modified basic warrior stance.

(2) Thrust your right hand toward the aggressor, inserting the knife blade straight into the target.

(3) Pull the knife out of the aggressor.

(4) Return to the strong side modified basic warrior stance.

e. **Strong Side Forward Thrust**. A forward thrust follows a horizontal line into the aggressor's neck (high thrust) or abdominal region (low thrust).



(1) Start facing the aggressor in the strong side modified basic warrior stance.

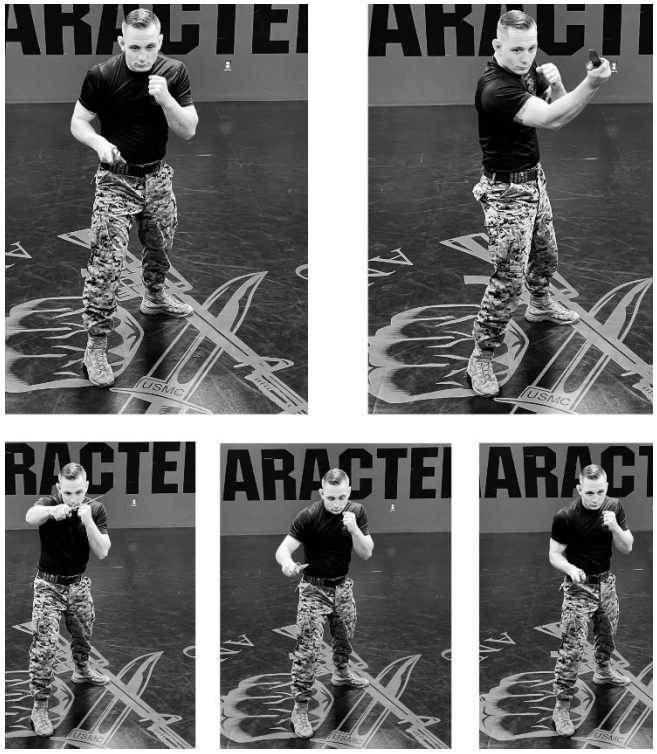
(2) Extend your right hand toward the aggressor, palm down, inserting the knife blade into the target.

(3) Once the knife is inserted, twist the blade inward, rotating your palm up.

(4) Bring the knife to the opposite side of the aggressor's body from where it was inserted. Turning the blade and cutting your way out rather than pulling the knife straight out causes more damage to the aggressor.

(5) Return to the strong side modified basic warrior stance.

f. **Strong Side Reverse Thrust**. A reverse thrust follows a horizontal line into the aggressor's neck (high thrust) or abdominal region (low thrust) and usually follows a forward thrust.



(1) Start facing the aggressor in the strong side modified basic warrior stance.

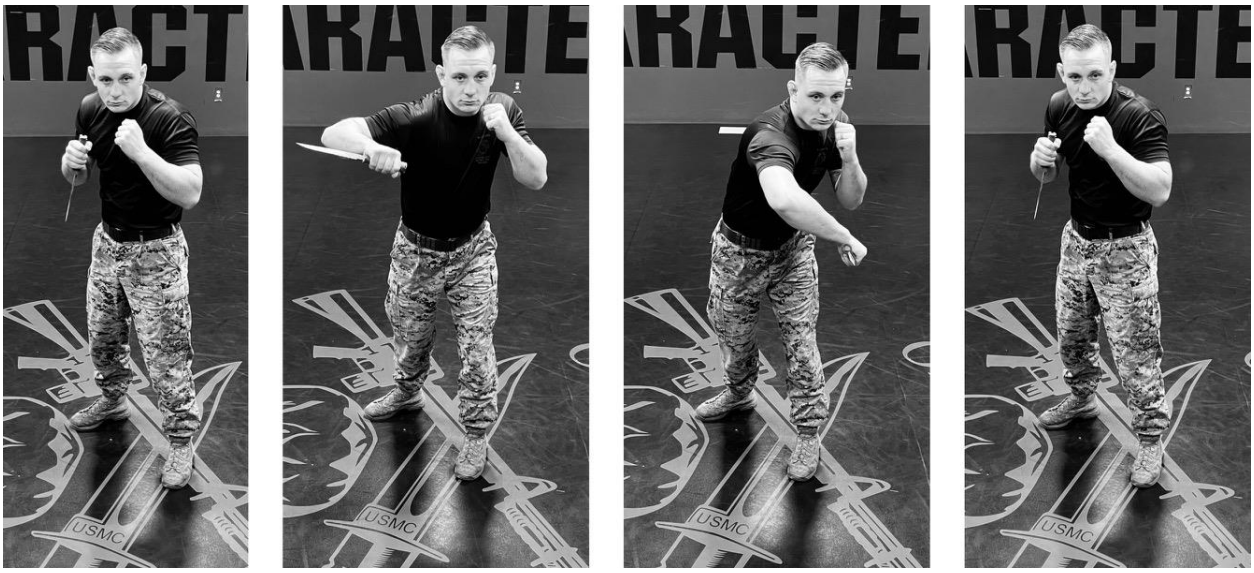
(2) Extend your right hand across your body toward the aggressor, palm up, inserting the knife blade into the target.

(3) Once the knife is inserted, twist the blade inward, rotating your palm down.

(4) Bring the knife to the opposite side of the aggressor's body from where it was inserted. Turning the blade and cutting your way out rather than pulling the knife straight out causes more damage to the aggressor.

(5) Return to the strong side modified basic warrior stance.

g. **Reverse Grip Forward Slash**. A reverse grip forward slash follows a horizontal line across the target areas of the neck (high slash) or abdominal region (low slash).



(1) Start facing the aggressor in the modified basic warrior stance with a reverse grip.

(2) Extend your right hand toward the aggressor in a hooking motion to make contact on your aggressor with the knife blade. Your palm should be down with your forearm parallel to the deck. Do not move your arm outside the box, shoulder-width across from your neck to your waistline.

(3) Snap your wrist through the slashing motion to maximize contact with the blade on your aggressor.

(4) Continue cutting with the knife through the aggressor's body from your right to left in a forehand stroke.

(5) Return to the modified basic warrior stance.

h. **Reverse Grip Reverse Slash**. A reverse grip reverse slash follows a horizontal line in a backhand stroke motion, across the target areas of the neck (high slash) or abdominal region (low slash).



(1) Start facing the aggressor in the modified basic warrior stance with a reverse grip.

(2) Extend your right hand across your body toward the aggressor in a backhand motion to make contact on your aggressor with the knife blade. Your palm should be up. Do not move your arm outside the box, shoulder-width across from your neck to your waistline.

(3) Snap your wrist through the slashing motion to maximize contact with the blade on your aggressor.

(4) Continue cutting with the knife through the aggressor's body from your left to right in a backhand stroke.

(5) Return to the modified basic warrior stance.

i. **Reverse Grip Forward Thrust**. A reverse grip forward thrust follows a horizontal angle into the aggressor's neck (high thrust) or abdominal region (low thrust).



(1) Start facing the aggressor in the modified basic warrior stance with a reverse grip.

(2) Extend your right hand toward the aggressor, palm up, inserting the knife blade into the target.

(3) Once the knife is inserted, twist the blade inward, rotating your palm down.

(4) Bring the knife to the opposite side of the aggressor's body from where it was inserted. Turning the blade and cutting your way out rather than pulling the knife straight out causes more damage to the aggressor.

(5) Return to the modified basic warrior stance.

j. **Reverse Grip Reverse Thrust**. A reverse grip reverse thrust follows a horizontal angle into the aggressor's neck (high thrust) or abdominal region (low thrust).



(1) Start facing the aggressor in the modified basic warrior stance with a reverse grip.

(2) Extend your right hand across your body toward the aggressor, palm down, inserting the knife blade into the target.

(3) Once the knife is inserted, twist the blade inward, rotating your palm up.

(4) Bring the knife to the opposite side of the aggressor's body from where it was inserted. Turning the blade and cutting your way out rather than pulling the knife straight out causes more damage to the aggressor.

(5) Return to the modified basic warrior stance.

4. PRACTICE

INSTRUCTOR NOTE: Fault check student proficiency and safety.

TRANSITION: We have learned knife techniques, are there any questions? We will now discuss risk management.

5. TIE IN (RISK MANAGEMENT). Force preservation does not have a single solution; however, every effort should be made to prevent a situation that will degrade mission capability rather than planning to deal with the situation after it occurs. Risk Management(RM) is central to the idea of readiness and must not be an afterthought in actions during combat, in training, and in garrison.

a. **Mission of Risk Management**. The focus of RM is to identify and mitigate risk in all activities, both on and off duty. Additionally, RM extends to risks associated with human factors

in the workplace, behavioral healthcare, and behavioral lifestyles that can affect readiness. Successful implementation of RM increases mission effectiveness while minimizing loss of both personnel and material.

b. **Principles of Risk Management**. There are four basic principles that provide the foundation for RM and the framework for implementing the RM process.

(1) Accept Risk When Benefits Outweigh the Cost. The goal of RM is not to eliminate risk, but to manage the risk so the mission can be accomplished with the minimum amount of loss. The process of weighing risks against the benefits and value of the task or mission helps maximize success. Balancing costs and benefits is a subjective process. Therefore, personnel with knowledge and experience of the mission or task must be engaged when making risk decisions.

(2) Accept No Unnecessary Risk. An unnecessary risk is any risk that, if taken, will not contribute meaningfully to task or mission accomplishment or will needlessly jeopardize personnel or materiel. The acceptance of risk does not mean one's imprudent willingness to gamble. Additionally, if all detectable hazards have not been identified then unnecessary risks are being accepted. The end state is to only take risks that are necessary to accomplish the task, activity, or mission.

(3) Anticipate and Manage Risk by Planning. RM must be integrated into planning at all levels, and as early as possible, to provide the greatest opportunity to make well-informed risk decisions and to implement effective risk controls. This engaged approach enhances the overall effectiveness of RM by reducing mishaps, injuries, and costs. Hazards and controls that have been identified during reconnaissance and preplanning should be in the operations order.

(4) Make Risk Decisions at the Right Level. RM decisions are made by the leader directly responsible for the operation. While anyone can make a risk decision, the appropriate decision level should reside where the leader can make decisions to accept, eliminate, or reduce the risk. If unable to mitigate the risk at the unit level, the risk decision shall be elevated to the next commander in the chain of command.

c. **Levels of Risk Management**. The RM process is applied on three levels: in-depth, deliberate, and time critical. While it is preferable to perform a deliberate or in-depth RM process for all evolutions, adequate time and resources will not always be available. The basic factor that differentiates each level is the amount of time available for the preparation and planning
of tasks or missions.

(1) In-depth. In-depth RM is used when available time for planning is not a limiting factor and involves a very thorough risk assessment. This level of RM involves detailed research and formal testing to more thoroughly study the hazards and associated risk in a complex operation or system, or one in which the hazards are not well understood. Examples of in-depth applications include long-term planning of complex operations; introduction of new equipment, materials, and missions; development of tactics and training curricula; and major system overhaul or repair.

(2) Deliberate. The deliberate level refers to situations when there is ample time to apply the RM process to the mission planning evolution. This level primarily uses experienced personnel and brainstorming to identify hazards, review mishap trends, and develop controls. It is, therefore, most effective when done in a group. Examples of deliberate applications include planning of upcoming operations and reviewing standard operating procedures.

(3) Time Critical. This is the level at which personnel operate on a daily basis both on and off duty. The time critical level is the normal RM level used during the execution phase of training or operations. At this level, there is little or no time to make a plan, resulting in an "on the spot" mental or verbal review of the situation. Since time is limited, the application of the formal RM process cannot be practically applied.

d. **Risk Management Process.** The RM process is a systematic, continuous, and repeatable approach in the decision making process. The five basic steps are: identify hazards, assess the hazards, make risk decisions, implement controls, and supervise.

(1) Identify Hazards. A hazard is defined as any condition with the potential to negatively impact the task or mission. Hazards can also cause property damage, injury to personnel, or death, which highlights the importance of hazard identification as the foundation of the RM process. Personnel need to ensure a larger portion of available time is allotted to this step due to the fact that, if a hazard is not identified, it cannot be controlled.

(2) Assess Hazards. For each hazard identified, determine the associated degree of risk in terms of probability and severity. The result of the risk assessment is a prioritized list of hazards ensuring controls are first identified for the most serious threat.

(a) Determine Severity. This is an assessment of the worst credible consequence that can occur as a result of a hazard. Severity is defined by potential degree of injury, illness, property damage, loss of assets, or effect on task or mission. Consideration must be given to the number of personnel and resources potentially exposed to a hazard when determining potential severity. The greater the number of resources exposed to a hazard, the greater the severity. Additionally, the combination of two or more hazards may increase the overall level of risk. Hazard severity categories are assigned as Roman numerals according to the criteria in Table 1-1.

Table 1-1. Severity Categories

Category	Description
I	Loss of the ability to accomplish the mission Death or permanent total disability Loss of a mission-critical system or equipment Major facility damage Severe environmental damage Mission-critical security failure

	Unacceptable collateral damage
II	Significantly degraded mission capability or unit readiness Permanent partial disability or severe injury or illness Extensive damage to equipment or systems Significant damage to property or the environment Security failure Significant collateral damage
III	Degraded mission capability or unit readiness Minor damage to equipment, systems, property, or the environment Minor injury or illness
IV	Little or no adverse impact on mission capability or unit readiness Minimal threat to personnel safety or health Slight equipment or systems damage, but fully functional and serviceable Little or no property or environmental damage

(b) Determine Probability. This is an assessment of the likelihood that a hazard will result in a mishap or loss and is defined by assessment of such factors as location, exposure (cycles or hours of operation), affected populations, experience, or previously established statistical information. Probability categories are assigned a letter according to the criteria in Table 1-2.

Table 1-2. Probability Categories

Category	Description
A	Likely to occur immediately or within a short period of time. Expected to occur frequently to an individual item or person Expected to occur continuously over a service life for a fleet, inventory of items, or group
B	Probably will occur in time Expected to occur several times to an individual item or person Expected to occur frequently over a service life for a fleet, inventory of items or group
C	May occur in time Can reasonably be expected to occur sometime to an individual item or person Can reasonably be expected to occur several times over a service life for a fleet, inventory of items, or group
D	Unlikely to occur, but not impossible

(c) Assign the Risk Assessment Code (RAC). The RAC is an expression of risk that combines the elements of hazard severity and mishap probability. In some cases, the worst credible consequence of a hazard may not correspond to the highest RAC for that hazard. It is important to consider less severe consequences of a hazard if they are more likely than the worst credible consequence since this combination may present a greater overall risk. The RAC is a level of risk for each hazard expressed as a single Arabic number as portrayed in the Basic Risk Assessment Matrix in Figure 1-3.

Table 1-3. Basic Risk Assessment Matrix

Risk Assessment Matrix		Probability			
		A	B	C	D
Severity	I	1	1	2	3
	II	1	2	3	4
	III	2	3	4	5
	IV	3	4	5	5
Risk Assessment Codes (RAC) 1-Critical 2-Serious 3-Moderate 4-Minor 5-Negligible					

(3) Make Risk Decisions. Starting with the most serious hazard, develop one or more control options that will either avoid the hazard or reduce the risk to an acceptable level consistent with task or mission accomplishment. With selected controls in place, decide if the residual risk is acceptable and the benefit outweighs the risk. This decision must be made at the right level and by the appropriate individual who can balance the risk against the task or mission.

(4) Implement Controls. The critical check for this step is to ensure that controls are converted into clear, simple execution orders understood at all levels. This requires that the plan is clearly communicated to all involved personnel, accountability is established, and the requisite support is provided.

(5) Supervise. Supervision involves conducting follow-up evaluations of the controls to ensure they remain in place and have the desired effect. Engaged supervision includes monitoring the effectiveness in the implementation of risk controls, ensuring after actions capture lessons learned, and identifying any new hazards that may arise or subsequent adjustments needed to previously established controls.

TRANSITION: We have discussed risk management, are there any questions?

SUMMARY (10 MIN)

During this period of instruction we have covered knife techniques and risk management. I am now confident you will be able to use these techniques to kill the enemy if necessary.

INSTRUCTOR NOTE: Provide follow-on instructions.

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LESSON PLAN

WEAPONS OF OPPORTUNITY

MCCS-BLAK-2070

BLACK BELT

UNITED STATES MARINE CORPS

MARTIAL ARTS CENTER OF EXCELLENCE
THE BASIC SCHOOL
24191 GILBERT ROAD
QUANTICO, VIRGINIA 22134

INSTRUCTOR PREPARATION GUIDE

LESSON TITLE: Weapons of Opportunity

LESSON DESIGNATOR: MCCS-BLAK-2069

TOTAL LESSON TIME: 2 hour

REFERENCES: MCO 1500.59_
NAVMC 3500.41_
MCRP 3-02_

PERSONNEL REQUIRED: One instructor and assistants

FACILITIES: Soft footed training area

REVIEW COURSE MATERIALS:

- Review Lesson Plan

ADD PERSONALIZATION:

- Personalize the lesson by adding subject matter detail, personal experiences, examples, and questions.

MATERIALS/EQUIPMENT:

- Mouthpiece
- Training Weapons of Opportunity

SETUP AND PLANNING:

- Reserve Training Area
- Conduct Rehearsal

INTRODUCTION (5 MIN)

1. GAIN ATTENTION. On the battlefield, a Marine should be ready to use anything around him to serve as a weapon. Weapons of opportunity can be a stick, a club, a broken rifle, an e-tool, or even a belt. We may find ourselves in a combat situation where violence of action must be allied with stealth and for a silent kill. Mere awareness of the responsibility involved is not enough. We must also have a strong sense of ethics in everything we do.

2. OVERVIEW. Good morning, my name is _____. This lesson will cover weapons of opportunity and ethical leadership.

3. POSITIONS

INSTRUCTOR NOTE: Assign demonstration and practice positions. Ensure students have enough space, and can see and hear the instructor.

4. SAFETY. To prevent injury, ensure the following:

a. Start slowly and increase speed with proficiency.

b. Never execute techniques at full force or full speed.

c. Techniques will be performed on a soft-footed area.

d. Apply slow, steady pressure until the aggressor taps out. Aggressor will tap out when they become uncomfortable. They may tap the deck, tap themselves, tap the Marine, or verbally say "tap-tap-tap." The Marine must immediately release the pressure when the aggressor taps out.

e. Never hold a choke for more than five seconds in training. The aggressor should never become light headed.

f. Do not apply pressure to the trachea during training.

g. Students being thrown will execute proper break falls.

h. Conduct all practical application utilizing approved training gear.

TRANSITION. Now that you know what will be covered are there any questions? Let's discuss the purpose of weapons of opportunity.

BODY (105 MIN)

1. EXPLAIN

a. **Purpose.** The purpose of weapons of opportunity is to use anything on the battlefield to inflict maximum damage on the aggressor.

b. **Principles.** The principles for weapons of opportunity depend on the type of weapon employed. These techniques will use a flexible garrote (rope/belt) or hard garrote (stick/pipe) to choke the aggressor. The principles are mindset, grip, stance, and movement.

(1) Mindset. When engaged, your mindset is a factor of success or failure. Mindset is the "mental trigger" during a defining moment that enables you to commit to an attack. You must have the mindset to use anything you can find on the battlefield to kill the enemy by whatever means necessary.

(2) Grip. The grip should resemble your grip on a knife. With your dominant hand, firmly grasp the lower end of the weapon and orient it toward the aggressor.

(a) Flexible Garrote. Firmly grasp the flexible garrote with both hands, roughly 18 inches apart. Wrap any excess material around your hands to improve your grip.

(b) Hard Garrote. With your dominant hand, firmly grasp the lower end of the weapon and orient it toward the aggressor.

(3) Stance. The basic warrior stance is the foundation for all techniques. Stay low with your body below the aggressor's line of sight.

(4) Movement. Your approach and close should be deliberate and noiseless. The entry should be rapid while applying explosive force to achieve the best results.

c. **Fundamentals.** The fundamental for garrotes are control and distractors.

(1) Control. Control the aggressor's center of gravity and weight distribution to allow you to keep them in a vulnerable position long enough for the choke to be effective.

(2) Distractors. Use strikes to damage or distract the aggressor. Distractors may be used at any point in the technique to help you execute the counter. Strikes to the face and groin are particularly effective.

2. DEMONSTRATE

INSTRUCTOR NOTE: Demonstrate only one technique at a time. Do not explain the steps or open the class for questions.

INTERIM TRANSITION: Go to practice position one.

3. IMITATE

a. **Garrote from the Rear**. This technique is used to kill an aggressor before he is aware of your presence. This can be done with either a flexible of hard garrote.

(1) With a Flexible Garrote



(a) Place your left hand palm up in the center of the aggressor's back just below his neck.

(b) With your right hand palm down, loop the flexible garrote around the aggressor's neck from right to left, forming an X across your aggressor's back.

(c) With the inside of your right foot, collapse the aggressor down by striking the back of his right knee and riding it down to the ground.

(d) While staying close to the aggressor and still stepping on the back of his right calf, pull down and to the right with your right hand, while leaving your left hand in place until the aggressor is unconscious.

(2) <u>With a Hard Garrote</u>



(a) Shoot the long end of garrote across the aggressor's neck from right to left with your palm down. Make contact with your right radial bone against the aggressor's carotid artery.

(b) With your left hand, grab the garrote palm down placing it across the aggressor's left carotid artery.

(c) Keep your elbows in tight and squeeze with both arms in a vise motion until the aggressor is unconscious.

b. **Garrote from the Front**. This technique is used to kill an aggressor if he is made aware of your presence. You may not be able to get behind the aggressor or he might turn to face you. This can be done with either a flexible of hard garrote.

(1) With a Flexible Garrote



(a) With both arms straight out in front of you, move forward towards aggressor placing the soft garrote in front of his neck.

(b) Move around your aggressor's right side to his back while simultaneously wrapping your right arm around his head so the garrote ends up around the aggressor's neck forming an X on aggressor's back. Your left hand should be palm up and right hand palm down.

(c) With the inside of your right foot, collapse the aggressor down by striking the back of his right knee and riding it down to the ground.

(d) While staying close to the aggressor and still stepping on the back of his right calf, pull down and to the right with your right hand, while leaving your left hand in place until the aggressor is unconscious.

(2) With a Hard Garrote



(a) Shoot the long end of garrote across the back of the aggressor's neck from right to left with your palm down. Make contact with your right radial bone against the aggressor's left carotid artery.

(b) With your left hand, grab the garrote palm down placing it across the aggressor's carotid artery.

(c) Keep your elbows in tight and squeeze with both arms in a vise motion until the aggressor is unconscious.

4. PRACTICE

INSTRUCTOR NOTE: Fault check student proficiency and safety.

TRANSITION: We have learned weapons of opportunity, are there any questions? We will now discuss ethical leadership.

5. TIE-IN (ETHICAL LEADERSHIP). Your training as a Marine and in the Marine Corps Martial Arts Program has brought you to a basic understanding of what ethics are, how they influence conduct and actions, and the basic ethical standards expected of a Marine. Let us now discuss the importance of ethics to you as a leader.

a. Leaders are expected by others to behave ethically and responsibly, both personally and professionally. A leader promotes ethical behavior in his subordinates through setting, enforcing, and publicizing high standards. Furthermore, leaders must project an example of tolerance in regard to honest mistakes in the training environment. The following are examples of potential problems that can develop by a lack of ethical leadership.

b. Issuing unclear orders to a subordinate, who may not possess a sound personal code of ethics or who has a "can do anything" attitude, may cause him to compromise his ethics in the execution of the order. As a result, he may give an incorrect report to a superior, use undesirable methods in carrying out the order, or may even commit an illegal act out of fear of the consequences that will result if the mission is not accomplished. Examples of this are issuing orders and qualifying them with statements such as: "I don't care how you do it!" or, "Make it happen, I just don't want to know how you did it." If a Marine does use questionable and illegal means to accomplish the mission, who is really to blame?

c. Leaders must ensure they reward and punish based on the Corps' established standards and traditions. Individual Marines can become confused and frustrated from situations where ethical actions are penalized or ignored, and where unethical actions are rewarded, either directly or indirectly, by not being punished. For example, the Gunnery Sergeant that gets the barracks painted as directed gets a real pat on the back. However, everyone, including the CO, knows he stole the paint from another unit on the base. Furthermore, the squad leader who does not get 100% qualification, but gave his absolute best effort, gets chewed out, while another squad leader gets 100% qualification by "penciling" a score card, and receives a meritorious mast. Who really was the better leader?

d. The inability of leaders to accept honest feedback from their Marines stops information from flowing freely through the chain of command, thereby isolating top leadership from

organizational realities. This produces unrealistic expectations from leaders. Also, because there are few rewards for honesty in communication the situation promotes tendencies to alter facts and to withhold information, (i.e., if you tell the truth, you get "chewed out"). This may find subordinates hesitant to ask their superiors for clarification or guidance on issued orders. This could mean the difference between a Marine making a bad judgment call and a failed mission. Leaders need to ensure open lines of communication exist throughout their chain of command. The leader who allows his subordinates to practice unethical conduct for his short term gain is naive if he believes that same subordinate would not lie to him if the situation required it.

e. Finally, ethics are part of the combat training designed to enable Marines to fight, survive and win. It is not to instill a mode of thinking that entails barbaric acts of killing or violence. Marines are to be disciplined and responsible enough to distinguish when they should employ their training, and when not too. Good training and leadership will prevent irresponsible actions in peacetime or combat. Poorly trained and undisciplined personnel commit atrocities. Good leadership in the Corps means Marines must exercise their oaths to support and defend our Constitution and uphold the honor of their unit and Corps by words and daily actions. Each Marine must be physically, mentally, morally, spiritually, and emotionally trained to do so confidently and effectively at all times, ranging from personal peacetime behavior to all-out combat action.

f. All of this revolves around a leader setting and maintaining a set of standards: ETHICS. For Marine leaders these can be found in the various codes that we have learned during our leadership development: The Constitution, Core Values, Code of Conduct, Law of War, and leadership traits and principles.

TRANSITION: We have discussed ethical leadership, are there any questions?

SUMMARY (10 MIN)

During this period of instruction we have covered weapons of opportunity and ethical leadership. I am now confident you will be able to use these techniques to use anything on the battlefield to kill the enemy.

INSTRUCTOR NOTE: Provide follow-on instructions.

UNITED STATES MARINE CORPS
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24191 GILBERT ROAD
QUANTICO, VIRGINIA 22134

LESSON PLAN

FUNDAMENTALS OF A COMBAT MINDSET

MCCS-BLAK-2071

BLACK BELT

UNITED STATES MARINE CORPS

MARTIAL ARTS CENTER OF EXCELLENCE
THE BASIC SCHOOL
24191 GILBERT ROAD
QUANTICO, VIRGINIA 22134

INSTRUCTOR PREPARATION GUIDE

LESSON TITLE: Fundamentals of a Combat Mindset

LESSON DESIGNATOR: MCCS-BLACK-2071

TOTAL LESSON TIME: 30 minutes

REFERENCES: MCO 1500.59_
NAVMC 3500.41_
MCRP 3-02_

PERSONNEL REQUIRED: One instructor and assistants

FACILITIES: Indoor/Outdoor Classroom

REVIEW COURSE MATERIALS:

- Review Lesson Plan

ADD PERSONALIZATION:

- Personalize the lesson by adding subject matter detail, personal experiences, examples, and questions.

MATERIALS/EQUIPMENT:

- None

SETUP AND PLANNING:

- Reserve Training Area
- Conduct Rehearsals

INTRODUCTION (5 MIN)

1. GAIN ATTENTION. Combat mindset is the mental state that enables you to take a difficult psychological step in response to a perceived danger. A proper mindset allows one to decide on the correct course of action and physically respond while overcoming the pressures of combat and life.

2. OVERVIEW. Good morning, my name is _____. The purpose of this lesson is to teach you how to develop a combat mindset. We will be covering necessity, preparation, and characteristics.

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

4. METHOD/MEDIA. This lesson will be taught by the informal lecture method.

5. EVALUATION. This class is lesson purpose and will not be evaluated.

6. SAFETY/CEASE TRAINING. In the case of a fire alarm you will exit the classroom and the class commander will get a head count and report to the instructor.

BODY (15 MIN)

1. NECESSITY. Our environment has spawned the need for the ability to kill. All around us and throughout history killing has been a constant part of human existence. Humans have many of the same primitive motives to take a life as animals; food, territory, and mating. However primal this may sound the truth is our way of life involves protecting and taking lives. Due to this we must accept the mental journey this life will take us on.

2. PREPARATION. We develop a combat mindset by training our physical, mental, and character responses. We must prepare the mind for violence, to control our perception of reality. Marines must be able to train in order to alter a mindset for a combative engagement. The focus or goal is to reach the state of a methodical killing machine. One who can turn it on with the lightest of touch and move through an engagement without a flicker of emotion. This is a person who is not attached to the fight and sees the engagement in strategic movements through obstacles instead of an emotional massacre. This is what the trained mind does and this is where we need to be.

3. CHARACTERISTICS. The proper mindset for combat operations is made up of the following characteristics:

(1) Aggressive. Aggressiveness means to be ready to attack or confront. Strive for mission accomplishment. Always seek to prevail. There can be no victory in defense, only survival. Dominance requires an offensive and decisive course of action to achieve success.

(2) Confident**.** You must be confident in the ability of yourself and your team/unit to eliminate any and all threats encountered. A leader must train himself and his Marines to the point at which there is no second thought of the actions of his Marines or himself. Confidence is

gained by training to proficiency. Complete confidence in a Marine's self and team will make a unit dominant.

(3) Relaxed. Marines and leaders must be relaxed. The team must operate smoothly and surely. If a Marine loses control at every setback he will be ineffective. This does not imply the Marine should be lacking in awareness or be allowed to become complacent. Confidence in one's ability and in the team's ability will be relaxing; allowing you to perform physical and mental tasks without hesitation.

TRANSITION: We have discussed the fundamentals of a combat mindset, are there any questions?

SUMMARY (10 MIN)

During this period of instruction we have covered warrior as a gentleman. I am now confident you will be act as an ethical warrior.

INSTRUCTOR NOTE: Provide follow-on instructions.

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LESSON PLAN

MASTER OF ARMS

MCCS-BLAK-2072

BLACK BELT

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THE BASIC SCHOOL
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QUANTICO, VIRGINIA 22134

INSTRUCTOR PREPARATION GUIDE

LESSON TITLE: Master of Arms

LESSON DESIGNATOR: MCCS-BLACK-2071

TOTAL LESSON TIME: 30 minutes

REFERENCES: MCO 1500.59_
NAVMC 3500.41_
MCRP 3-02_

PERSONNEL REQUIRED: One instructor and assistants

FACILITIES: Indoor/Outdoor Classroom

REVIEW COURSE MATERIALS:

- Review Lesson Plan

ADD PERSONALIZATION:

- Personalize the lesson by adding subject matter detail, personal experiences, examples, and questions.

MATERIALS/EQUIPMENT:

- None

SETUP AND PLANNING:

- Reserve Training Area
- Conduct Rehearsals

INTRODUCTION (5 MIN)

1. GAIN ATTENTION. The Marine Corps Martial Arts Program is an integral part of all training and education in the Marine Corps. It begins at entry-level training and is designed to sustain a Marines' development as a warrior throughout their career.

2. OVERVIEW. Good morning, my name is _____. The purpose of this lesson is to teach you how strive to be a master at arms. We will be covering the eternal student and being and becoming.

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

4. METHOD/MEDIA. This lesson will be taught by the informal lecture method.

5. EVALUATION. This class is lesson purpose and will not be evaluated.

6. SAFETY/CEASE TRAINING. In the case of a fire alarm you will exit the classroom and the class commander will get a head count and report to the instructor.

BODY (15 MIN)

1. ETERNAL STUDENT. The term eternal student should be self-explanatory; however, a lot of Marines believe once they are a black belt, they know everything. Those who believe this could not be more wrong. There is no such thing as an expert. There is always something you can learn. One of the most important characteristics of becoming a black belt is humility. The development of a Marine leader is never ending. The Marine Corps envisions four elements, or pillars, of leader development:

a. **Education**. First is education, the development of a creative mind that has the ability to question, to reason, and to think under pressure in order to successfully lead Marines in combat.

b. **Training**. Second is training, which is usually performance based and measured against a standard. For Marines, training will dominate the early part of their career; however, Marines never stop training.

c. **Experiencing**. Third is experiencing, the knowledge based on day-to-day events that occur throughout life.

d. **Self-Development**. Fourth is self-development, the individual commitment to the profession of arms through such activities as professional reading and off duty education. The Marine Corps provides a full spectrum of professional military education (PME) for all personnel, officer and enlisted, commensurate with their grade level of responsibility.

2. BEING AND BECOMING. There are many discussions on this topic available for your personal use, each with their own connotations depending on their frame of reference. We will discuss them from our own perspective with an understanding that this concept reaches far beyond the scope of our limited discussion.

a. **Being**. Being is a stagnant notion. It evokes a view that one has accomplished everything there is to do for one's own in life. It does not allow room for growth. We generally find those that feel this are egotistical or arrogant. They are unable to move past the things they do not know, because they have determined they already have all of the information they need to reach a decision. If we feel we have become something, then there is no reason to continue striving for it. We stop growing and often slide into a state of disrepair, where we are nowhere near where we think we should be.

b. **Becoming**. Becoming is a dynamic state which allows for limitless growth. When we exist in this state we do not limit ourselves, or become so defined by our past accomplishments. Marines that are always becoming are not threatened by new ways to accomplish the mission, because they are open to the ideas that they have not come across yet. They are not easily defeated, as they are able to take in new information, adapt to a changing environment, and overcome the challenges of their enemies. The bottom-line is becoming a black belt is just the start of your education as a serious student and an ethical warrior in a never-ending quest in becoming a master at arms.

TRANSITION: We have discussed master at arms, are there any questions?

SUMMARY (10 MIN)

During this period of instruction we have covered warrior as a gentleman. I am now confident you will be act as an ethical warrior.

INSTRUCTOR NOTE: Provide follow-on instructions.

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QUANTICO, VIRGINIA 22134

LESSON PLAN

MARTIAL CULTURE STUDY: THE ZULUS

MCCS-BLAK-2073

BLACK BELT

UNITED STATES MARINE CORPS

MARTIAL ARTS CENTER OF EXCELLENCE
THE BASIC SCHOOL
24191 GILBERT ROAD
QUANTICO, VIRGINIA 22134

INSTRUCTOR PREPARATION GUIDE

LESSON TITLE: Martial Culture Study: The Zulus

LESSON DESIGNATOR: MCCS-BLAK-2073

TOTAL LESSON TIME: 1 hour

REFERENCES: MCO 1500.59_
NAVMC 3500.41_
MCRP 3-02_

PERSONNEL REQUIRED: One instructor and assistants

FACILITIES: Indoor/Outdoor Classroom

REVIEW COURSE MATERIALS:

- Review Lesson Plan

ADD PERSONALIZATION:

- Personalize the lesson by adding subject matter detail, personal experiences, examples, and questions.

MATERIALS/EQUIPMENT:

- None

SETUP AND PLANNING:

- Reserve Training Area
- Conduct Rehearsals

INTRODUCTION (5 MIN)

1. **GAIN ATTENTION.** As warriors, we must take the lessons from warrior cultures of the past and present and learn from them. We must study their strengths as well as their weaknesses. By doing this, we can develop more thorough tactics to utilize on the battlefield. We can do this through studies of different martial cultures.

2. OVERVIEW. Good morning, my name is _____. The purpose of this lesson is to familiarize you with the Zulus. We will cover their historical background, training methods, values system, and legacy battles.

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

4. METHOD/MEDIA. This class will be taught by the informal lecture method and guided discussion.

5. EVALUATION. This class is lesson purpose and will not be evaluated.

6. SAFETY/CEASE TRAINING. In the case of a fire alarm you will exit the classroom and the class commander will get a head count and report to the instructor.

TRANSITION: Now that you know what will be taught and how it will be taught, are there any questions? Let's discuss their historical background.

BODY (45 MIN)

1. HISTORICAL BACKGROUND

a. Zululand lies on the South-Eastern Coast of what is known today as South Africa. The name Zulus means 'The Heavens' and his people took the name 'amaZulu' which means the 'people of the heavens'. They lived in a series of village homesteads that were family units. The Zulus lived a typical agriculture society. Meat was only eaten on special occasions such as festivals and before going into battle. Until the 18th century, warfare was infrequent and mostly bloodless; most disputes were over grazing rights. By the late 18th century, land was congested and no longer possible for clans to have access to adequate grazing all year long. It seems extremely likely the competition for natural resources was a major cause of the enduring violence that followed.

b. The Chief of the Zulus had a son who was named Shaka. Shaka was born in 1787, led the Zulus beginning in 1816, and died in 1828 due to being stabbed to death by his half-brothers. The basis of Shaka's power was the 'amabutho' system, a means of social control by integrating all Zulus into a growing Zulu kingdom. This was Shaka's idea of his Zulus no longer serving their lesser chiefs, but the Zulu king himself. The basic functions of the male regiments included policing Shaka's Zulus and battling external enemies.

(1) To remain under control, the regimental system established by Shaka had to be fed and rewarded constantly. This required sending the regiments out on constant raids for cattle and other battlefield booty. Morale was extremely high. The common age of the warriors, battlefield

successes, and the terror inspired by the Zulus amongst neighboring peoples all led to an extremely high Esprit de Corps.

(2) Following Shaka's murder, his half-brother became king. During his reign, Natal, just to the south of Zululand, was filling up with survivors from Shaka's former kingdom and the Boers who were descendants of the Dutch, Germans, and French. Natal was becoming a threat to Zululand and as many as 4,000 Zulus per year were leaving Zululand for Natal. Natal offered work, cattle, and potential wives that appeared more appealing than the Zulu army.

c. The War of 1879 was a disaster for Zululand. After the war, Britain divided Zululand in thirteen small kingdoms and initially, pre-Shaka clans were returned to prominence. After the war, civil war erupted across the country. Various clans continued fighting from the 1880s through about 1906. The Boer War (1899-1902) did not affect Zululand; however, when Britain imposed a tax in the post-Boer War era, this was the last straw for the Zulus. Many chiefs refused to pay the tax making the country ripe for rebellion. A state of emergency was declared in Natal, and a force was put together to put down the rebellion in 1906. Hundreds of Zulus were killed ending the rebellion and further fighting in Zululand. Close to 5,000 Zulus were brought to trial, the leaders exiled and the rest imprisoned. Today, there are over six million Zulus living in South Africa. Memories of their warrior past are a significant source of national pride.

2. TRAINING METHODS

a. When training for a campaign, Shaka's Zulus would practice setting out in a single column preceded by scouts who noted every detail of the enemy's movement. Once the enemy was spotted, the army was formed into a circle for their final instructions. Normally, the highest-ranking commanders would watch the battle from some high ground, issuing orders by runner or hand signals. Before going into battle, Shaka would call up two regiments and order them to challenge one another to see who would excel in the coming battle. Those distinguishing themselves in these fights would be rewarded and those accused of being a coward would be executed.

(1) Shaka was dynamic and ruthless. His army was highly centralized both in execution and command. He maintained an iron grip on his empire. An example is how he expected his troops to cover up to fifty miles per day when most had no sandals. His Zulus had to forage for their own food and water. Shaka rationalized this as another incentive for his regiments to be successful in their raiding parties and in battle.

(2) Shaka did not like the flimsy throwing spear, so he designed his own broad bladed spear for close combat. He also developed a flanking maneuver known as the 'chest and horns'. The center of the army would advance slowly, while two flanking divisions would move rapidly out to surround the enemy. Once the circle was complete, the chest would charge in and destroy the enemy. The warrior was armed with the new spear and large war shields that covered them from the shoulder to the ankle. His training and strategy were brutally effective. The Zulus would hook the left edge of the shield to the enemy's, rip it across their body to block the opponent's spear, and then pierce the enemy.

b. During the late 1850's, the army significantly changed from Shaka's rule. Warriors were no longer recruited, and boys aged 14 were expected to serve for about four years as a cadet

looking after the king's herds and royal homesteads. When there were enough men, the king would form a regiment, giving them a special location to live in Zululand. Warriors were not permanently mustered as they had been in Shaka's time. Once the regiment was established, warriors were allowed to spend long periods at home with their families. Duties of the regiment were never just military. Warriors were also required to work the king's fields, build new homes, organize hunts, and partake in national ceremonies.

(1) Cetshwayo, who ruled from 1856 until his capture by the British in 1879, introduced a new type of shield that was much smaller, lighter, and easier to wield than the full length shield designed by Shaka. However, both types were trained with and carried into battle.

(2) Guns were also available during this time either by taking them from the battlefield or by trading; however, powder was poor, percussion caps were in short supply, and pebbles were sometimes used in place of bullets. As well, people were not willing to train the Zulus in the use of the guns. From most accounts of battle, people recall the volume of fire from the Zulus, but not the accuracy of fire.

3. VALUES SYSTEM

a. The Zulus lived in great dread of the evil effect of witchcraft and wore magical charms to ward off evil spirits. If a man was possessed, a sharpened stick about 18" was driven into the victim's anus, killing him. The usual criminal cases were tried before a chief and a fine in cattle was levied against the individual. More serious crimes meant punishment by being clubbed to death.

b. Shaka held no value of the lives of his troops, and he drew no distinction between the interests of the state and his own personal wishes. Shaka urged war to the death and a flick of the wrist would consign a man to death.

c. Pre-battle rituals involved warriors dusting themselves with magical dust and chewing a piece of meat which had been specially prepared. At the end of a battle, the Zulus disemboweled the corpse of their victim to release its spirit. Zulu warriors would dress themselves in the clothing of the fallen opponent and wear them until a cleansing ceremony took place. This drove the Zulus mad and regiments would sometimes disband due to the stress of their style of warfare.

4. LEGACY BATTLES

a. The War of 1819 was a turning point in the history of Zululand. Shaka chose to move his people to the countryside before a neighboring chief attacked. After the invading chief grew weary of chasing Shaka, he decided to return home; however, Shaka laid a trap. As the invading chief began to cross a large river, Shaka launched a massive attack using the chest and horns tactic, smashing the invading chief's army. This removed the largest obstacle to Shaka's power. In a series of campaigns from 1819 – 1824, Shaka dislodged powerful groups living amongst Zululand up to the fringes of British Cape Colony. To further his power, he killed off clan chiefs and put his own people in charge of the newly acquired clans. Shaka's army grew from 400 in 1816 to about 15,000 in 1824.

b. During February of 1838, Dingane, fearing for his state, entered into negotiations with the Boers. He then invited the Boers, including their leader, to his residence for a dance. Dingane

rose to his feet shouting, 'slay the warriors'. All were killed. Dingane sent his army to the Boer encampment, where they faced firearms for the first time in large quantities. The Boers were able to drive the Zulus away. In the November/December timeframe, Dingane made another attempt to wipe out the Boers with as many as 10,000 Zulus. The Boers purposely established a camp on the bank of the Ncome River. They were protected by the river to one side, and a dry streambed bedded on the other. The Zulus attacked with two forces at dawn. One force had to attack the camp by crossing the river and the other was to remain out of gun range until the army crossed the river. The force attacking the streambed began the attack before the river crossing force and was cut down. The force crossing the river was driven back into the river and totally annihilated. Survivors from the first attack fled into the dry streambed and became easy targets.

c. Britain justified invading Zululand in 1879 in order to simplify the complex political situation in South Africa by joining the British and Boer state to the north – Zululand was viewed as a threat to this. Additionally, the British wanted open trading in Zululand, which was not possible since the king in Zululand controlled the trade. The British demanded the Zulus disband their army; refusing to do so, Britain invaded Zululand in January of 1879. Early in the morning of 22 January, General Chelmsford sent half of his forces away from camp looking for the Zulus. The Zulus caught the British and in a very short time, had outflanked them. Fighting raged in close quarters amongst the tents and transport wagons. Eventually, the British were forced to stand back–to–back firing and fighting hand–to–hand until they were overcome. In the adrenaline rush of combat, the Zulus killed everything they came across. The bodies of oxen, mules, and even dogs were mixed up with over 1200 British corpses.

d. In April 1879, 12,000 Zulus attacked a British relief column. The British drew their forces up in a square, protected by a ditch and earth rampart. The cannon volley and Gatling fire cut the Zulus down well before they even got close. The defeat of the Zulus dealt a devastating blow to the Zulu's war plan. On 4 July, the British formed a large rectangle and were greeted by a slow advancing Zulu army. For one long hour, the Zulus tried to direct their attack but failed. The Zulu dead amounted to 6,000 and many more injured. Thousands of cattle were taken; hundreds of homesteads were destroyed, shattering the structure of Zululand, thus ending the War of 1879.

5. DISCUSSION

INSTRUCTOR NOTE: Conduct a guided discussion. Questions and answers should be allowed to flow freely. Have additional questions prepared to stimulate the guided discussion.

a. How does the historical background of the Zulus compare to the Marine Corps today?

b. How are the training methods, weapons and tactics employed by the Zulus the same and different from that of the Marine Corps?

c. How are the values system, leadership qualities, and standards of conduct used by the Zulus similar and different from the Marine Corps?

d. What were some of the strengths and weaknesses of the Zulus?

TRANSITION: Now that we have discussed some differences and similarities between the

Zulus and the Marine Corps, are there any questions?

SUMMARY (10 MIN)

During this period of instruction we have discussed the Zulus. I am now confident you have a thorough understanding of the Zulus Martial Culture and how we can learn from them.

INSTRUCTOR NOTE: Provide follow-on instructions.

UNITED STATES MARINE CORPS
MARTIAL ARTS CENTER OF EXCELLENCE
THE BASIC SCHOOL
24191 GILBERT ROAD
QUANTICO, VIRGINIA 22134

LESSON PLAN

FREE SPARRING

MCCS-BLAK-2074

BLACK BELT

UNITED STATES MARINE CORPS

MARTIAL ARTS CENTER OF EXCELLENCE
THE BASIC SCHOOL
24191 GILBERT ROAD
QUANTICO, VIRGINIA 22134

INSTRUCTOR PREPARATION GUIDE

LESSON TITLE: Free Sparring

LESSON DESIGNATOR: MCCS-BLAK-2074

TOTAL LESSON TIME: 1 hour

REFERENCES: MCO 1500.59_
NAVMC 3500.41_
MCRP 3-02_

PERSONNEL REQUIRED: Referee, RSO, Corpsman

FACILITIES: Soft footed training area

REVIEW COURSE MATERIALS:

- Review Lesson Plan

ADD PERSONALIZATION:

- Personalize the lesson by adding subject matter detail, personal experiences, examples, and questions.

MATERIALS/EQUIPMENT:

- Training Weapons
- Mouthpiece
- Helmet w/ Face Cage
- Neck Roll
- Flak Jacket
- Hockey Gloves
- Groin Protection

SETUP AND PLANNING:

- Reserve Training Area
- Conduct Rehearsals
- Brief Support Personnel

INTRODUCTION (5 MIN)

1. GAIN ATTENTION. Integrated skills free sparring in a low light environment is the free sparring event for black belt. This combines all techniques into the most dynamic environment. Weapons should be incorporated to train Marines to move through the different levels of combat. This event solidifies the bridge developed in previous belts.

2. OVERVIEW. Good morning, my name is _____. This lesson will cover the conduct of free sparring and a warrior study.

3. SAFETY. Safeties will be cover later in this lesson.

TRANSITION. Now that you know what will be covered are there any questions? Let's discuss the purpose of free sparring.

BODY (45 MIN)

1. PURPOSE. The purpose of free sparring is to bridge from static to dynamic and inoculation to interpersonal violence.

a. **Bridge from Static to Dynamic.** Integrated skills free sparring is the final bridge between all techniques and a dynamic envirnoment. This gives Marines the opportunity to apply all the individual techniques they have learned in a realistic environment with a live resisting opponent. Executing techniques one at a time is much different than using them against another person, or multiple people, who is defending themselves and also trying to hurt you.

b. **Inoculation to Interpersonal Violence.** Inoculation is the process of introducing something to the body so it can defend itself in the future. By introducing Marines to violence on a personal level, they will be more prepared for a real close combat scenario.

2. CONDUCT OF THE BOUT. Integrated skills free sparring in a low light environment is the final free sparring event to be conducted at the black belt level. This training should be as realistic and dynamic as possible to complete the bridge from all the static techniques in MCMAP. There are not specific procedures for this event, but it should refine all skills by including different weapons, rough terrain, multiple opponents, low light, and other disadvantageous situations. This training must always be supervised by a Martial Arts Instructor Trainer to ensure proper conduct and safety is enforced. The MAI is not authorized to conduct this training without an MAIT present.

a. **Combat Mindset.** Proper combat mindset is essential for free sparring to be effective. Instructor Trainers must ensure the emphasis is on effective combatives and it does not become sport fighting. The focus should be on killing blows, solid offensive and defensive techniques, and gaining the tactical advantage so the enemy cannot return to the engagement. Free sparring also develops the control and maturity to use the appropriate amount of violence for any given situation along the continuum of force.

b. **Maturity.** All Marines must control their egos and tempers at all times. Marines who demonstrate immaturity, lack of control, or unsportsmanlike conduct will not be allowed to participate.

d. **Weapons.** Training weapons and all associated safety gear must be used. These fights will run until the referee observes a killing blow, similar to pugil sticks.

e. **Target Areas**. The authorized target areas depend on the specifics of the training, and are up to the discretion of the Martial Arts Instructor Trainer.

f. **Techniques**. The authorized techniques depend on the specifics of the training, and are up to the discretion of the Martial Arts Instructor Trainer.

g. **MAI/T Participation.** Instructors and Instructor Trainers should participate in free sparring events with their students as much as possible. There must still be a referee and RSO supervising the bouts for control and safety. When sparring with students the instructor will fight at, slightly above, and slightly below the student's skill level. This is to allow the instructor to fault check the students and help them to develop their skills. Free sparring is NOT for instructors to beat up students or demonstrate their skills.

3. SAFETIES. Free sparring events should be as realistic as possible while ensuring the safety of the Marines. It is the responsibility of the instructor to ensure all required safety measures are present and adhered to at all times.

a. **Personnel.** All sparring events must have the required safety personnel as described below. This training must always be supervised by a Martial Arts Instructor Trainer to ensure proper conduct and safety is enforced. The MAI is not authorized to conduct this training without an MAIT present.

(1) Fighters. All Marines are personally responsible for their safety and the safety of the other fighter. Marines must be in a full duty status to participate in free sparring. If there is any question as to whether or not a Marine is physically qualified to participate, they will see a corpsman or medical officer.

(2) Referee. The referee must be an MAI or MAIT and is responsible for the overall conduct of the bout. They will not have any other role, such as coaching or keeping time, that will distract them in any way. The referee will brief the fighters, check safety gear, start the fight, stop the fight, and monitor the Marines fighting. They must be actively engaged so they can physically break up the fight in case of any unsafe condition.

(3) RSO. The RSO for integrated skills free sparring must be an MAIT. This person is strictly responsible for safety. They will not fight, referee, or coach because it will distract them from observing safety. If they observe any unsafe condition they will inform the referee or stop the bout themselves.

(4) Corpsman. A corpsman is required to be present for all free sparring events.

(5) Coach. Having a coach is optional for all free sparring events. If used, this is a MAI or MAIT who is not filling the role of the referee or the RSO. The coach should reinforce proper technique, principles, and fundamentals.

b. **Safety Gear.** The safety gear required for integrated skills free sparring is a helmet with face cage, mouthpiece, neck roll, flak jacket, groin protection, and hockey gloves. The training weapons must also be checked for serviceability.

c. **Training Area.** The training area for integrated skills free sparring should be as realistic as possible, while remaining safe. Slightly uneven terrain is acceptable, as long as it does not create an unsafe condition. A tree line is a common training area, but must be clear of rocks, stumps, and debris.

d. **Chronic Traumatic Encephalopathy (CTE).** Also known as boxer's dementia and punch drunk syndrome, CTE is brain damage caused by repeated mild head injuries. Medical researchers have recently found that CTE also occurs in other sports such as football, hockey, soccer, and wrestling. Increased awareness of CTE has led to a push for additional caution in dealing with concussions and other head injuries among youth, high school, college, and professional athletes. When properly implemented, the safeties for free sparring mitigate repeated head injury, and CTE.

e. **Hands Out Procedures.** If a fighter cannot safely continue in a free sparring event they will put both hands straight out in front of them. A Marine will go hands out if they feel they are not able to defend themselves. This may be due to getting the wind knocked out of them, becoming injured, or problems with safety gear. If this happens the referee must immediately stop the bout to assess the situation. The referee will put the Marine's hands on their shoulders and evaluate their condition to determine if and when they can continue.

f. **Tap Out Procedures.** Tap out procedures will be adhered to when conducting free sparring. When any submission technique, such as a choke or arm bar, is executed the Marine must tap out before they become injured. They can tap out by tapping themselves, tapping their opponent, tapping the deck, verbally saying "tap, tap, tap", or any combination of those. It is preferable to tap on your opponent so they can feel it and are immediately aware that you are tapping out. When a Marine taps out, the opponent must immediately release pressure to prevent injury.

g. **Unsafe Conditions.** It is the referee's, and RSO's, responsibility to immediately stop the fight if they see any unsafe condition such as a defenseless fighter, safety gear problems, or if a fighter is injured. A fighter is defenseless if they appear unable or unwilling to intelligently defend themselves by exposing their back, falling to the ground, dropping their weapons, or dropping theirs hands. If any safety gear is unserviceable, missing, or not fitted properly the fight must be stopped to correct the problem. If a fighter appears to be injured, by screaming or yelling, the fight must be stopped. Once the unsafe condition is corrected, the referee will restart the fight.

TRANSITION: We have practiced free sparring, are there any questions? We will now discuss _____.

4. WARRIOR STUDY

INSTRUCTOR NOTE: Present a warrior study of your choice to the class. Ensure to tie-in the disciplines of MCMAP, core values, and leadership characteristics.

TRANSITION: We have discussed _____, are there any questions?

SUMMARY (10 MIN)

During this period of instruction we have practiced free sparring and discussed a warrior study. I am now confident you will be able to use these techniques to kill the enemy.

INSTRUCTOR NOTE: Provide follow-on instructions.