

**UNITED STATES MARINE CORPS**

MARTIAL ARTS CENTER OF EXCELLENCE

THE BASIC SCHOOL

24191 GILBERT ROAD

QUANTICO, VIRGINIA 22134



**BLACK BELT**

**Revised 2015**

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24191 GILBERT ROAD

QUANTICO, VIRGINIA 22134

**LESSON PLAN**

**BAYONET TECHNIQUES**

MCCS-BLAK-2061

BLACK BELT

APPROVED BY: LtCol (Ret) Shusko, J. C.      DATE: 07/10/2015

**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-BLAK-2061

**TOTAL LESSON TIME:** 1 hour 30 minutes

**REFERENCES:** MCO 1500.59\_  
NAVMC 3500.41\_  
MCRP 3-02B

**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**

**(70 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.

<p><b>INSTRUCTOR NOTE:</b> Provide follow-on instructions.</p>
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24191 GILBERT ROAD

QUANTICO, VIRGINIA 22134

**LESSON PLAN**

**THROWS**

**MCCS-BLAK-2062**

**BLACK BELT**

APPROVED BY: LtCol (Ret) Shusko, J. C.      DATE: 07/21/2015

**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-BLAK-2062

**TOTAL LESSON TIME:** 1 hour

**REFERENCES:** MCO 1500.59\_  
 NAVMC 3500.41\_  
 MCRP 3-02B

**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 in between his 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 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) Once your aggressor starts to come off the deck, forcefully sweep his upper right thigh back with 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 be 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.

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**LESSON PLAN**

**GROUND FIGHTING**

**MCCS-BLAK-2063**

**BLACK BELT**

APPROVED BY: LtCol (Ret) Shusko, J. C.      DATE: 08/10/2015

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**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 3-02B

**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 an aggressor and get back to your feet. Maneuver warfare is another technique that gives us a tactical advantage over our enemy.

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****(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) 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. 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 aggressor'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 aggressor's 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 aggressor 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**

MARTIAL ARTS CENTER OF EXCELLENCE

THE BASIC SCHOOL

24191 GILBERT ROAD

QUANTICO, VIRGINIA 22134

**LESSON PLAN**

**UNARMED MANIPULATIONS**

**MCCS-BLAK-2064**

**BLACK BELT**

APPROVED BY: LtCol (Ret) Shusko, J. C.      DATE: 08/05/2015

**UNITED STATES MARINE CORPS**

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

**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 3-02B

**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 shoulder 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.

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

**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.



**UNITED STATES MARINE CORPS**

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THE BASIC SCHOOL

24191 GILBERT ROAD

QUANTICO, VIRGINIA 22134

**LESSON PLAN**

**CHOKES**

**MCCS-BLAK-2065**

**BLACK BELT**

APPROVED BY: LtCol (Ret) Shusko, J. C.      DATE: 07/21/2015

**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

**REFERENCES:** MCO 1500.59\_  
NAVMC 3500.41\_  
MCRP 3-02B

**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****(45 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 right arm and attempting to throw your left leg over his head.

(3) Quickly turn your body to the left and place the back of your left knee along the right side of the aggressor's neck.

(4) Bend your left 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 left wrist and pull it forcefully towards your left hip and maintain control of his left arm.

(6) Lift your right leg off the deck and hook your left ankle with the back of your right knee.

(7) Exert pressure on your aggressor's neck by pulling your right 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 right leg around his left leg. The aggressor's right arm may be either inside or outside your left arm.

(3) Exert pressure on your aggressor's neck by pulling upward with your clasped hands and arching your back.

<b>INSTRUCTOR NOTE:</b> The following steps are used on the ground.
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(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.

**UNITED STATES MARINE CORPS**

MARTIAL ARTS CENTER OF EXCELLENCE

THE BASIC SCHOOL

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QUANTICO, VIRGINIA 22134

**LESSON PLAN**

**COUNTERS TO CHOKES AND HOLDS**

**MCCS-BLAK-2066**

**BLACK BELT**

APPROVED BY: LtCol (Ret) Shusko, J. C.      DATE: 07/28/2015

**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 3-02B

**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. **Rolling Knee Bar.** The rolling 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) Execute a forward shoulder-roll and pull the aggressor's right leg close against 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.

b. **Sitting Knee Bar**. The rolling 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.





**UNITED STATES MARINE CORPS**

MARTIAL ARTS CENTER OF EXCELLENCE

THE BASIC SCHOOL

24191 GILBERT ROAD

QUANTICO, VIRGINIA 22134

**LESSON PLAN**

**FIREARM DISARMAMENT**

MCCS-BLAK-2067

BLACK BELT

APPROVED BY: LtCol (Ret) Shusko, J. C.      DATE: 08/12/2015

**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

**REFERENCES:** MCO 1500.59\_  
 NAVMC 3500.41\_  
 MCRP 3-02B

**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**

**(45 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) Maintain control of the aggressor's arm. It does not matter which hand the aggressor is holding the weapon with, always grab his wrist and clear your head in the same manner.

(5) 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 to off-balance him.

**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.

(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. 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. Maintain control of the aggressor's arms.

(4) Step with your right foot to the outside of the aggressor's right foot and trap his arm in your left arm pit. Rotate your torso and thrust your hip into the aggressor to off-balance him.

(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, 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 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**

MARTIAL ARTS CENTER OF EXCELLENCE

THE BASIC SCHOOL

24191 GILBERT ROAD

QUANTICO, VIRGINIA 22134

**LESSON PLAN**

**UPPER BODY STRIKES**

**MCCS-BLAK-2068**

**BLACK BELT**

APPROVED BY: LtCol (Ret) Shusko, J. C.      DATE: 07/13/2015

**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 3-02B

**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

**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. **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 and bring it back over your right shoulder and rotate your right hip and shoulder backwards.

(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 and bring it back over your right shoulder and rotate your right hip and shoulder backwards.

(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**

MARTIAL ARTS CENTER OF EXCELLENCE

THE BASIC SCHOOL

24191 GILBERT ROAD

QUANTICO, VIRGINIA 22134

**LESSON PLAN**

**KNIFE TECHNIQUES**

**MCCS-BLAK-2069**

**BLACK BELT**

APPROVED BY: LtCol (Ret) Shusko, J. C.      DATE: 08/10/2015

**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 30 minutes

**REFERENCES:** MCO 1500.59\_  
 NAVMC 3500.41\_  
 MCRP 3-02B

**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****(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**. 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) The movement ends with your forearm against your body and the knife at your left side, blade oriented toward the aggressor.

(7) 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) 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 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) The movement ends with your forearm against your body and the knife at your left side, point oriented toward the aggressor.

(6) 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) The movement ends with your forearm against your body and the knife at your left side, point oriented toward the aggressor.

(6) 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.

<b>Table 1-1. Severity Categories</b>	
<b>Category</b>	<b>Description</b>
<b>I</b>	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
<b>II</b>	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
<b>III</b>	Degraded mission capability or unit readiness Minor damage to equipment, systems, property, or the environment Minor injury or illness
<b>IV</b>	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.

<b>Category</b>	<b>Description</b>
<b>A</b>	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>B</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
<b>C</b>	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
<b>D</b>	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.

<b>Risk Assessment Matrix</b>		<b>Probability</b>			
		A	B	C	D
<b>Severity</b>	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.

<b>INSTRUCTOR NOTE:</b> Provide follow-on instructions.
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**LESSON PLAN**

**WEAPONS OF OPPORTUNITY**

MCCS-BLAK-2070

BLACK BELT

APPROVED BY: LtCol (Ret) Shusko, J. C.      DATE: 08/10/2015

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**INSTRUCTOR PREPARATION GUIDE**

**LESSON TITLE:** Weapons of Opportunity

**LESSON DESIGNATOR:** MCCS-BLAK-2069

**TOTAL LESSON TIME:** 1 hour 30 minutes

**REFERENCES:** MCO 1500.59\_  
 NAVMC 3500.41\_  
 MCRP 3-02B

**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****(75 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. Your grip on the garrote should be natural with enough strength to hold the weapon while maintaining dexterity.

(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 dominate hand, firmly grasp the top of the weapon with the weapon pointing down.

(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 or 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) With a Hard Garrote

(a) Shoot the long end of garrote across the aggressor's neck from right to left with your palm up. Make contact with your right ulna bone against the aggressor's right 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 or 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 up. Make contact with your right ulna bone against the aggressor's left carotid artery.

(b) With your left hand, grab the garrote palm down placing it across the aggressor's right 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.

<p><b>INSTRUCTOR NOTE:</b> Provide follow-on instructions.</p>
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**UNITED STATES MARINE CORPS**

MARTIAL ARTS CENTER OF EXCELLENCE

THE BASIC SCHOOL

24191 GILBERT ROAD

QUANTICO, VIRGINIA 22134

**LESSON PLAN**

**FUNDAMENTALS OF A COMBAT MINDSET**

MCCS-BLAK-2071

BLACK BELT

APPROVED BY: LtCol (Ret) Shusko, J. C.      DATE: 08/10/2015

**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 3-02B

**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.

<p><b>INSTRUCTOR NOTE:</b> Provide follow-on instructions.</p>
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**UNITED STATES MARINE CORPS**

MARTIAL ARTS CENTER OF EXCELLENCE

THE BASIC SCHOOL

24191 GILBERT ROAD

QUANTICO, VIRGINIA 22134

**LESSON PLAN**

**MASTER OF ARMS**

**MCCS-BLAK-2072**

**BLACK BELT**

APPROVED BY: LtCol (Ret) Shusko, J. C.      DATE: 08/10/2015

**UNITED STATES MARINE CORPS**

MARTIAL ARTS CENTER OF EXCELLENCE  
 THE BASIC SCHOOL  
 24191 GILBERT ROAD  
 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 3-02B

**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.

<p><b>INSTRUCTOR NOTE:</b> Provide follow-on instructions.</p>
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**UNITED STATES MARINE CORPS**

MARTIAL ARTS CENTER OF EXCELLENCE

THE BASIC SCHOOL

24191 GILBERT ROAD

QUANTICO, VIRGINIA 22134

**LESSON PLAN**

**MARTIAL CULTURE STUDY: THE ZULUS**

MCCS-BLAK-2073

BLACK BELT

APPROVED BY: LtCol (Ret) Shusko, J. C.      DATE: 08/13/2015

**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 3-02B

**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 18<sup>th</sup> century, warfare was infrequent and mostly bloodless; most disputes were over grazing rights. By the late 18<sup>th</sup> 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**

APPROVED BY: LtCol (Ret) Shusko, J. C.      DATE: 08/13/2015

**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 3-02B

**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 is the 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 environment. 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 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 leadership, 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 their 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.





## GUIDED DISCUSSION 1: THE ETERNAL STUDENT

<u>TIME</u>	<u>INTRODUCTION</u>	<u>REMARKS/NO</u> <u>TES</u>
	<p>Good morning my name is _____ today we will be talking about the attributes of the eternal student and many of the programs the Marine Corps has to facilitate our constant evolution as war fighters.</p> <p>The <b>ground rules</b> for this discussion are:</p> <ol style="list-style-type: none"> <li>(1) No personal attacks on anyone's opinions</li> <li>(2) Allow each participant to express themselves</li> <li>(3) Drinking coffee and soda is allowed</li> <li>(4) Make head calls at your leisure, just don't interrupt the group</li> <li>(5) Keep your language clean as not to offend others</li> <li>(6) PARTICIPATION BY ALL!!!!!!</li> </ol> <p><b>Gain Attention</b></p> <p><b>Medal of Honor Citation for DAVIS, RAYMOND G.</b>  <b>Rank: Lieutenant Colonel. Organization: U.S. Marine Corps. Company: 1st Battalion. Division: 7th Marines, 1st Marine Division. Born: 13 January 1915, Fitzgerald, GA. Departed: Yes. Place/Date: Vicinity Hagaru-ri, Korea, 1 through 4 December 1950.</b></p> <p>"For conspicuous gallantry and intrepidity at the risk of his life above and beyond the call of duty as Commanding Officer of the 1st Battalion, in action against enemy aggressor forces. Although keenly aware that the operation involved breaking through a surrounding enemy and advancing 8 miles along primitive icy trails in the bitter cold with every passage disputed by a savage and determined foe, Lt. Col. Davis boldly led his Battalion into the attack in a daring attempt to relieve a beleaguered Rifle Company and to seize, hold, and defend a vital mountain pass controlling the only route available for 2 Marine Regiments in danger of being cut off by numerically superior hostile forces during their re-deployment to the port of Hungnam. When the Battalion immediately encountered strong opposition from entrenched enemy forces commanding high ground in the path of the advance, he promptly spearheaded his unit in a</p>	

fierce attack up the steep, ice-covered slopes in the face of withering fire and, personally leading the assault groups in a hand-to-hand encounter, drove the hostile troops from their positions, rested his men, and reconnoitered the area under enemy fire to determine the best route for continuing the mission. Always in the thick of the fighting Lt. Col. Davis led his Battalion over 3 successive ridges in the deep snow in continuous attacks against the enemy and, constantly inspiring and encouraging his men throughout the night, brought his unit to a point within 1,500 yards of the surrounded Rifle Company by daybreak. Although knocked to the ground when a shell fragment struck his helmet and 2 bullets pierced his clothing, he arose and fought his way forward at the head of his men until he reached the isolated Marines. On the following morning, he bravely led his Battalion in securing the vital mountain pass from a strongly entrenched and numerically superior hostile force, carrying all his wounded with him, including 22 litter cases and numerous ambulatory patients. Despite repeated savage and heavy assaults by the enemy, he stubbornly held the vital terrain until the 2 Regiments of the Division had deployed through the pass and, on the morning of 4 December, led his Battalion into Hagaru-ri intact. By his superb leadership, outstanding courage, and brilliant tactical ability, Lt. Col. Davis was directly instrumental in saving the beleaguered Rifle Company from complete annihilation and enabled the 2 Marine Regiments to escape possible destruction. His valiant devotion to duty and unyielding fighting spirit in the face of almost insurmountable odds enhance and sustain the highest traditions of the U.S. Naval Service."

[MOH Citation for LtCol Raymond Davis](#)

**Key points** for this discussion will be:

- (1) Discuss the Marine Corps' four pillars of leadership development
- (2) Discuss the Marine Corps' Life Long Learning Program
- (3) Discuss the Marine Corps Professional Reading Program
- (4) Discuss the attributes of the Eternal Student

**Learning Objective:** After this guided discussion,

	<p>you will have a better understanding of the attributes of the eternal student, and many of the programs the Marine Corps has to facilitate our constant evolution as war fighters.</p>	
<p><b><u>TIME</u></b></p>	<p><b><u>DISCUSSION</u></b></p> <p><b><u>KEY POINT 1</u></b></p> <p><b>1. Who has heard of Professional Military Education or "PME"? Why do you think PME is important to your development as a leader of Marines?</b></p> <p>- 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.</p> <p>- One of the priorities of the 35th Commandant of the Marine Corps:</p> <ul style="list-style-type: none"> <li>• "We will better educate and train our Marines to succeed in distributed operations and increasingly complex environments... We will markedly increase opportunities for Marines to attend resident Professional Military Education (PME), civilian fellowships, and advanced education programs."</li> </ul> <p><b>2. How does the Marine Corps view leadership development? Who has heard of the four pillars of leadership development? Please tell the group what the four pillars of leadership development are.</b></p> <p>- The development of a Marine leader is never ending.</p> <p>- The Marine Corps envisions four elements, or pillars, of leadership development:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Second is training, which is usually performance based and measured against a</li> </ul>	<p><b><u>REMARKS/NOTES</u></b></p>

	<p>standard. For Marines, training will dominate the early part of their career; however, Marines never stop training.</p> <ul style="list-style-type: none"> <li>• Third is experience; the knowledge based on day-to-day events that occur throughout life.</li> <li>• Fourth is self-development, the individual commitment to the profession of arms through activities as professional reading and off-duty education.</li> </ul> <p><b>3. Let's revisit a statement from the MOH Citation you just heard: "By his superb leadership, outstanding courage, and brilliant tactical ability, LtCol Davis was directly instrumental in saving the beleaguered Rifle Company from complete annihilation and enabled the 2 Marine Regiments to escape possible destruction." Do you think LtCol Davis was born with the skills to be an effective combat leader? How do you think he developed these skills?</b></p> <p>- Recommend you use the following statement from MCWP 1: Warfighting to emphasize the importance of leaders being students of the art of war: "Our profession as one where leaders are expected to be students of the art and science of war at all levels . . .with a solid foundation in military theory and a knowledge of military history and the timeless lessons to be gained from it."</p> <p><b>Interim Summary:</b> We just discussed the Marine Corps' four pillars of leadership development and how LtCol Davis developed into an effective combat leader as a result of the four pillars. Now let's talk about the Marine Corps' Life Long Learning Program.</p>	
<p><u>TIME</u></p>	<p><u>KEY POINT 2</u></p> <p><b>1. Who has heard of the Marine Corps' Life Long Learning Program? What do you think is the mission of the program?</b></p> <p>- 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.</p>	<p><u>REMARKS/NO</u> <u>TES</u></p>

- The Life Long Learning Program will provide goals for the Marine Corps Community and guide them into the next century by assisting in the development of the "Total Marine".

**2. Has anyone taken advantage of the Marine Corps' Life Long Learning Program? Please tell the group some of the programs that are provided?**

- 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)
- Sailor/Marine American Council on Education Registry Transcript (SMART)
- Service members Opportunity Colleges Marine Corps (SOCMAR)
- Spouse Tuition Assistance (TA)

- Lifelong Learning also provides policy, procedures and funding for the Lifelong Learning Offices on Marine Corps Bases and Installations.

**Interim Summary:** We just finished discussing the mission of the Marine Corps' Life Long Learning Program and some of the programs offered such as...

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	<p>Now let's talk the Marine Corps' Professional Reading Program.</p>	
<p><b><u>TIME</u></b></p>	<p><b><u>KEY POINT 3</u></b></p> <p><b>1. Who has seen the Marine Corps' Professional Reading List? Who has read at least one book from the CMC's Professional Reading List?</b></p> <p>- Recommend you go to the following link and print copies of the appropriate list for your group.  <a href="#">Commandant's Professional Reading List - Official Site</a></p> <p>- 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.</p> <p><b>2. What do you think is the purpose of the CMC's Professional Reading List?</b></p> <p>- The purpose of the Marine Corps Professional Reading program is to encourage Marines to read books that have a direct relationship to war fighting.</p> <p>- 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.</p> <p><b>3. What do you think is the CMC's intent in providing Marines with a Professional Reading List?</b></p>	<p><b><u>REMARKS/NOTES</u></b></p>

	<p>- "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."</p> <p>Now let's talk about the attributes of the Eternal Student.</p>	
<u>TIME</u>	<u>KEY POINT 4</u>	<u>REMARKS/NO</u>
	<p><b>1. Do you think the Commandant or SgtMaj of the Marine Corps have reached the point in their career where they have stopped learning or developing their skills as leaders?</b></p> <p><b>2. What do you think happens when a leader thinks they have accomplished everything in their life, they are the "best leaders" they can be? What happens when a Marine strives to learn and grow as a leader?</b></p> <p>- 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.</p> <ul style="list-style-type: none"> <li>• 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</li> </ul>	<p><u>TES</u></p>

	<p>think we are.</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	
<p><b><u>TIME</u></b></p>	<p><b><u>SUMMARY/CONCLUSION</u></b></p> <p>Today we have discussed the Marine Corps' four pillars of leadership development, the Marine Corps' Life Long Learning Program, the Marine Corps Professional Reading Program, and the attributes of the Eternal Student. I am confident that you now have a better understanding of the attributes of the eternal student, and many of the programs the Marine Corps has to facilitate our constant evolution as war fighters.</p> <p><b>Closing Statement: 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.</b></p> <p><b><u>END OF DISCUSSION</u></b></p>	<p><b><u>REMARKS/NOTES</u></b></p>
	<p><b><u>RESOURCES</u></b></p> <ul style="list-style-type: none"> <li>- US Marine Corps, Martial Arts Center of Excellence. Instructor Outline. Bayonet Techniques. Marine Corps Martial Arts Instructor Trainer. MAITB1000. Revised 10/12/10.</li> <li>- 35th Commandant of the Marine Corps Commandant's Planning Guidance 2010</li> <li>- CMC White Letter No 4-12: Reading in the Marine Corps..."30 year old body and 5000 year old mind"</li> </ul>	



	- MCWP 6-11: Leading Marines.	
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GUIDED DISCUSSION 2: LEADERSHIP TRAITS AND PRINCIPLES

<u>TIME</u>	<u>INTRODUCTION</u>	<u>REMARKS/NO</u>
	<p>Good morning my name is _____ today we will be talking about _____.</p> <p>The <b>ground rules</b> for this discussion are:</p> <ul style="list-style-type: none"> <li>(7) No personal attacks on anyone's opinions</li> <li>(8) Allow each participant to express themselves</li> <li>(9) Drinking coffee and soda is allowed</li> <li>(10) Make head calls at your leisure, just don't interrupt the group</li> <li>(11) Keep your language clean as not to offend others</li> <li>(12) PARTICIPATION BY ALL!!!!!!</li> </ul> <p><b>Gain Attention</b></p> <p><b>Bronze Star with "V" Citation for SSgt Jason C. Ramseyer, USMC</b></p> <p>For heroic achievement in connection with combat operations involving conflict with an opposing force while serving as Platoon Commander, Jump Platoon, Headquarters and Service Company, 3d Battalion, 3d Marines, Regimental Combat Team-7, I Marine Expeditionary Force Forward, from 15 March to 20 April 2006, in support of Operation IRAQI FREEDOM. Demonstrating an undying commitment to excellence and mission accomplishment, Staff Sergeant Ramseyer consistently performed his demanding duties in an exceptional manner. Recognized as a master of his profession, his devotion to duty, tactical expertise, and his ability to elicit maximum effort from those around him earned the respect and admiration of all Marines with whom he served. While conducting a mounted security patrol in support of Operation RESTORE TRUST, Staff Sergeant Ramseyer alertly identified a suspicious object that posed a threat to his patrol. While maneuvering with his Marines to secure the area, he instinctively recognized the object to be an improvised explosive device and warned his Marines to move back. A moment later, the device detonated, mortally wounding Staff Sergeant Ramseyer and seriously wounding two</p>	<p><u>TES</u></p>

	<p>other Marines. Although grievously wounded and sensing the extent of his injuries, Staff Sergeant Ramseyer repeatedly directed that medical treatment be given to his fellow Marines first. Staff Sergeant Ramseyer's disregard for his own personal safety, coupled with the ability to make critical and timely decisions, saved the lives of his fellow Marines. By his zealous initiative, courageous actions, and exceptional dedication to duty, Staff Sergeant Ramseyer reflected great credit upon himself and upheld the highest traditions of the Marine Corps and the United States Naval Service.</p> <p><b>Key points:</b></p> <ul style="list-style-type: none"> <li>(1) Discuss the 14 Marine Corps Leadership Traits</li> <li>(2) Discuss the 11 Marine Corps Leadership Principles</li> </ul> <p><b>Learning Objective:</b> After this guided discussion, you will have a better understanding of Marine Corps Leadership Traits and Principles.</p>	
<p><b><u>TIME</u></b></p>	<p><b><u>DISCUSSION</u></b></p> <p><b><u>KEY POINT 1</u></b></p> <p><b>1. Who remembers what the Marine Corps' 14 Leadership Traits are?</b></p> <ul style="list-style-type: none"> <li>- <b><u>J</u>ustice</b></li> <li>- <b><u>J</u>udgment</b></li> <li>- <b><u>D</u>ependability</b></li> <li>- <b><u>I</u>nitiative</b></li> <li>- <b><u>D</u>ecisiveness</b></li> <li>- <b><u>T</u>act</b></li> <li>- <b><u>I</u>ntegrity</b></li> <li>- <b><u>E</u>nthusiasm</b></li> <li>- <b><u>B</u>earing</b></li> <li>- <b><u>U</u>nselfishness</b></li> <li>- <b><u>C</u>ourage</b></li> <li>- <b><u>K</u>nowledge</b></li> <li>- <b><u>L</u>oyalty</b></li> <li>- <b><u>E</u>ndurance</b></li> </ul> <p><b>- Justice</b></p> <ul style="list-style-type: none"> <li>• Definition - Giving reward and punishment</li> </ul>	<p><b><u>REMARKS/NO</u></b></p> <p><b><u>TES</u></b></p>

	<p>according to the merits of the case in question. The ability to administer a system of rewards and punishments impartially and consistently.</p> <ul style="list-style-type: none"> <li>• Significance - The quality of displaying fairness and impartiality is critical in order to gain the trust and respect of subordinates and maintains discipline and unit cohesion, particularly in the exercise of responsibility.</li> <li>• Example - Fair apportionment of tasks by a squad leader during field day.</li> </ul> <p><b>- Judgment</b></p> <ul style="list-style-type: none"> <li>• Definition - The ability to weigh facts and possible courses of action in order to make sound decisions.</li> <li>• Significance - Sound judgment allows a leader to make appropriate decisions in the guidance and training of his/her Marines and the employment of his/her unit. A Marine who exercises good judgment weighs pros and cons accordingly when making appropriate decisions.</li> <li>• Example - A Marine properly apportions his/her liberty time in order to relax as well as to study.</li> </ul> <p><b>- Dependability</b></p> <ul style="list-style-type: none"> <li>• Definition - The certainty of proper performance of duty.</li> <li>• Significance - The quality that permits a senior to assign a task to a junior with the understanding that it will be accomplished with minimum supervision.</li> <li>• Example - The squad leader ensures that his/her squad falls out in the proper uniform without having been told to by the platoon sergeant.</li> </ul> <p><b>- Initiative</b></p> <ul style="list-style-type: none"> <li>• Definition - Taking action in the absence of orders.</li> </ul>	
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	<ul style="list-style-type: none"> <li>• Significance - Since an NCO often works without close supervision; emphasis is placed on being a self-starter. Initiative is a founding principle of Marine Corps Warfighting philosophy.</li> <li>• Example - In the unexplained absence of the platoon sergeant, an NCO takes charge of the platoon and carries out the training schedule.</li> </ul> <p><b>- Decisiveness</b></p> <ul style="list-style-type: none"> <li>• Definition - Ability to make decisions promptly and to announce them in a clear, forceful manner.</li> <li>• Significance - 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. It is often better that a decision be made promptly than a potentially better one be made at the expense of more time.</li> <li>• Example - A leader, who sees a potentially dangerous situation developing, immediately takes action to prevent injury from occurring.</li> </ul> <p><b>- Tact</b></p> <ul style="list-style-type: none"> <li>• Definition - The ability to deal with others in a manner that will maintain good relations and avoid offense. More simply stated, tact is the ability to say and do the right thing at the right time.</li> <li>• Significance - 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.</li> <li>• Example - A Marine discreetly points out a mistake in drill to an NCO by waiting until after the unit has been dismissed and privately asking which of the two methods are correct.</li> </ul>	
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**- Integrity**

- Definition - Uprightness of character and soundness of moral principles. The quality of truthfulness and honesty.
- Significance - A Marine's word is his/her bond. Nothing less than complete honesty in all of your dealings with subordinates, peers, and superiors is acceptable.
- Example - A Marine who uses the correct technique on the obstacle course, even when he/she cannot be seen by the evaluator.

**- Enthusiasm**

- Definition - The display of sincere interest and exuberance in the performance of duty.
- Significance - Displaying interest in a task and optimism that can be successfully completed greatly enhances the likelihood that the task will be successfully completed.
- Example - A Marine who leads a chant or offers to help carry a load that is giving someone great difficulty while on a hike despite being physically tired, he encourages his fellow Marines to persevere.

**- Bearing**

- Definition - Creating a favorable impression in carriage, appearance, and personal conduct at all times.
- Significance - The ability to look, talk, and act like a leader whether or not these manifestations indicate one's true feelings.
- Example - Wearing clean uniforms, boots, and collar devices. Avoiding profane and vulgar language. Keeping a trim, fit appearance.

**- Unselfishness**

- Definition - Avoidance of providing for one's own comfort and personal advancement at the expense of others.
- Significance - The quality of looking out for the needs of your subordinates before your

	<p>own is the essence of leadership. This quality is not to be confused with putting these matters ahead of the accomplishment of the mission.</p> <ul style="list-style-type: none"> <li>• Example - An NCO ensures all members of his unit have eaten before he does, or if water is scarce, he will share what he has and ensure that others do the same.</li> </ul> <p><b>- Courage</b></p> <ul style="list-style-type: none"> <li>• Definition - Courage is a mental quality that recognizes fear of danger or criticism, but enables a Marine to proceed in the face of danger with calmness and firmness.</li> <li>• Significance - Knowing and standing for what is right, even in the face of popular disfavor. The business of fighting and winning wars is a dangerous one; the importance of courage on the battlefield is obvious.</li> <li>• Example - Accepting criticism for making subordinates field day for an extra hour to get the job done correctly.</li> </ul> <p><b>- Knowledge</b></p> <ul style="list-style-type: none"> <li>• Definition - Understanding of a science or an art. The range of one's information, including professional knowledge and understanding of your Marines.</li> <li>• Significance - The gaining and retention of current developments in military and naval science and world affairs is important for your growth and development.</li> <li>• Example - The Marine who not only knows how to maintain and operate his assigned weapon, but also knows how to use the other weapons and equipment in the unit.</li> </ul> <p><b>- Loyalty</b></p> <ul style="list-style-type: none"> <li>• Definition - The quality of faithfulness to country, Corps, unit, seniors, subordinates and peers.</li> <li>• Significance - The motto of the Marine Corps is Semper Fidelis, Always Faithful. You owe</li> </ul>	
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	<p>unswerving loyalty up and down the chain of command.</p> <ul style="list-style-type: none"> <li>• Example - A Marine displaying enthusiasm in carrying out an order of a senior, though he may privately disagree with it.</li> </ul> <p><b>- Endurance</b></p> <ul style="list-style-type: none"> <li>• Definition - The mental and physical stamina measured by the ability to withstand pain, fatigue, stress, and hardship.</li> <li>• Significance - 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.</li> <li>• Example - A Marine keeping up on a 10-mile forced march even though he/she has blisters on both feet.</li> </ul> <p><b>2. Which of the Marine Corps Leadership Traits do you think SSgt Ramseyer displayed?</b></p> <p><b>Interim Summary:</b> We just finished discussing the Marine Corps 14 Leadership Traits and which traits SSgt Ramseyer displayed; now let's talk about the 11 Marine Corps Leadership Principles.</p>	
<p><b><u>TIME</u></b></p>	<p><b><u>KEY POINT 2</u></b></p> <p><b>1. Who can name all of the Marine Corps Leadership Principles?</b></p> <p><b>- Know Yourself and Seek Self Improvement</b></p> <ul style="list-style-type: none"> <li>• This principle of leadership should be developed by the use of leadership traits. Evaluate yourself by using the leadership traits and determine your strengths and weaknesses.</li> <li>• You can improve yourself in many ways. To develop the techniques of this principle:             <ul style="list-style-type: none"> <li>- Make an honest evaluation of yourself to determine your strong and weak personal qualities</li> <li>- Seek the honest opinions of your friends or superiors</li> </ul> </li> </ul>	<p><b><u>REMARKS/NO</u></b> <b><u>TES</u></b></p>

- Learn by studying the causes for the success and failures of others
- Develop a genuine interest in people
- Master the art of effective writing and speech
- Have a definite plan to achieve your goal

**- Be Technically And Tactically Proficient**

- A person who knows their job thoroughly and possesses a wide field of knowledge. Before you can lead, you must be able to do the job. Tactical and technical competence can be learned from books and from on the job training. To develop this leadership principle of being technically and tactically proficient, you should:
  - Know what is expected of you then expend time and energy on becoming proficient at those things
  - Form an attitude early on of seeking to learn more than is necessary
  - Observe and study the actions of capable leaders
  - Spend time with those people who are recognized as technically and tactically proficient at those things
  - Prepare yourself for the job of the leader at the next higher rank
  - Seek feedback from superiors, peers and subordinates

**- Know Your People And Look Out For Their Welfare**

- This is one of the most important of the leadership principles. A leader must make a conscientious effort to observe his Marines and how they react to different situations. A Marine who is nervous and lacks self-confidence should never be put in a situation where an important decision must be made. This knowledge will enable you as the leader to determine when close supervision is required.
- To put this principle in to practice successfully you should:

	<ul style="list-style-type: none"> <li>- Put your Marines welfare before you own</li> <li>- Be approachable</li> <li>- Encourage individual development</li> <li>- Know your unit's mental attitude; keep in touch with their thoughts</li> <li>- Ensure fair and equal distribution of rewards</li> <li>- Provide sufficient recreational time and insist on participation</li> </ul> <p><b>- Keep Your Personnel Informed</b></p> <ul style="list-style-type: none"> <li>• 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 is accomplished only if time and security permits. 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.</li> <li>• The key to giving out information is to be sure that the Marines have enough information to do their job intelligently and to inspire their initiative, enthusiasm, loyalty, and convictions.</li> <li>• Techniques to apply this principle are:             <ul style="list-style-type: none"> <li>- Whenever possible, explain why tasks must be done and the plan to accomplish a task</li> <li>- Be alert to detect the spread of rumors. Stop rumors by replacing them with the truth</li> <li>- Build morale and esprit de corps by publicizing information concerning successes of your unit</li> <li>- Keep your unit informed about current legislation and regulations affecting their pay, promotion, privileges, and other benefits</li> </ul> </li> </ul> <p><b>- Set The Example</b></p> <ul style="list-style-type: none"> <li>• A leader who shows professional competence, courage and integrity sets high personal standards for himself before he can rightfully demand it from others. Your appearance, attitude, physical fitness and</li> </ul>	
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personal example are all on display daily for the Marines and Sailors in your unit. Remember, your Marines and Sailors reflect your image!

- Techniques for setting the example are to:
  - Show your subordinates that you are willing to do the same things you ask them to do
  - Maintain an optimistic outlook
  - Conduct yourself so that your personal habits are not open to criticism
  - Avoid showing favoritism to any subordinate
  
  - Delegate authority and avoid over supervision, in order to develop leadership among subordinates
  - Leadership is taught by example

**- Ensure That The Task Is Understood, Supervised, and Accomplished**

- Leaders must give clear, concise orders that cannot be misunderstood, and then by close supervision, ensure that these orders are properly executed. Before you can expect your men to perform, they must know what is expected of them.
- The most important part of this principle is the accomplishment of the mission. In order to develop this principle you should:
  - Issue every order as if it were your own
  - Use the established chain of command
  - Encourage subordinates to ask questions concerning any point in your orders or directives they do not understand
  - Question subordinates to determine if there is any doubt or misunderstanding in regard to the task to be accomplished
  - Supervise the execution of your orders
  - Exercise care and thought in supervision; over supervision will hurt initiative and create resentment, while under supervision will not get the job done

**- Train Your Marines And Sailors As A Team**

- Teamwork is the key to successful operations. Teamwork is essential from the smallest unit to the entire Marine Corps. As a leader, you must insist on teamwork from your Marines. Train, play and operate as a team. Be sure that each Marine knows his/her position and responsibilities within the team framework.
- To develop the techniques of this principle you should:
  - Stay sharp by continuously studying and training
  - Encourage unit participation in recreational and military events
  - Do not publicly blame an individual for the team's failure or praise just an individual for the team's success
  - Ensure that training is meaningful, and that the purpose is clear to all members of the command
  - Train your team based on realistic conditions
  - Insist that every person understands the functions of the other members of the team and the function of the team as part of the unit

**- 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.
- Techniques to develop this principle include:
  - Developing a logical and orderly thought process by practicing objective estimates of the situation
  - When time and situation permit planning for every possible event that can reasonably be foreseen

- Considering the advice and suggestions of your subordinates before making decisions
- Considering the effects of your decisions on all members of your unit

**- Develop A Sense Of Responsibility Among Your Subordinates**

- Another way to show your Marines you are interested in their welfare is to give them the opportunity for professional development. Assigning tasks and delegating authority promotes mutual confidence and respect between leader and subordinates. It also encourages subordinates to exercise initiative and to give wholehearted cooperation in accomplishment of unit tasks. When you properly delegate authority, you demonstrate faith in your Marines and increase authority, and increase their desire for greater responsibilities.
- To develop this principle you should:
  - Operate through the chain of command
  - Provide clear, well thought out directions
  - Give your subordinates frequent opportunities to perform duties normally performed by senior personnel
  - Be quick to recognize your subordinates' accomplishments when they demonstrate initiative and resourcefulness
  - Correct errors in judgment and initiative in a way, which will encourage the individual to try harder
  - Give advice and assistance freely when your subordinates request it
  - Resist the urge to micro manage
  - Be prompt and fair in backing subordinates
  - Accept responsibility willingly and insist that your subordinates live by the same standard

**- Employ Your Command Within its Capabilities**

- A leader must have a thorough knowledge of the tactical and technical capabilities of the command. 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 occur. Failures lower your unit's morale and self esteem. 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.
- Techniques for development of this principle are to:
  - Avoid volunteering your unit for tasks that are beyond their capabilities
  - Be sure that tasks assigned to subordinates are reasonable
  - Assign tasks equally among your subordinates
  - Use the full capabilities of your unit before requesting assistance

**- Seek Responsibilities And Take Responsibility**

- For professional development, you must actively seek out challenging assignments. You must use initiative and sound judgment when trying to accomplish jobs that are required by your grade. Seeking responsibilities also means that you take responsibility for your actions. Regardless of the actions of your subordinates, the responsibility for decisions and their application falls on you.
- Techniques in developing this principle are to:
  - Learn the duties of your immediate senior, and be prepared to accept the responsibilities of these duties
  - Seek a variety of leadership positions that will give you experience in accepting responsibility in different fields
  - Take every opportunity that offers increased responsibility
  - Perform every task, no matter whether it

	<p>is top secret or seemingly trivial, to the best of your ability</p> <ul style="list-style-type: none"> <li>- Stand up for what you think is right. Have courage in your convictions</li> <li>- Carefully evaluate a subordinate's failure before taking action against that subordinate</li> <li>- In the absence of orders, take the initiative to perform the actions you believe your senior would direct you to perform if present</li> </ul> <p><b>2. Which of the Leadership Principles do you think SSgt Ramseyer displayed?</b></p>	
<p><b><u>TIME</u></b></p>	<p><b><u>SUMMARY/CONCLUSION</u></b></p> <p>Today we have discussed the 14 Marine Corps Leadership Traits, 11 Marine Corps Leadership Principles, and which Leadership Traits and Principles SSgt Ramseyer displayed. I am confident that you now have a better understanding of the Marine Corps Leadership Traits and Principles.</p> <p><b>Closing Statement: The Marine Corps could not be our nation's expeditionary force in readiness without Marines who are trained to respond faithfully, courageously and decisively. Our leadership traits enable Marines to lead with honor, on and off the battlefield.</b></p> <p><b><u>END OF DISCUSSION</u></b></p>	<p><b><u>REMARKS/NO</u></b></p> <p><b><u>TES</u></b></p>



GUIDED DISCUSSION 3: LEADERSHIP STYLES

<u>TIME</u>	<u>INTRODUCTION</u>	<u>REMARKS /</u> <u>NOTES</u>
	<p>Good morning my name is _____ today we will be talking about leadership styles.</p> <p>The <b>ground rules</b> for this discussion are:</p> <ol style="list-style-type: none"> <li>(1) No personal attacks on anyone's opinions</li> <li>(2) Allow each participant to express themselves</li> <li>(3) Drinking coffee and soda is allowed</li> <li>(4) Make head calls at your leisure, just don't interrupt the group</li> <li>(5) Keep your language clean as not to offend others</li> <li>(6) PARTICIPATION BY ALL!!!!!!</li> </ol> <p><b>Gain Attention</b></p> <p>Medal of Honor Citation for Sergeant Darrell Samuel Cole, USMC. Born: 20 July 1920, Flat River, Mo. Departed: Yes</p> <p>"For conspicuous gallantry and intrepidity at the risk of his life above and beyond the call of duty while serving as leader of a Machinegun Section of Company B, 1st Battalion, 23d Marines, 4th Marine Division, in action against enemy Japanese forces during the assault on Iwo Jima in the Volcano Islands, 19 February 1945. Assailed by a tremendous volume of small-arms, mortar and artillery fire as he advanced with one squad of his section in the initial assault wave, Sgt. Cole boldly led his men up the sloping beach toward Airfield No. 1 despite the blanketing curtain of flying shrapnel and, personally destroying with hand grenades two hostile emplacements which menaced the progress of his unit, continued to move forward until a merciless barrage of fire emanating from three Japanese pillboxes halted the advance. Instantly placing his one remaining machinegun in action, he delivered a shattering fusillade and succeeded in silencing the nearest and most threatening emplacement before his weapon jammed and the enemy, reopening fire with knee mortars and grenades, pinned down his unit for the second time. Shrewdly gauging the tactical situation and evolving a daring plan of</p>	

	<p>counterattack, Sgt. Cole, armed solely with a pistol and one grenade, coolly advanced alone to the hostile pillboxes. Hurling his one grenade at the enemy in sudden, swift attack, he quickly withdrew, returned to his own lines for additional grenades and again advanced, attacked, and withdrew. With enemy guns still active, he ran the gauntlet of slashing fire a third time to complete the total destruction of the Japanese strong point and the annihilation of the defending garrison in this final assault. Although instantly killed by an enemy grenade as he returned to his squad, Sgt. Cole had eliminated a formidable Japanese position, thereby enabling his company to storm the remaining fortifications, continue the advance, and seize the objective. By his dauntless initiative, unfaltering courage, and indomitable determination during a critical period of action, Sgt. Cole served as an inspiration to his comrades, and his stouthearted leadership in the face of almost certain death sustained and enhanced the highest tradition of the U.S. Naval Service. He gallantly gave his life for his country."</p> <p><a href="#">MOH Citation: Sgt Darrell Samuel Cole</a></p> <p><b>Key points</b> for this discussion will be:</p> <ul style="list-style-type: none"> <li>(1) Definition of leadership</li> <li>(2) Discuss of the different leadership styles</li> <li>(3) Discuss when to use the different leadership styles</li> </ul> <p><b>Learning Objective:</b> After this guided discussion, you will have a better understanding of leadership and the different leadership styles.</p>	
<p><b><u>TIME</u></b></p>	<p><b><u>DISCUSSION</u></b></p> <p><b><u>KEY POINT 1</u></b></p> <p><b>1. What does the word "leadership" mean to you?</b></p> <ul style="list-style-type: none"> <li>- The power or ability to lead other people</li> <li>- The sum of those qualities of intellect, human knowledge, and moral character that allow a person to motivate and control a group of people effectively. Its purpose was to create and maintain an organization.</li> </ul>	<p><b><u>REMARKS /</u></b> <b><u>NOTES</u></b></p>

- Our goal as Marines is to fight and win wars. We accomplish this goal by drawing upon experiences gained from reading, through personal experience, and often from techniques passed down from Marine to Marine. Leadership is the life-blood of the Marine Corps. Unfortunately, there is no single manual or course of instruction that teaches the many styles of leadership. Instead, it is up to each Marine to capture his/her own ideas and lessons learned, combine them with current Marine Corps doctrine, and pass on to their fellow Marines the importance of leadership.

- "Leadership is intangible, hard to measure, and difficult to describe. Its quality would seem to stem from many factors. But certainly they must include a measure of inherent ability to control and direct, self-confidence based on expert knowledge, initiative, loyalty, pride and sense of responsibility. Inherent ability cannot be instilled, but that which is latent or dormant can be developed. Other ingredients can be acquired. They are not easily learned. But leaders can be and are made."

- General C. B. Cates, 19th Commandant of the Marine Corps.

**2. What do you think the primary goal of a leader should be? Mission accomplishment versus troop welfare, which one would you say has priority?**

- For military leaders, the primary goal is to accomplish the mission, small or large, tactical or strategic, in peacetime or in war.

- In order to accomplish the mission, whatever it is, the leader must take care of the troops. This is critical both because the leader is legally and morally responsible for their well-being and care, and also because if the troops are not taken care of it will become difficult if not impossible to take care of the missions.

- If the situation requires it, mission accomplishment trumps the welfare and personal safety of subordinates. Mission accomplishment comes first.

**Interim Summary:** We just finished defining

	<p>leadership; now let's talk about the different leadership styles.</p>	
<p><b><u>TIME</u></b></p>	<p><b><u>DISCUSSION</u></b></p> <p><b><u>KEY POINT 2</u></b></p> <p><b>1. Think of the different leaders you have served with, how did those leaders motivate you? Why were you motivated to do what they asked you to do? Did each leader motivate you the same way?</b></p> <p>Discuss responses.</p> <p><b>2. Do you think leaders have different styles of leadership? Who can describe to the group what a leadership style is?</b></p> <p>- Leadership style is the behavior pattern of a leader, as perceived by his/her 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/her 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.</p> <p>- Style of leadership is the manner in which you go about communicating with those whom you lead. There are many things to be taken into account when determining what style of leadership is appropriate for a given situation. You must determine what is called for in the situation and what types of communications are possible, or necessary. You also must consider the capabilities of those whom you are leading and the constraints of time. Knowledge of the geography, the political atmosphere, and the general mood of the populace will also be factors in your leadership style and decision making process.</p> <p><b>3. What are the different styles of leadership leaders may possess?</b></p> <p>- Leadership styles range from autocratic; the degree of authority used by the leader, to democratic, the degree of authority granted to the subordinate. The following are the four most common styles of leadership found in the Corps</p>	<p><b><u>REMARKS /</u></b> <b><u>NOTES</u></b></p>

today.

- **Telling Style**. One-way communication characterized by the leader making a decision and announcing it without input from subordinates. 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 warfighters there will be times that we will make decisions without input from subordinates, especially during tense and/or dangerous situations.
- **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, a degree of trust and respect is formed both ways.
- **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.
- **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

	<p>leader places in his/her subordinates.</p> <p><b>Interim Summary:</b> We just finished discussing the different leadership styles; now let's talk about when to use the different leadership styles.</p>	
<p><u>TIME</u></p>	<p><u>DISCUSSION</u></p> <p><u>KEY POINT 3</u></p> <p><b>1. Is it unrealistic to think that one style of leadership can be used effectively to obtain the desired results in every situation?</b></p> <p>- 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.</p> <p><b>2. Should leaders vary their leadership style? Why? What are some situations where you think a leader needs to vary their style?</b></p> <p>- An effective leader must employ a fluid style of leadership that he adjusts based on the Marines he is leading and on the circumstances in which he finds himself.</p> <p>- 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/her leadership style must be flexible since no one style is applicable for all situations. Other factors that will influence a particular style a leader will use are:</p>	<p><u>REMARKS /</u> <u>NOTES</u></p>

- **Ability, experience, and training of subordinates.** The greater the ability of a Marine or a group of Marines to accomplish the mission/task, the less direct supervision and guidance needed.
- **Motivation and willingness.** The level of motivation and willingness is directly proportional to the amount of "push" the leader will need to exert to accomplish the mission/task. Motivated Marines are a by-product of effective leadership.
- **Mission/task.** The more complex the mission or task, the greater the need for specific direction from the leader as to the who, what, when, where, why, and how, unless the subordinate has relatively equal knowledge and experience of the mission/task at hand.
- **Size, composition, and organization.** Larger groups tend to be more diversified in composition and require greater organization. A well-organized and well-led unit will produce outstanding results.
- **Expectations of subordinates.** The expectations of subordinates are especially important during transition periods between leaders. During these transition periods, subordinates "size-up" their new leaders. Therefore, the leader needs to be aware that some confusion and difficulty may occur in the communication process between the leader and subordinates because of the difference in leadership styles to which they may be accustomed.
- **Trust in subordinates.** The higher the degree of trust a leader has in subordinates, the greater the degree of flexibility the leader will have when choosing the proper leadership style for a given situation. A low degree of trust in subordinates severely limits the leader's options when choosing a style of leadership.
- **The leader's morals.** The importance of high moral standards cannot be over-emphasized.

The title Marine is synonymous with trust and responsibility. Marines must understand that, along with the title, comes a burden of responsibility to uphold our profession honorably. High standards are expected of Marines, who must always act and carry themselves accordingly. A leader positively reinforces these standards by demonstrating high moral values in his/her own leadership style. Leaders today must be at the forefront in standing for what is right and just. Marines find comfort in knowing that their leader is morally and ethically sound and can always be counted upon to do the right thing. The right morals and values must be the cornerstone of every leader's philosophy and leadership style.

- **The leader's degree of confidence.** A confident leader creates confidence in his/her subordinates. As a normal rule, Marines react very well under cool and calm leadership, especially when the leader displays this confidence under stressful and/or dangerous situations.
- **The leader's success with a particular style of leadership used before in a similar situation.** Leaders have a tendency to lean toward a particular style when it has been successfully proven to work in the past under similar situations. A proven leadership style is of value. However, just because it worked once before does not mean that it will work every time.
- **The styles of leadership that the leader has been exposed to in his/her time in the Corps.** If a leader has been exposed to a certain leadership style, especially early on in the leader's career, this style has a tendency to influence the leader regardless of whether the style was good or bad. Leaders should continue to learn what works effectively for them, thereby enhancing their own style of leadership. One must also make note of what causes confusion and take measures to preclude this from happening.



	<ul style="list-style-type: none"> <li>• <b><u>The type of personality the leader possesses.</u></b> All Marines have a natural leadership style with which they are comfortable. It is important to be oneself and not to make a style of leadership work when it does not conform to one's own personality. Marines can see through these types of leaders, a fact that inhibits trust and respect between subordinate and leader. Genuine care and concern will pay the type of dividends that all leaders want to achieve.</li> </ul>	
<p><b><u>TIME</u></b></p>	<p><b><u>SUMMARY/CONCLUSION</u></b></p> <p>Today we have defined leadership, leadership style, discussed the different leadership styles, and when to use the different leadership styles. I am confident that you now have a better understanding of leadership and the different leadership styles.</p> <p><b>Closing Statement:</b> The bottom line of leadership is to accomplish the mission and look out for the welfare of those led. A leader's style must be flexible enough to meet any situation while providing for the needs of subordinates. One thing in common among great leaders is the ability to read how people will perceive a given order or action, and use the approach that will effectively communicate the leader's orders to subordinates. Never be afraid to use different styles because the situation and those to be led will never be the same twice. Be dynamic and be the best role model mentally, morally and physically that you can be. Leaders today create the Corps of tomorrow.</p> <p><b><u>END OF DISCUSSION</u></b></p>	<p><b><u>REMARKS /</u></b> <b><u>NOTES</u></b></p>
	<p><b><u>RESOURCES</u></b></p> <ul style="list-style-type: none"> <li>- Leading Marines (MCI 0037)</li> <li>- MCWP 6-11 Leading Marines</li> <li>- The Armed Forces Officer, US Department of Defense, 2007 Edition.</li> <li>- Merriam-Webster Dictionary</li> <li>- <a href="http://www.cmohs.org/">http://www.cmohs.org/</a></li> </ul>	



GUIDED DISCUSSION 4: THE WARRIOR ETHOS

<u>TIME</u>	<u>INTRODUCTION</u>	<u>REMARKS /</u> <u>NOTES</u>
	<p>Good morning my name is _____ today we will be talking about our Warrior Ethos and what it means to be a Marine.</p> <p>The <b>ground rules</b> for this discussion are:</p> <ul style="list-style-type: none"> <li>(1) No personal attacks on anyone's opinions</li> <li>(2) Allow each participant to express themselves</li> <li>(3) Drinking coffee and soda is allowed</li> <li>(4) Make head calls at your leisure, just don't interrupt the group</li> <li>(5) Keep your language clean as not to offend others</li> <li>(6) PARTICIPATION BY ALL!!!!!!</li> </ul> <p><b>Gain Attention</b></p> <p>Medal of Honor Citation: Captain Henry Talmage Elrod, USMC. Departed: Yes</p> <p>For conspicuous gallantry and intrepidity at the risk of his life above and beyond the call of duty while attached to Marine Fighting Squadron 211, during action against enemy Japanese land, surface and aerial units at Wake Island, 8 to 23 December 1941. Engaging vastly superior forces of enemy bombers and warships on 9 and 12 December, Capt. Elrod shot down 2 of a flight of 22 hostile planes and, executing repeated bombing and strafing runs at extremely low altitude and close range, succeeded in inflicting deadly damage upon a large Japanese vessel, thereby sinking the first major warship to be destroyed by small caliber bombs delivered from a fighter-type aircraft. When his plane was disabled by hostile fire and no other ships were operative, Capt. Elrod assumed command of 1 flank of the line set up in defiance of the enemy landing and, conducting a brilliant defense, enabled his men to hold their positions and repulse intense hostile fusillades to provide covering fire for unarmed ammunition carriers. Capturing an automatic weapon during 1 enemy rush in force, he gave his own firearm to 1 of his men and fought on vigorously against the Japanese. Responsible in a large measure for the strength of</p>	

	<p>his sector's gallant resistance, on 23 December, Capt. Elrod led his men with bold aggressiveness until he fell, mortally wounded. His superb skill as a pilot, daring leadership and unswerving devotion to duty distinguished him among the defenders of Wake Island, and his valiant conduct reflects the highest credit upon himself and the U.S. Naval Service. He gallantly gave his life for his country.</p> <p><a href="#"><u>Medal of Honor Citation for Capt Henry Elrod</u></a></p> <p><b>Key points</b> for this discussion will be:</p> <ul style="list-style-type: none"> <li>(1) Discuss what it means to be a Marine</li> <li>(2) Discuss why every Marine is a rifleman</li> <li>(3) Discuss the bond between Marines</li> </ul> <p><b>Learning Objective:</b> After this guided discussion, you will have a better understanding of our Warrior Ethos and what it means to be a Marine.</p>	
<p><b><u>TIME</u></b></p>	<p><b><u>DISCUSSION</u></b></p> <p><b><u>KEY POINT 1</u></b></p> <p><b>1. Why did you want to be a Marine? What does being a Marine mean to you?</b></p> <ul style="list-style-type: none"> <li>- 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 - not a pay check; it is not an occupational specialty. It is not male or female, majority or minority, nor is it a rank insignia.</li> <li>- Being a Marine comes from the eagle, globe, and anchor that is tattooed on the soul of every one of us who wear 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 - more intense - the longer you are a Marine.</li> </ul> <p><b>2. In your opinion what sets Marines apart from the other branches of service?</b></p>	<p><b><u>REMARKS /</u></b> <b><u>NOTES</u></b></p>

- 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 the 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, 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.

- 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.

- 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

	<p>Marine leader put it, "A Marine believes in his God, in his Country, in his Corps, in his buddies, and in himself."</p> <p>- What happens on the parade decks of Parris Island and San Diego or in the woods of Quantico is what makes Marines-it is the instillation of "an intangible esprit along with the complicated, specific knowledge of soldiering."</p> <p>- Marines, as they always have, carry on that 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."</p> <p><b>Interim Summary:</b> We just finished discussing what it means to be a Marine and what sets Marines apart from the other branches of service. Now let's talk about why every Marine is a rifleman.</p>	
<p><b><u>TIME</u></b></p>	<p><b><u>DISCUSSION</u></b></p> <p><b><u>KEY POINT 2</u></b></p> <p><b>1. What does the term "every Marine is a rifleman" mean to you?</b></p> <p>- 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 no one is very far from the fighting during expeditionary operations. The success of each of these operations depends on the speed and flexibility with which Marines build combat power.</p> <p>- 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 to. This is nothing new.</p> <p><b>2. Referring back to the citation we heard</b></p>	<p><b><u>REMARKS /</u></b> <b><u>NOTES</u></b></p>

	<p><b>earlier, how do you think Captain Henry "Hank" Elrod's demonstrate that "every Marine is a rifleman"?</b></p> <ul style="list-style-type: none"> <li>- 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 destroyed after 15 days of heroic defense of the island, he died leading a platoon of Marines.</li> <li>- Actions of Marines like Captain Elrod, and others, 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.</li> <li>- This perception on the part of others is part of what makes the Corps, the Corps and transcends the issue of occupational specialties.</li> </ul> <p><b>Interim Summary:</b> We just finished discussing why every Marine is a rifleman and how the actions of Marines like Captain Elrod, and others, continue to demonstrate that every Marine is a rifleman. Now let's examine the bond between Marines.</p>	
<p><b><u>TIME</u></b></p>	<p><b><u>DISCUSSION</u></b></p> <p><b><u>KEY POINT 3</u></b></p> <p><b>1. Please explain to the group what this statement means to you:</b></p> <p>"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 know, 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."</p> <ul style="list-style-type: none"> <li>- 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</li> </ul>	<p><b><u>REMARKS /</u></b> <b><u>NOTES</u></b></p>

	<p>danger and adversity inherent in expeditionary operations.</p> <p>- 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 that they bear, consequently, 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.</p> <p><b>2. How do you think Marines gain confidence in one another? Why do you think having confidence in one another is significant to us as Marines?</b></p> <p>- 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.</p> <p>- Marines fight with discipline and steadfastness in the toughest situations, when victory or survival becomes doubtful, why they turn to their belief in themselves, their buddies, and their units, fighting for one another, their unit, and the Marine Corps.</p> <p>- Confidence in themselves and one another very often spells the difference between victory and survival and defeat and annihilation.</p>	
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<u>TIME</u>	<u>SUMMARY/CONCLUSION</u>	<u>REMARKS /</u> <u>NOTES</u>
	<p>Today we have discussed what it means to be a Marine, why every Marine is a rifleman, and the bond between Marines. I am confident that you now have a better understanding of our Warrior Ethos.</p> <p><b>Closing Statement:</b> The sense that every Marine is a rifleman is at the heart of the ethos of the Corps. This unspoken feeling among Marines is more than tradition, or the cut of the uniform. It is the reality and adrenaline of a shared experience of danger and violence, the proximity to death, that which Oliver Wendell Holmes, a famous American Supreme Court Justice and Civil War veteran, called the "touch of fire."</p> <p><b><u>END OF DISCUSSION</u></b></p>	
	<p><b><u>RESOURCES</u></b></p> <ul style="list-style-type: none"> <li>- US Marine Corps, Martial Arts Center of Excellence. Instructor Outline. Bayonet Techniques. Gray Belt. MA-2.01.</li> <li>- MCWP 6-11: Leading Marines</li> </ul>	



## GUIDED DISCUSSION 5: THE ETHICAL WARRIOR

<u>TIME</u>	<u>INTRODUCTION</u>	<u>REMARKS /</u> <u>NOTES</u>
	<p>Good morning my name is _____ today we will be talking about values, morals, ethics, and what it means to be an ethical warrior.</p> <p>The <b>ground rules</b> for this discussion are:</p> <ol style="list-style-type: none"> <li>(1) No personal attacks on anyone's opinions</li> <li>(2) Allow each participant to express themselves</li> <li>(3) Drinking coffee and soda is allowed</li> <li>(4) Make head calls at your leisure, just don't interrupt the group</li> <li>(5) Keep your language clean as not to offend others</li> <li>(6) PARTICIPATION BY ALL!!!!!!</li> </ol> <p><b>Gain Attention</b></p> <p>Medal of Honor Citation: Corporal Joseph Vittori, USMC, Company F, 2d Battalion, 1st Marine Regiment, 1st Marine Division. Born: 1 August 1929, Beverly, MA. Departed: Yes. Place/Date: Hill 749, Korea, 15 and 16 September 1951.</p> <p>For conspicuous gallantry and intrepidity at the risk of his life above and beyond the call of duty while serving as an automatic-rifleman in Company F, in action against enemy aggressor forces. With a forward platoon suffering heavy casualties and forced to withdraw under a vicious enemy counterattack as his company assaulted strong hostile forces entrenched on Hill 749, Cpl. Vittori boldly rushed through the withdrawing troops with 2 other volunteers from his reserve platoon and plunged directly into the midst of the enemy. Overwhelming them in a fierce hand-to-hand struggle, he enabled his company to consolidate its positions to meet further imminent onslaughts. Quick to respond to an urgent call for a rifleman to defend a heavy machine gun positioned on the extreme point of the northern flank and virtually isolated from the remainder of the unit when the enemy again struck in force during the night, he assumed position under the devastating barrage</p>	

and, fighting a single-handed battle, leaped from 1 flank to the other, covering each foxhole in turn as casualties continued to mount manning a machine gun when the gunner was struck down and making repeated trips through the heaviest shellfire to replenish ammunition. With the situation becoming extremely critical, reinforcing units to the rear pinned down under the blistering attack and foxholes left practically void by dead and wounded for a distance of 100 yards, Cpl. Vittori continued his valiant stand, refusing to give ground as the enemy penetrated to within feet of his position, simulating strength in the line and denying the foe physical occupation of the ground. Mortally wounded by the enemy machine gun and rifle bullets while persisting in his magnificent defense of the sector where approximately 200 enemy dead were found the following morning, Cpl. Vittori, by his fortitude, stouthearted courage, and great personal valor, had kept the point position intact despite the tremendous odds and undoubtedly prevented the entire battalion position from collapsing. His extraordinary heroism throughout the furious nightlong battle reflects the highest credit upon himself and the U.S. Naval Service. He gallantly gave his life for his country.

Medal of Honor Citation for Cpl Joseph Cittori

**Key points** for this discussion will be:

- (1) Definition of values
- (2) Definition of morals
- (3) Definition of ethics
- (4) Discuss what it means to be an ethical warrior

**Learning Objective:** After this guided discussion, you will have a better understanding of values, morals, ethics, and what it means to be an ethical warrior.

<u>TIME</u>	<u>DISCUSSION</u>	<u>REMARKS /</u> <u>NOTES</u>
	<p data-bbox="305 243 516 275"><b><u>KEY POINT 1</u></b></p> <p data-bbox="305 317 688 348"><b>1. What are values?</b></p> <ul style="list-style-type: none"> <li data-bbox="305 390 1263 527">- Values are principles, standards or qualities that an individual or group of people hold in high regard. These values guide the way we live our lives and the decisions we make.</li> <li data-bbox="305 569 1263 674">- A value may be defined as something that we hold dear, those things or qualities which we consider to be of worth.</li> <li data-bbox="305 716 1263 894">- The rules by which we make decisions about right and wrong, should and shouldn't, good and bad. They also tell us which are more or less important, which is useful when we have to trade off meeting one value over another.</li> <li data-bbox="305 936 1224 1041">- Beliefs of a person or social group in which they have an emotional investment (either for or against something).</li> </ul> <p data-bbox="305 1073 1224 1146"><b>2. What are some things that you value? Why are they important to you?</b></p> <ul style="list-style-type: none"> <li data-bbox="305 1188 1224 1325">- Expect to get different answers (life, family, friends, pets, car, money etc.) because Marines come from all walks of life and have different perspectives about the world we live in.</li> <li data-bbox="305 1367 1224 1608">- All values are subjective or relative (represent an opinion or preference). This means that values are whatever we choose to pursue and whatever we desire. It means there is no such thing as good or evil, except what you think is good or evil. If you believe something is evil, that's just your own personal preference.</li> <li data-bbox="305 1650 1224 1787">- The term good is subjective and our definition of what is good may come from our families, culture, religion, habit, circumstances, and our environment.</li> <li data-bbox="305 1829 1208 1902">- Values differ between people, and on a larger scale, between people of different cultures.</li> <li data-bbox="305 1944 1208 1976">- If no one mentions "life" as a value, you may</li> </ul>	

want to suggest it prior to asking the next question.

**3. Where do we, as individuals, get our values from? Do you think that there is a value common to all mankind?**

- As human beings, we all have our own values, beliefs and attitudes that we have developed throughout the course of our lives.

- Individual's values come from a variety of sources. Some of these include:

- Family
- Peers (social influences)
- The workplace (work ethics, job roles)
- Educational institutions
- Significant life events (death, divorce, losing jobs, major accident and trauma, major health issues, significant financial losses etc.)
- Religion
- Music
- Media
- Technology
- Culture
- Major historical events (world wars, economic depressions, etc).

- In a world full of different ethnicities, cultures, religions, nationalities, behavior sets, opinions, likes, and dislikes it may be difficult or even controversial to say that there is such a thing as a value common to all mankind.

- Almost everyone should respect and value "life"...don't move on to the next question until the group grasps that life is something that people around the world value.

- My life and the lives of my loved ones are as important to me as yours are to you," This value - Humphrey called it the "life value" in his work - appears to be a universal value. Everyone wants their lives to be respected.

<p>4. Ask the group the following questions: Are there people smarter than you? Better looking? Stronger? Better Marines? Senior in rank? Can you accept that? Are some of these people from a different race, creed, or color? Can you live with all of that? Does that make their life more valuable than yours?</p> <p>- Want to drive the point home that it does not matter where an individual comes from, their rank, race, color, or sex etc.; everyone's life is equally valuable and collectively everyone values life.</p> <p><b>Interim Summary:</b> We just finished defining values and where ones values can come from and how life is something that everyone values. Now let's talk about morals.</p>	
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<u>TIME</u>	<u>DISCUSSION</u>	<u>REMARKS /</u>
	<p data-bbox="305 243 516 275"><u>KEY POINT 2</u></p> <p data-bbox="305 317 954 348"><b>1. What are morals? Moral values?</b></p> <p data-bbox="305 390 1243 453">- Of or relating to principles of right and wrong in behavior.</p> <p data-bbox="305 495 1243 600">- Moral values are relative values that protect life and are respectful of the dual life value of self and others.</p> <p data-bbox="305 642 1205 705"><b>2. What do you think are some moral values? Do you think they have anything in common?</b></p> <p data-bbox="305 747 857 779">- Some possible moral values:</p> <ul data-bbox="354 789 555 1052" style="list-style-type: none"> <li>• Truth</li> <li>• Peace</li> <li>• Freedom</li> <li>• Charity</li> <li>• Family</li> <li>• Friends</li> </ul> <p data-bbox="305 1104 1263 1377">- The great moral values, such as truth, freedom, charity, etc., have one thing in common. When they are functioning correctly, they are life protecting or life enhancing for all. But they are still relative values. Our relative moral values must be constantly examined to make sure that they are always performing their life-protecting mission.</p> <p data-bbox="305 1430 1221 1535"><b>3. Who can tell the group what the Marine Corps core values are? Do you think our values are moral? Why or why not?</b></p> <p data-bbox="305 1577 896 1608">- The Marine Corps core values:</p> <ul data-bbox="354 1619 1269 1965" style="list-style-type: none"> <li>• Honor <ul style="list-style-type: none"> <li>o The bedrock of our character. 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</li> </ul> </li> </ul>	<p data-bbox="1351 212 1455 243"><u>NOTES</u></p>



dependability that commits Marines to act responsibly; to be accountable for actions; to fulfill obligations; and to hold others accountable for their actions.

- Courage
  - The heart of our core values, 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.
- Commitment
  - 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; 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 the warrior and citizen others strive to emulate.

**4. Do you think our enemies may value some of the same things we do? Could you say their core values mirror ours? Why? What do you think sets us apart from our enemies?**

- Our enemies have their own standard of honor, they have courage, and they are surely committed.

- Our respect for the universal life value sets us apart from our enemies.

**Interim Summary:** We just finished discussing morals and how great moral values, such as truth,

	<p>freedom, charity, etc., have one thing in common; when they are functioning correctly, they are life protecting or life enhancing for all. Now let's talk about ethics.</p>	
<p><u>TIME</u></p>	<p><u>DISCUSSION</u></p> <p><u>KEY POINT 3</u></p>	<p><u>REMARKS /</u> <u>NOTES</u></p>

**1. What are ethics?**

- Rules of behavior based on ideas about what is morally good and bad.

- A person who knows the difference between right and wrong and chooses right is moral. A person whose morality is reflected in his willingness to do the right thing, even if it is hard or dangerous, is ethical.

- Ethics are moral values in action. We have to be ethical because morality protects life and is respectful of others, all others.

**2. Who thinks killing another human being is unethical? Is there a time when taking another person's life is acceptable? Why?**

- It is a lifestyle that is consistent with mankind's universal values as articulated by the American Founding Fathers, human equality and the inalienable right to life.

- As warriors it is our duty to be protectors and defenders of the life value and to perform the unique and difficult mission of taking the lives of those acting immorally (against life) when necessary to protect the lives of innocent others.

- When you must kill protecting life it is still hard, but it is moral. Those who kill those not observant of their narrow relative religious, ethnic or criminal values - in other words, kill over relative values are immoral. A dedication to protecting the life value of self and others, all others, makes the Ethical Warrior different and moral.

**3. Referring back to Cpl Vittori's Medal of Honor Citation we read earlier, do you think his killing of the enemy was moral or immoral? Why?**

**Interim Summary:** We just finished defining ethics as rules of behavior based on ideas about what is morally good and bad and how a person who knows the difference between right and wrong and chooses right is moral. Now let's talk about what it means to be an ethical warrior.

<u>TIME</u>	<u>DISCUSSION</u>	<u>REMARKS / NOTES</u>
	<p><b><u>KEY POINT 4</u></b></p> <p><b>1. In your own words, please tell the group what it means to be an ethical warrior?</b></p> <ul style="list-style-type: none"> <li>- The term ethical warrior seems to have struck a chord with people who believe that a Marine represents the epitome of honor, courage, and commitment on and off the battlefield. There is no official definition of an ethical warrior, but after years of discussion and refinement, the most satisfying description offered is that the ethical warrior is a protector of life.</li> <li>- Our mission remains the same: Marines must, and will, close with and kill the enemy. The role of the ethical warrior is not only to kill, but also to protect and defend life.</li> <li>- Ethical warriors are considered protectors and defenders. This approach actually makes for more skillful warriors on many levels. It allows Marines to accurately assess different kinds of situations and utilize the level of violence appropriate and necessary for each.</li> <li>- Ethical warriors are patient when that works, more aggressive when that works allowing them to make better judgments along the entire continuum of force.</li> </ul> <p><b>2. We just stated that the role of the ethical warrior is not only to kill but also to protect life. Whose lives are we responsible for protecting?</b></p> <ul style="list-style-type: none"> <li>- Ours and others.</li> </ul> <p><b>3. Who do we consider as others?</b></p> <ul style="list-style-type: none"> <li>- All others. If possible, we must protect even our enemies.</li> </ul>	
<u>TIME</u>	<p><b><u>SUMMARY/CONCLUSION</u></b></p> <p>Today we have defined values, morals, ethics, and discussed what it means to be an ethical warrior. I am confident that you now have a better understanding of values, morals, ethics, and what</p>	<p><b><u>REMARKS / NOTES</u></b></p>

	<p>it means to be an ethical warrior.</p> <p><b>Closing Statement:</b> Read the following vignette to the group as a way to tie everything together.</p> <p style="text-align: center;"><u>The Bully</u></p> <p>You are a kid in the schoolyard. You see a bully. He thinks he is the "top dog." That is fine. That perception is a relative value. But when his relative value supersedes the life value of another kid - in other words, when the bully picks on and/or punches the other kid - this is wrong. Here is the rule: relative values, no matter how "great," cannot supersede the life value.</p> <p>You see the bully picking on the other kid. You feel - in your gut - that this is wrong. Congratulations, you are moral. (By the way, most people are moral - they know the difference between right and wrong). Now...you see the bully picking on the other kid. You overcome the "freeze," you overcome the embarrassment, and you go tell a teacher. Congratulations! You are ethical. (Ethics are moral values in action).</p> <p>Now, you see the bully picking on the other kid. You overcome the "freeze," you overcome the fear, and you go to the aid of the kid being bullied. You put yourself at risk. Congratulations! You have the makings of an Ethical Warrior.</p> <p><b><u>END OF DISCUSSION</u></b></p>	
	<p><b><u>RESOURCES</u></b></p> <ul style="list-style-type: none"> <li>- MCWP 6-11 Leading Marines</li> <li>- "The Ethical Warrior: Values, morals, and ethics for life, work and service." By Jack Hoban. Published April 2012.</li> <li>- Marine Corps Gazette Article: Developing The Ethical Marine Warrior (<a href="https://www.mca-marines.org/gazette/2010/06/developing-ethical-marine-warrior">https://www.mca-marines.org/gazette/2010/06/developing-ethical-marine-warrior</a>)</li> <li>- Living Values Website (<a href="http://www.livingvalues.com/">http://www.livingvalues.com/</a>)</li> </ul>	