

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



BROWN BELT

Revised 2015

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LESSON PLAN

BAYONET TECHNIQUES

MCCS-BRWN-2041

BROWN BELT

APPROVED BY: LtCol (Ret) Shusko, J. C. DATE: 07/31/2015

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-BRWN-2041

TOTAL LESSON TIME: 2 hours

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.** As Marines we are constantly training to fight America's battles. The fighting that took place in battles like Bloody Ridge, Bairoko, and Okinawa was "Close-In" fighting. The fighting consisted of grenades, firing rounds while closing, bayonets and even knives. During these engagements Marines were confronted by multiple attackers and engagements. The techniques that we will learn today were utilized by those Marines in such battles. These skills are some of the many elements needed to maintain combat readiness.

2. **OVERVIEW.** Good morning, my name is _____. This lesson will cover bayonet techniques and the combat readiness.

3. **POSITIONS**

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

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

- a. Start slowly and increase speed with proficiency.
- b. Never execute techniques at full force or full speed.
- c. Training will be conducted in three stages.
 - (1) Marines will execute techniques in the air.
 - (2) Marines will practice strikes on a pad or dummy.
 - (3) Marines will practice during free sparring.
- d. Before training with firearms, unload and show clear.
- e. When handling firearms, the weapons safety rules apply.
 - (1) Treat every weapon as if it were loaded.
 - (2) Never point a weapon at anything you do not intend to shoot.
 - (3) Keep your finger straight and off the trigger until you are ready to fire.
 - (4) Keep your weapon on "safe" until you intend to fire.
- f. Conduct all practical application utilizing approved training gear.

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

BODY

(45 MIN)

1. **EXPLAIN**

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

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

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

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

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

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

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

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

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

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

(5) **Channeling.** Channeling is using movement to place one aggressor in front of the other. This will allow you to

engage one aggressor at a time. Using the proper angles of approach learned earlier in your martial arts training does this.

c. **Fundamentals**. The fundamentals for bayonet techniques are approach, close, and entry.

(1) **Approach**. Approaching is used when you have located the aggressor. While maintaining a combat glide, move toward the aggressor until you are within 5 to 10 feet. The bayonet must stay locked on the aggressor.

(2) **Close**. As you reach the critical distance of 5 to 10 feet, you will use a burst of speed to close the final distance with the aggressor. Increase your speed by quickening your steps without changing your stride length or standing upright. This will cause the aggressor to hesitate and give you the psychological and tactical advantage.

(3) **Entry**. The entry is made to get inside the aggressor's defense to conduct a lethal attack. The movement can be a step forward or to an oblique to get within range.

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

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

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

2. **DEMONSTRATE**

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

INTERIM TRANSITION: Go to practice position one.

3. **IMITATE**

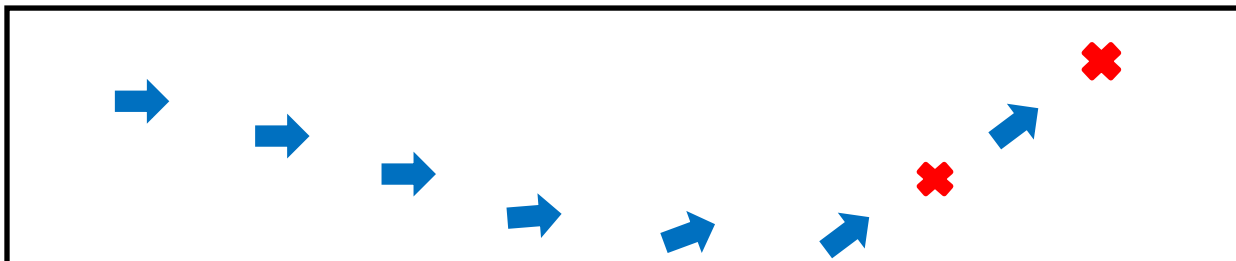
a. **One-On-Two Engagement**. This technique is used to isolate each aggressor to allow you to fight them one at a time.

(1) Assume the modified basic warrior stance approximately 30 to 40 feet away from two aggressors staggered

approximately 10 meters in stationary positions, as depicted below.



(2) While moving toward aggressor, use angles of approach to place one aggressor in front of the other, as depicted below.



(3) Use an economy of motion and no hesitation while moving towards aggressors.

(4) Utilize natural terrain features and/or obstacles to channel aggressors along with movement.

(5) Engage one aggressor at a time. Do not hesitate at any time.

(6) Primary technique used is the straight thrust, unless a disrupt is needed to disrupt your aggressor.

(7) When at closing distance, thrust bayonet to engage the aggressor at the furthest possible distance.

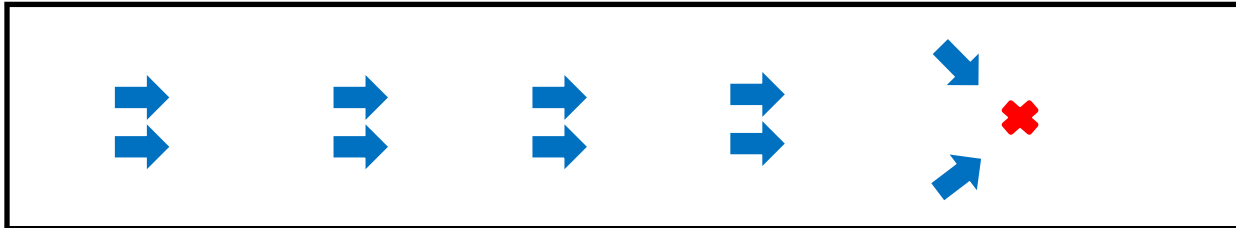
b. **Two-On-One Engagement.** This technique is used to allow two Marines to simultaneously attack one aggressor.

(1) Two Marines assume the modified basic warrior stance approximately 20 to 30 feet away from one aggressor in a stationary position, as depicted below.



(2) Execute movement toward the aggressor. Do not allow the aggressor to use angles of approach to place one Marine in front of the other.

(3) Stay together in a manner that allows both Marines to attack simultaneously, covering each other's movement and attack. This is accomplished by staying shoulder to shoulder until closing, then attacking at a ninety-degree angle to each other. Communication between the Marines is essential.



(4) Use an economy of motion and no hesitation while moving towards the aggressor.

(5) Utilize natural terrain features and/or obstacles to canalize the aggressor along with movement.

(6) Primary technique used is the straight thrust, unless a disrupt is needed to clear a path for your blade.

c. **Two-On-Two Engagement.** This technique is used to allow two Marines to isolate each aggressor, allowing you to fight them one at a time.

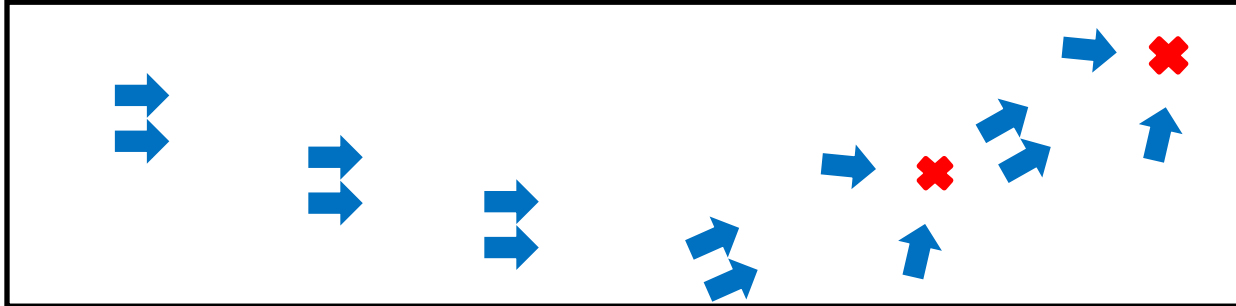
(1) Two Marines assume the modified basic warrior stance approximately 30 to 40 feet away from two aggressors staggered approximately 10 meters in stationary positions, as depicted below.



(2) While moving towards the aggressors use angles of approach to place one aggressor in front of the other. At the same time do not allow the aggressors to use angles of approach and movement to place one Marine in front of the other.

(3) Stay together in a manner, which will allow both Marines to attack one aggressor at a time, covering each other's movement and attack. This is accomplished by staying shoulder to

shoulder until closing, then attacking at a ninety-degree angle to each other. Communication between the Marines is essential. Do not allow the aggressors to turn this into two, one-on-one engagements.



(4) Use an economy of motion and no hesitation while moving towards aggressors.

(5) Utilize natural terrain features and/or obstacles to channel aggressors along with movement.

(6) Engage one aggressor at a time. Do not hesitate at any time.

(7) Primary technique used is the straight thrust, unless a disrupt is needed to disrupt your aggressor.

(8) When at closing distance, thrust bayonet to engage the aggressor at the furthest possible distance.

4. PRACTICE

INSTRUCTOR NOTE: Fault check student proficiency and safety.

TRANSITION: We have learned bayonet techniques, are there any questions? We must also be maintain combat readiness.

5. **TIE-IN (COMBAT READINESS)**. Every individual Marine is essential to the performance of his unit, and all Marine units depend upon the effective performance of other units. A loss in effectiveness can result in the loss of Marine lives. Every Marine must know how to do his job; this translates into unit effectiveness. But effectiveness is not necessarily combat readiness. Combat readiness is effectiveness plus the desire and ability to keep on fighting until the mission is accomplished. Simply put it is the ability to maintain efficient and effective performance while under enemy fire; to fight and win. The objective of Marine Corps training is combat readiness.

a. **How To Achieve Combat Readiness**

(1) Building unit discipline, proficiency, morale, and esprit de corps.

(2) Training to enhance each Marine's knowledge of the job, self-discipline, self-confidence, and leadership.

(3) Discipline, proficiency, morale, and *esprit de corps* are leadership indicators that are dealt with in some detail as leadership challenges. They are reflections of the willpower of the individuals in the unit and are crucial to combat readiness. We will now focus on the training concepts that contribute to a unit's ability to succeed in combat.

b. **How To Prepare Our Marines.** "The great majority of soldiers overcome fear, as they have done throughout their lives, by an effort of will and by support from others." Why is this? Where/how can we instill the "will?" How do we ensure individuals will receive the needed support? Some suggestions are:

(1) Develop a close knit and cohesive group.

(2) Avoid personnel turbulence.

(3) Know your Marines and be known by them.

(4) Promote and retain only the finest leaders.

(5) Train your Marines as they will be employed and as nearly accurate to a combat environment as possible.

(6) Ensure all are physically fit.

(7) Train to ensure competent administration, logistics, and communication.

(8) Train on how to identify and cope with combat stresses.

(9) Provide realistic and stressful training to build proficiency and confidence in leaders, unit, equipment, tactics, weapons, and self.

(10) Provide firm fair discipline but ensure that you emphasize and recognize superior performance.

(11) Cross train to ensure depth in unit proficiency and leadership.

c. **Marines Must Train The Way They Intend To Fight.**

(1) Realistic Training. Combat training must be stressful and incorporate noise, smoke, danger, confusion, and fatigue if it is to be moderately effective. The conditions that are anticipated must be duplicated as much as possible. In training exercise your ability to handle everything you expect to handle in combat. Carry heavy loads; go on forced marches; conduct low-level flight training; operate without supplies on occasion to simulate the necessity of sharing rations, water, and ammunition; practice care for casualties; and develop physical strength and endurance to the level where everyone has confidence in their ability to persevere. Use your imagination; it is the responsibility of the leader to prepare the minds of Marines for the shock of combat. Captain Von Schell said it best in Battle Leadership:

In peace we should do everything possible to prepare the minds of our soldiers for the strain of battle. We must repeatedly warn them that war brings with it surprise and tremendously deep impressions. We must prepare them for the fact that each minute of battle brings with it a new assault on the nerves. As soldiers of the future, we should strive to realize that we will be faced in war by many new and difficult impressions; dangers that are thus foreseen are already half overcome.

(2) Train in the basic fundamentals. Emphasize camouflage; cover and concealment; helo operations; movement; preparation of battle positions; accuracy, control, and distribution of fire; use of supporting arms; land navigation; communicating with and without radios; noise and light discipline; and other basic skills. All are essential elements the combat leader must teach Marines so they can survive on the battlefield.

(3) Training should emphasize the attack. We don't win by defending. Defense is something that is only accomplished when we are preparing to continue the attack. Even when defending, aggressive patrol actions should take the fight to the enemy, and familiarize him with what he can expect if he elects to attack. Instinctively think of forward movement and instill a desire to close with and destroy the enemy. Concentrate on day and night offensive operations.

(4) Training should develop an aggressive spirit and confidence in the fighting ability of the individual and the unit. Emphasize close combat training. A Marine should be an expert in unarmed combat and be able to skillfully fight with the knife and bayonet. These skill areas require extensive training

to master requisite speed and technique for effective use, but it is worth it and Marines thrive on it. Hand-to-hand combat training, bayonet training, unit events such as bear pits, push ball, or other physical team oriented efforts develop confidence and aggressive spirit.

(5) Cross training is essential. All Marines must not only be able to perform their individual jobs, they must know how to keep the unit operating at peak efficiency. This means knowing one another's job and being able to keep the essential equipment/weapons operating when combat power is crucial. Cross training is a key element for maintaining cohesion when taking casualties. All Marines must understand instinctively that their first responsibility in combat is to join their force to others; the unit must prevail. Only through effective control of unit firepower can combat success be attained. Cross training will also develop a depth of leadership ability that will allow for the continued effectiveness of the unit if any leader becomes a casualty. Train all your Marines to be ready and able to take charge and make decisions if their leader is taken out.

(6) Train under adverse conditions. Combat will test your ability to endure hardship. Marines must be conditioned to withstand the effects of weather. Recall the experience of Captain Barrow in Korea. Extreme weather conditions offer a distinct advantage to the side best prepared to continue fighting amidst such hardships. Training in adverse weather will build confidence in your Marines' ability to care for weapons, equipment, and themselves. Remember, merely enduring is not enough; they must be able to use adverse conditions to their advantage to fight.

(7) Drill is the beginning of the process that turns an uncoordinated group of individuals into a tight military unit. Drill produces a habit of prompt obedience to orders and instills pride, a sense of unity, and discipline. The habit of responsiveness that is developed through drill will help carry the unit through the terrifying moments when the shock of enemy fire is first felt.

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

SUMMARY

(10 MIN)

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

<p>INSTRUCTOR NOTE: Provide follow-on instructions.</p>
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UNITED STATES MARINE CORPS
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QUANTICO, VIRGINIA 22134

LESSON PLAN

GROUND FIGHTING

MCCS-BRWN-2042

BROWN 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: Ground Fighting

LESSON DESIGNATOR: MCCS-BRWN-2042

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

SETUP AND PLANNING:
 Reserve Training Area
 Conduct Rehearsals

INTRODUCTION**(5 MIN)**

1. **GAIN ATTENTION**. Anything is possible on the battlefield and if you should end up fighting an aggressor on the ground, you must be prepared for it. Ground fighting techniques will allow you to fight an aggressor and get back to your feet. There are many skills we must maintain to be a positive citizen.

2. **OVERVIEW**. Good morning, my name is _____. This lesson will cover ground fighting and citizenship.

3. **POSITIONS**

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

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

- a. Start slowly and increase speed with proficiency.
- b. Never execute techniques at full force or full speed.
- c. Techniques will be performed on a soft-footed area.
- d. Apply slow, steady pressure until the aggressor taps out. Aggressor will tap out when they become uncomfortable. They may tap the deck, tap themselves, tap the Marine, or verbally say "tap-tap-tap." The Marine must immediately release the pressure when the aggressor taps out.

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

BODY**(75 MIN)**1. **EXPLAIN**

a. **Purpose**. The purpose of ground fighting is to get back to your feet as quickly as possible.

b. **Principles**. The principles for ground fighting are space and control.

(1) **Space**. Create space in order to execute techniques that will disable the aggressor allowing you to get back to your feet. Too much or too little space can give the aggressor the advantage.

(2) Control. Control the aggressor in order to limit his movement and ability to damage you. Take away the aggressor's space to reduce his ability to fight.

c. **Fundamentals**. The fundamentals for ground fighting are the mount position and guard position. Both positions are offensive if you know techniques to give yourself the tactical advantage.

(1) 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.

(2) Guard Position. In this position you are on the ground and the aggressor is on top of you, but your legs are wrapped around his waist. This is also an offensive position because you control your aggressor's movement and execute ground fighting techniques.

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

2. **DEMONSTRATE**

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

INTERIM TRANSITION: Go to practice position one.

3. **IMITATE**

a. **Bent Armbar from Side Mount**. This technique is used to break the aggressor's arm from the side mount position, but it can also be executed from many other positions.

(1) Begin in the side mount position, chest to chest with the aggressor's, on his right side. Keep your left leg straight and right leg bent, with all of your weight on the aggressor to control his movement and prevent him from escaping.

(2) The aggressor attempts an eye gouge with his left hand.

(3) Grab the aggressor's left wrist with your left hand and place your left elbow against his left ear.

(4) With your right hand, reach underneath the aggressor's left triceps and grab your left wrist, both palms down.

(5) Pull the aggressor's wrist towards his hips and elevate his left elbow by raising your right elbow. Forcefully raise your right elbow and pull down on the aggressor's wrist to break the aggressor's arm and/or shoulder.

INSTRUCTOR NOTE: Ensure students apply slow steady pressure.

(6) Return to the basic warrior stance.

b. **Basic Leg Lock.** This technique is used to break the aggressor's leg when you are in his guard.

(1) Begin with your aggressor lying on his back with you in his open guard.

(2) With your elbows, strike your aggressor's femoral nerve on the inside of his legs and pin his right leg to the ground with your left hand.

(3) Bring your right leg forward and to the right, at a 45-degree angle, placing the sole of your foot on the deck.

(4) At same time, over-hook your right arm around the aggressor's left leg, between his lower calf and heel.

(5) Quickly stand up and execute a vertical stomp on the aggressor's groin. Maintain control of the aggressor's left leg, keeping your back straight and knees slightly bent.

INSTRUCTOR NOTE: Simulate the stomp by placing your foot on the aggressor's right thigh.

(6) Clasp your hands together; palm-to-palm, with your right palm towards the deck. Apply bone pressure by rotating your right radius up into the aggressor's Achilles tendon. Stand up quickly and arch your back to break the aggressor's leg and/or ankle.

INSTRUCTOR NOTE: Ensure students apply slow steady pressure.

(7) Return to the basic warrior stance.

4. **PRACTICE**

INSTRUCTOR NOTE: Fault check student proficiency and safety.

TRANSITION: We have learned ground fighting, are there any questions? We will now discuss citizenship.

5. TIE-IN (CITIZENSHIP). A citizen is a person who owes loyalty to and is entitled by birth or nationalization to the protection of a state or a nation. He is entitled to vote and enjoy other privileges there. A citizen also has duties and responsibilities that stem from his rights and privileges. As a member of the armed forces you understand some of these duties and have already done much to contribute to our country and its citizens. But as a Marine you know we continually develop ourselves and seek self-improvement. Additionally, citizenship is the fifth stage of the transformation we undergo by becoming Marines.

a. Part of the process of being a citizen is developing the knowledge, skills, and values it takes to be a citizen, in ourselves and in others. A solid base of knowledge is the background all other decisions are made from and our skills and values are developed from. A basic, working knowledge of our country's history is a solid base to begin with when building a productive member of society. You should be familiar with The Constitution, which you have sworn to protect and defend, and is in the Commandant's reading list. Familiarity with The Bill of Rights and how they came about can deepen your grasp on our country's history. Understanding how we fit into world history can help us understand many of the twists and turns the United States has been through, from its inception up to present day. There is an old maxim that states, "those who do not learn from history's mistakes are doomed to repeat them".

b. In the military it is important to know how our chain of command works. Similarly, as a citizen, we need to know how our government works. Many of the skills we develop as citizens, such as voting and taking an active role in our society, are based on our understanding of the government and how it works. An uninformed decision can often do more damage than no decision at all.

c. Keeping in tune with current events also assists us in our path toward becoming solid citizens. Understanding international events can help us understand the bigger issues that, as Marines, we are often called upon to help resolve. It can also help us understand some of the bigger issues that lead to decisions that affect us as citizens and Marines.

d. Some of the skills we develop as citizens are voting, being proactive, and critical thinking. Voting based on our knowledge of the issues, current events, and a candidate's platform is one of the basic rights and responsibilities we enjoy as a citizen. Being proactive takes a little more work and dedication. Being attuned to developing situations often allows

us to take action on issues before they spin out of control. Critical thinking allows us to take all of the information presented to us and determine priorities and logical, workable courses of action.

e. Developing all of these skills and accumulating this requisite knowledge will significantly contribute to the development of our values. These values should lead us to make a positive impact or contribution to society. They should inspire us to be better leaders and set the example, encouraging others to develop as citizens of this great country.

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

SUMMARY

(10 MIN)

During this period of instruction we have covered ground fighting and citizenship. I am now confident you will be able to use these techniques to get back to your feet if you are ever on the ground.

INSTRUCTOR NOTE: Provide follow-on instructions.

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LESSON PLAN

CHOKES

MCCS-BRWN-2043

BROWN BELT

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

UNITED STATES MARINE CORPS

MARTIAL ARTS CENTER OF EXCELLENCE
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 QUANTICO, VIRGINIA 22134

INSTRUCTOR PREPARATION GUIDE

LESSON TITLE: Chokes

LESSON DESIGNATOR: MCCS-BRWN-2043

TOTAL LESSON TIME: 1 hour

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

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. All Marines must also be proficient with counseling.

2. **OVERVIEW**. Good morning, my name is _____. This lesson will cover chokes and communication and counseling.

3. **POSITIONS**

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

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

- a. Start slowly and increase speed with proficiency.
- b. Never execute techniques at full force or full speed.
- c. Techniques will be performed on a soft-footed area.
- d. Apply slow, steady pressure until the aggressor taps out. Aggressor will tap out when they become uncomfortable. They may tap the deck, tap themselves, tap the Marine, or verbally say "tap-tap-tap." The Marine must immediately release the pressure when the aggressor taps out.
- e. Never hold a choke for more than five seconds in training. The aggressor should never become light headed.
- f. Do not apply pressure to the trachea during training.

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

BODY**(30 MIN)**

1. **EXPLAIN**

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

b. **Principles**. The principles for chokes are the two types of chokes: blood chokes and air chokes. These chokes will also apply the fundamentals of ground fighting.

(1) Blood Chokes. A blood choke is performed on the carotid artery, which carries oxygen-enriched blood from the heart to the brain. The carotid artery is located on both sides of the neck. When executed properly, a blood choke takes 8 to 13 seconds to render the aggressor unconscious. The blood choke is preferred because it can end the fight more quickly.

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

(3) Ground Fighting. The ground is the worst place to be in a close combat scenario. After executing a ground choke you must create space to get back to your feet as quickly as possible.

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

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

2. DEMONSTRATE

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

INTERIM TRANSITION: Go to practice position one.

3. IMITATE

a. Rear Ground Choke. The rear ground choke is performed when you are behind the aggressor on the ground.

(1) Begin sitting on the ground with the aggressor sitting between your legs with his back to your chest.

(2) With your right arm, reach over the aggressor's right shoulder and hook the bend of your arm around his neck.

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

(4) Ensure the aggressor's trachea is positioned within the bend of your arm, but pressure is not being exerted on it.

(5) Get your hooks in by placing your lower legs over the aggressor's thighs. This should be done simultaneously or after the choke is executed to prevent a counter. Do not cross your ankles or try to get your toes under the aggressor's thighs.

(6) Exert pressure with your right biceps and radius bone on the aggressor's carotid arteries and draw the aggressor closer to you by pulling your right arm in.

(7) To increase the effectiveness of the choke, apply forward pressure to the back of the aggressor's head with your head and stretch the aggressor out by straightening and arching your body while maintaining your hooks and arm positions.

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

(1) Apply the rear ground choke. Ensure you have your hooks in, and you are not applying pressure to the trachea.

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

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

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

(5) To increase the effectiveness of the choke, apply forward pressure to the back of the aggressor's head with your left hand and head and, stretch the aggressor out by straightening and arching your body while maintaining your hooks and arm positions.

c. **Front Ground Choke.** The front ground choke is performed when you are in your aggressor's guard or in the mount position.

(1) Begin in the mount position.

(2) Grab high in the back of your opponent's right collar with your right hand, palm facing up. Hold the collar tight in your right palm.

(3) Reach under your right arm with your left hand and grab the back of the aggressor's left collar, palm facing up, forming an X with your wrists. Attempt to make your thumbs touch behind the aggressor's neck.

(4) Curl your wrist inward and pull down toward your chest and tuck your head over the aggressor's left shoulder. The aggressor's carotid arteries will be cut off by your radius bones. Ensure you apply pressure on the carotid arteries and not the trachea.

d. **Side Ground Choke**. The side ground choke is performed from the mount position and is particularly effective when the aggressor tries to get you off of him by striking or pushing up at you.

(1) Begin in the mount position.

(2) When the aggressor strikes or pushes up at you, block his right arm inboard with your left hand.

(3) Bring your right arm underneath the aggressor's right arm and place your radius bone across the aggressor's left carotid artery. Your right palm should be face down with fingers extended and your thumb pointing toward you.

(4) Reach around the back of the aggressor's neck with your left hand and clasp your hands together, left hand palm up. The aggressor's right arm should be over your right shoulder.

(5) Pull the aggressor toward your chest, exerting pressure on his left carotid artery with your right radius bone. At the same time, push up with your shoulder and head against the aggressor's triceps, driving his right shoulder into his right carotid artery.

(6) Your shoulder and head should be placed high on the triceps close to the armpit to drive the shoulder effectively. Ensure pressure is applied to both sides of the neck and not the trachea or windpipe.

4. **PRACTICE**

INSTRUCTOR NOTE: Fault check student proficiency and safety.

TRANSITION: We have learned chokes, are there any questions? Every Marine leader must also be proficient at counseling.

5. **TIE-IN (COMMUNICATION AND COUNSELING)**. Performance counseling should be a two-way communication between the junior and senior that is positive and forward looking with the ultimate

purpose of developing the individual Marine. The aim is to strengthen an individual's performance to make your unit more capable of achieving objectives. The counseling process is broken down into three types of counseling sessions: initial, follow-on, and event related.

a. **Initial Counseling.** The initial counseling session is the first time the two of you formally sit down and discuss the future of the junior Marine. This session should lay the ground work for the continuing professional relationship. This is when the senior explains his/her goals and expectations for the unit, and how they relate to the junior. They should also jointly arrive at targets for the junior to meet before the next session.

b. **Follow-On Counseling.** Any other formal session that occurs after that initial session is considered to be a follow-on session. The senior evaluates how the Marine has been doing and develops future targets. Here the individual's progress is monitored, any problems are worked on, and senior and junior plan future targets for the next period.

c. **Event Related Counseling.** The event-related counseling is also known as the spot correction. You notice a deficiency in performance, error in judgment or lapse of discipline and you take immediate corrective action. As such, it is done on the spot and usually with no documentation until after the counseling is completed.

d. **Elements of Counseling.** Now let's look at the actual parts of a formal counseling session. The five elements are preparation, opening, main body, closing, and follow-up.

(1) **Preparation.** The senior must prepare an agenda ahead of time and inform the Marine of the upcoming session. Set aside as much time is necessary to focus on the junior's overall performance and specific expected accomplishments over the next several weeks or months. Decide whether to take a directive approach (senior does the talking), a non-directive approach (junior does the talking), or a collaborative approach (both do the talking).

(2) **Opening.** Once the preparation phase is done you are actually ready to conduct the session, which takes us to the next element of a formal session, the opening. The Marine will formally report to you and you should set him at ease by making some small talk or maybe offering him some coffee.

(3) **Main Body.** Now you are ready for the main body of the counseling session. This is when you review the Marine's progress against previous targets and develop a plan and targets for the next period. Unless you are using a complete directive

approach, ensure you involve the Marine in the process. If he feels he has input into his own future, he will be much more inclined to excel.

(4) Closing. At this point, you must ensure the Marine understands the targets and is committed to them. If you don't summarize what conclusions have been reached, you risk having the Marine leave without understanding their commitment.

(5) Follow Up. Two things occur during this last element of a formal session: documentation and follow up. Documentation is not mandatory, but highly recommended. You can use the forms located in the Marine Corps guide for counseling, which contains one example for lance corporals and below and one form for corporals and above.

e. Frequency. An initial counseling session must occur according within 30 days of the establishment of a new senior subordinate relationship. Lance corporals and below must receive a follow-on session every 30 days. Corporals and above must receive a follow-on session within 90 days of their initial counseling. After that, a follow-on session must be done at least every six months. Good leaders counsel their subordinates as often as necessary in order to develop their subordinates as well as improve unit readiness.

TRANSITION: We have discussed the Marine Corps Counseling Program, are there any questions?

SUMMARY

(10 MIN)

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

<p>INSTRUCTOR NOTE: 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

THROWS

MCCS-BRWN-2044

BROWN 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-BRWN-2044

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**(3 MIN)**

1. **GAIN ATTENTION**. Marines will never have the opportunity to choose their enemies and will need the skills to handle any situation with any size of aggressor. Throws allow Marines to take any aggressor to the deck in a combat scenario. Many other factors are also necessary to develop effective unit cohesion.

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

3. **POSITIONS**

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

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

- a. Start slowly and increase speed with proficiency.
- b. Never execute techniques at full force or full speed.
- c. Techniques will be performed on a soft-footed area.
- d. Students being thrown will execute proper break falls.
- e. Practice fit-ins when learning throws. To execute a fit-in, stop just before throwing the aggressor to the deck.

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

BODY**(45 MIN)**1. **EXPLAIN**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

2. **DEMONSTRATE**

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

INTERIM TRANSITION: Go to practice position one.

3. **IMITATE**

a. **Major Outside Reap Throw (Opponent Pushing)**. The major outside reap throw (opponent pushing) is used when tied up in the clinch, and the aggressor is pushing you to defend against the leg sweep.

(1) Start in the clinch with the aggressor pushing into you. Your right hand is behind the aggressor's neck and your left hand is on his right triceps.

(2) Off-balance the aggressor by pushing his right arm down and right with your left hand.

(3) At the same time, push his head down and left in an arcing movement with your right hand.

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

(4) Drive the aggressor to the deck by sweeping his right leg across his body with the inside of your left foot just before weight is transferred back on to his right foot. Continue to push the aggressor's head, following through with the throw.

INSTRUCTOR NOTE: Ensure students do not stike directly on the aggressor's ankle during training.

(5) Rapidly return to the basic warrior stance.

b. **Major Outside Reap Throw (Opponent Pulling)**. The major outside reap throw (opponent pulling) is used when tied up in the clinch, and the aggressor is pulling you to defend against the leg sweep.

(1) Start in the clinch with the aggressor pulling you. Your right hand is behind the aggressor's neck and your left hand is on his right triceps.

(2) Off-balance the aggressor by pushing his right arm down and right with your left hand.

(3) At the same time, push his head down and left in an arcing movement with your right hand.

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

(4) Drive the aggressor to the deck by sweeping his right leg across his body with the inside of your left foot just before weight is transferred back on to his right foot. Continue to push the aggressor's head, following through with the throw.

INSTRUCTOR NOTE: Ensure students do not stike directly on the aggressor's ankle during training.

(5) Rapidly return to the basic warrior stance.

4. PRACTICE

INSTRUCTOR NOTE: Fault check student proficiency and safety.

TRANSITION: We have learned throws, are there any questions? All leaders must also foster cohesion.

5. **TIE-IN (COHESION)**. Cohesion is the intense bonding of Marines strengthened over time resulting in absolute trust. It is characterized by the subordination of self, an intuitive understanding of the collective actions of the unit, and the importance of teamwork resulting in increased combat power. Cohesion is achieved by fostering positive peer pressure and reinforcing our core values to the point they become dominant over self-interest. There are five components of cohesion, they are:

a. **Individual Morale**. As leaders, we must know our Marines and look out for their welfare. Only morale as a foundation under training and discipline will bring victory. Leaders who understand this are more likely to keep morale high among individual Marines. A high state of high morale, in turn, enhances unit cohesion and combat effectiveness.

b. **Confidence in the Unit's Combat Capability**. Marines' confidence in their unit's combat capability is gained through

unit training. The longer Marines serve and train together in a unit, the more effective they become and the more confident they are in their unit's capabilities. They know what their unit can do because they have worked together before. Keeping Marines together through unit cohesion is a combat multiplier. Those who have confidence in their unit and in their fellow Marines rarely lose battles. Success in battle can be directly attributed to a unit's overall confidence in its level of performance. Of course the opposite is also true; lack of cohesion, lack of confidence, and poor performance preordain a unit's failure. If the history of military organizations proves anything, it is those units told they are second-class will almost inevitably prove they are second-class.

c. **Confidence in Unit Leaders.** Confidence in unit leaders' abilities is earned as Marines spend time in the company of their seniors and learn to trust them. Leaders must earn the respect of their Marines and doing so takes time. Marines develop confidence in their unit's ability to accomplish their assigned missions based on their prior achievements and as they work and train together.

d. **Horizontal Cohesion.** Horizontal cohesion, also known as peer bonding, takes place among peers. It is the building of a sense of trust and familiarity between individuals of the same rank or position. Sense of mission, teamwork, personnel stability, technical and tactical proficiency, trust, respect, and friendship are some elements that contribute to peer bonding. An example of horizontal cohesion is the relationship between members of a fire team. Over time, each member develops a sense of trust in the other. This trust is born of several elements. The first element is a common sense of mission, the act of placing personal goals aside to pursue the goals of the entire team. The second element includes teamwork and personnel stability. Teamwork is the result of mutual support provided by each member of the team. Teamwork is further enhanced by personnel stability, which promotes familiar and effective working relationships. The third elements and perhaps most important is the development of tactical and technical proficiency that continues to support and reinforce the trust and respect between the team members. When our young Marines are thrust deep into the chaotic battle space often operating in small teams, their will to fight and ultimately succeed will hinge upon their ability to fight as an effective cohesive team.

e. **Vertical Cohesion.** Vertical cohesion is not new to our Corps; this dimension of cohesion involves the vertical relationship between subordinate and senior. Vertical cohesion is what draws groups into a cohesive unit, such as a battalion or squadron. It is in part the building of a mutual sense of trust and respect among individuals of different rank or position. Additionally, vertical cohesion is the sense of belonging the

squad or section maintains relative to its role in the battalion or squadron. Some characteristics of vertical cohesion include unit pride and history, leaders' concerns for their Marines, leaders' example, trust and respect for leaders, and shared discomfort and danger. An example of vertical cohesion is when many squads and sections come together to form a cohesive company. Each of these subordinate units plays a different role in the company; however, vertical cohesion draws them together in purpose and mutual support. This sense of unity has several elements. The first element is a common sense of unit pride and history – pride not only in themselves as a unit but pride in those who have gone before them. The organizational memory of their past achievements drives the unit to greater heights. Another element that contributes to vertical cohesion is the quality of leadership and the command climate in the unit. Vertical cohesion is stronger in units with effective well-trained leaders. Leaders that show genuine concern for their Marines and lead by example will earn the trust and respect of their subordinates. Another element of vertical cohesion includes shared discomfort and danger, which can occur during shared training.

f. **Mutual Support of Horizontal and Vertical Cohesion.**

Since the birth of our Corps, Marine units have shown horizontal and vertical cohesion to varying degrees and with varying success. However, it is vitally important these two qualities be developed in combination with each other. Just as the strength of combined arms comes from the combined effects of two or more different arms that mutually support one another, the strength of horizontal and vertical cohesion derives from the combined effects and mutual support they provide each other. Blending vertical cohesion and horizontal cohesion ensures a strong, universal sense of bonding and teamwork among various types of units. If vertical and horizontal cohesion are mutually supported, all these units will be composed of Marines who trust and respect each other. Each type of bond reinforces the other. A cohesive battalion comprised of cohesive companies, which place the goals and interests of the battalion or company above those of their squad and/or section, is an example of the blending of both vertical and horizontal cohesion. A unit capable of combining vertical and horizontal cohesion is far stronger than a unit strong in only a single axis.

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

SUMMARY

(10 MIN)

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

INSTRUCTOR NOTE: Provide follow-on instructions.

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

LESSON PLAN

UNARMED VERSUS HANDHELD WEAPONS

MCCS-BRWN-2045

BROWN BELT

APPROVED BY: LtCol (Ret) Shusko, J. C. DATE: 07/22/2015

UNITED STATES MARINE CORPS

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

INSTRUCTOR PREPARATION GUIDE

LESSON TITLE: Unarmed versus Handheld Weapons

LESSON DESIGNATOR: MCCS-BRWN-2045

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 Knife

SETUP AND PLANNING:

Reserve Training Area

Conduct Rehearsals

INTRODUCTION**(5 MIN)**

1. **GAIN ATTENTION**. In a close combat situation, an aggressor may attempt to attack you with a handheld weapon such as a knife or baton. If you are caught in this situation you must avoid the attack and gain control of the weapon to prevent unnecessary harm to yourself. In the same way, the law of war prevents us from inflicting unnecessary harm in combat.

2. **OVERVIEW**. Good morning, my name is _____. This lesson will cover unarmed versus handheld and the law of war.

3. **POSITIONS**

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

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

- a. Start slowly and increase speed with proficiency.
- b. Never execute techniques at full force or full speed.
- c. Techniques will be performed on a soft-footed area.
- d. Apply slow, steady pressure until the aggressor taps out. Aggressor will tap out when they become uncomfortable. They may tap the deck, tap themselves, tap the Marine, or verbally say "tap-tap-tap." The Marine must immediately release the pressure when the aggressor taps out.
- e. Students being thrown will execute proper break falls.
- f. Conduct all practical application utilizing approved training gear.
- g. Practice fit-ins when learning throws. To execute a fit-in, stop just before throwing the aggressor to the deck.

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

BODY**(90 MIN)**1. **EXPLAIN**

a. **Purpose**. The purpose of unarmed versus handheld is to counter the aggressor's attack, remove the weapon, and gain the tactical advantage.

b. **Principles**. The principles for unarmed versus handheld are move, block, control, and strike.

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

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

(3) **Control**. The third step is to control the weapon by controlling the hand or arm that is holding the weapon. Once the aggressor is disarmed, remove the weapon.

(4) **Strike**. The final step is to execute follow-on strikes to end the fight. This includes all strikes, chokes, throws, joint manipulations, or any combinations of techniques. Continue your attack until you end the fight.

c. **Fundamentals**. The fundamentals for unarmed versus handheld are timing, techniques, and target areas.

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

(2) **Techniques**. For follow-on techniques to be effective, you must apply their respective principles and fundamentals, such as: isolation, overload, off-balancing, etc.

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

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

2. **DEMONSTRATE**

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

INTERIM TRANSITION: Go to practice position one.

3. IMITATE

a. **Hollowing Out with Follow-On Techniques.** Hollowing out allows you to move away from an attack in order to create space for follow-on strikes.

(1) Start in the basic warrior stance, facing the aggressor who attacks with a straight thrust to your torso.

(2) Hollow out by bending at the waist, moving your hips backward, and jumping backward with both feet to move away from the attack.

(3) At the same time, block the aggressor's arm with both hands together, palm down, and elbows slightly bent.

(4) The hands should be overlapped so one thumb is on top of the other hand's index finger; the other thumb should be under the other hand's index finger in an "inverted V".

(5) Maintain control of the aggressor's attacking arm by firmly grasping his wrist.

(6) Execute effective follow-on techniques to subdue the aggressor and remove the weapon.

b. **Forward Armbar Counter.** The forward armbar counter is effective against an aggressor executing a forward strike.

(1) Start in the basic warrior stance, facing the aggressor who attacks with a forward strike.

(2) Execute a forward left angle of movement, moving inside the aggressor's attacking arm.

(3) At the same time, block the aggressor's right arm with the meaty portion of both forearms. Block at the aggressor's biceps and forearm with the force of a strike.

(4) Immediately over hook the aggressor's right arm with your left arm, trapping it between your biceps and torso. His forearm should be under your armpit with your left forearm making pressure on his right elbow.

(5) Place your right hand on the aggressor's right shoulder or upper arm and your left palm on your right wrist to further control his arm and to effect an armbar on his right elbow.

(6) Execute effective follow-on techniques to subdue the aggressor and remove the weapon.

c. **Reverse Armbar Counter**. The reverse armbar counter is effective against an aggressor executing a reverse strike.

(1) Start in the basic warrior stance, facing the aggressor who attacks with a reverse strike.

(2) Execute a forward right angle of movement, moving inside the aggressor's attacking arm.

(3) At the same time, block the aggressor's right arm with the meaty portion of both forearms. Block at the aggressor's triceps and forearm with the force of a strike.

(4) Grab and control the aggressor's wrist with your right hand and pivot to your right so your back is against the aggressor's right side.

(5) Immediately over hook his right arm with your left arm, trapping it between your biceps and torso. His biceps should be under your armpit with your left forearm making pressure on his right elbow.

(6) Control the aggressor's arm by pinching it between your arm and torso, and twist his right wrist palm up with your right hand.

(7) Place your left palm on your right wrist to further control the aggressor's arm and to effect an armbar on his right elbow.

(8) Execute effective follow-on techniques to subdue the aggressor and remove the weapon.

d. **Bent Armbar Counter**. The bent armbar counter is particularly effective against a vertical attack.

(1) Start in the basic warrior stance, facing the aggressor who attacks with a vertical strike.

(2) Execute a forward left angle of movement, moving inside the aggressor's attacking arm.

(3) At the same time, block the aggressor's right arm with the meaty portion of both forearms. Block at the aggressor's biceps and forearm with the force of a strike.

(4) With your left hand, grab the aggressor's right wrist. At the same time, slide your right arm underneath his

triceps and hook his wrist with your right hand over your left, bringing your elbows close together.

(5) Apply pressure forward and down with your hands against the aggressor's forearm to off-balance him. Keep the aggressor's arm bent and elbow in close to your body to maintain leverage, damaging the aggressor's shoulder.

(6) Step past the aggressor with your right foot to execute the leg sweep and drive him to the deck.

(7) Execute effective follow-on techniques to subdue the aggressor and remove the weapon.

4. PRACTICE

INSTRUCTOR NOTE: Fault check student proficiency and safety.

TRANSITION: We have learned counters to strikes, are there any questions? Every Marine must also follow the law of war.

5. TIE-IN (LAW OF WAR). Discipline in combat is essential. Disobedience to the law of war dishonors the Marine, our Corps, and our Nation. In most cases, Law of War infractions also constitute punishment under the UCMJ. Violations of the law of war have an adverse impact on public opinion, both nationally and internationally. Violation of the Law of War can actually strengthen the enemy's will to fight. In fact, they have, on occasion, served to prolong a conflict by inciting an aggressor to continue resistance. As Marines, we are also held to a higher standard than others. Discipline is one of those standards; the Law of War holds us to that standard in combat. Warriors in the past had similar laws or codes to keep them from abusing their skills and abilities.

a. The Nine Principles of the Law Of War

- (1) Fight only enemy combatants.
- (2) Do not harm enemies who surrender: disarm them and turn them over to your superior.
- (3) Do not kill or torture prisoners.
- (4) Collect and care for the wounded, whether friend or foe.
- (5) Do not attack medical personnel, facilities, or equipment.
- (6) Do not destroy more than the mission requires.

(7) Do not steal; respect private property and possessions.

(8) Do your best to prevent violations of the law of war.

(9) Report all violations to your superiors, a military lawyer, a chaplain, or provost marshal.

b. Violations of these principles obstruct the good order and discipline essential to success in combat. The Law of War is nothing more than doing what is right, as much as possible, even on the battlefield. If you take a look at many of the different warrior cultures of the past, you will find that most of them had their own ethical or moral code that they abided by.

TRANSITION: We have discussed the law of war, are there any questions?

SUMMARY

(10 MIN)

During this period of instruction we have covered unarmed versus handheld and the law of war. I am now confident you will be able to use these techniques to gain the tactical advantage in a fight.

INSTRUCTOR NOTE: Provide follow-on instructions.

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

LESSON PLAN

FIREARM RETENTION

MCCS-BRWN-2046

BROWN 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 Retention

LESSON DESIGNATOR: MCCS-BRWN-2046

TOTAL LESSON TIME: 2 hours

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 tries to take his weapon. Firearm retention techniques provide the Marine with the skills to maintain positive control of their weapon and, if necessary, restrain the aggressor.

2. **OVERVIEW**. Good morning, my name is _____. This lesson will cover firearm retention and the band of brothers.

3. **POSITIONS**

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

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

- a. Start slowly and increase speed with proficiency.
- b. Never execute techniques at full force or full speed.
- c. Techniques will be performed on a soft-footed area.
- d. Before training with firearms, unload and show clear.
- e. When handling firearms, the weapons safety rules apply.
 - (1) Treat every weapon as if it were loaded.
 - (2) Never point a weapon at anything you do not intend to shoot.
 - (3) Keep your finger straight and off the trigger until you are ready to fire.
 - (4) Keep your weapon on "safe" until you intend to fire.
- f. Apply slow, steady pressure until the aggressor taps out. Aggressor will tap out when they become uncomfortable. They may tap the deck, tap themselves, tap the Marine, or verbally say "tap-tap-tap." The Marine must immediately release the pressure when the aggressor taps out.
- g. Students being thrown will execute proper break falls.

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

BODY**(105 MIN)**

1. EXPLAIN

a. **Purpose**. The purpose of firearm retention is to retain your weapon and gain compliance of the aggressor.

b. **Principles**. The principles for firearm retention are timing, control, and distance.

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

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

(3) **Distance**. Create distance between yourself and the aggressor to give you more time to react to an attack. An aggressor can cover over 20 feet in the time it takes the average person to draw and present their weapon.

c. **Fundamentals**. The fundamentals for firearm retention are distractors and follow-on techniques.

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

(2) **Follow-On Actions**. In a combat engagement you should follow-on with lethal force, but in a non-lethal scenario you must operate within the continuum of force. You will not always need to use deadly force.

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

2. DEMONSTRATE

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

INTERIM TRANSITION: Go to practice position one.

3. IMITATE

a. **Blocking Technique.** The blocking technique is used when an aggressor tries to grab your pistol from the holster.

(1) While facing the aggressor he attempts to grab your pistol, holstered on your right hip, with his right hand.

(2) Step back with your right foot pivoting your body away from the aggressor while placing your hand on the grip of the pistol.

(3) Extend your left arm/forearm and block, deflect, or strike the aggressor's arm, while forcefully yelling any authoritative command.

(4) Continue to create distance between you and the aggressor to enable you to access and present your weapon or set up for follow-on actions appropriate to the situation and conditions.

b. **Armbar Technique.** This technique is used when an aggressor grabs your pistol in the holster with his right hand.

(1) Begin with the aggressor facing you and grabbing the pistol in your holster with his right hand.

(2) Trap the aggressor's right hand by grabbing his wrist or hand with your right hand and apply pressure against your body and on the pistol to keep it in its holster.

(3) Step back with your right foot and pivot sharply to your right, off-balancing the aggressor, so you are next to him. Bring your left arm perpendicular to, and down on, the aggressor's elbow.

(4) At the same time, straighten the aggressor's arm and apply an armbar. The aggressor's trapped arm should be straight across your torso. From here you should be able to control and take down the aggressor.

INSTRUCTOR NOTE: If you are unable to take the aggressor to the deck with the armbar, use steps (a) - (c).

(a) Execute a crossface with your left arm and hand, turning his head to the opposite direction and off-balancing him.

(b) Grab the aggressor's face and apply pressure back and down to take him to the ground by stepping back (opening the gate) with the left foot. Maintain control of the aggressor's right hand at your right side the entire time.

(c) If you are unable to crossface the aggressor grab the aggressor's right shoulder with your left hand digging your fingers into his brachial plexus to bring him up far enough to crossface your aggressor.

(5) Follow-on by releasing the aggressor as he falls to the ground and transition to your firearm.

c. **Wristlock Technique**. This technique is used when an aggressor grabs your pistol in the holster with his right hand.

(1) Begin with the aggressor facing you and grabbing the pistol in your holster with his right hand.

(2) With your right hand, trap the aggressor's right hand by grasping his hand and apply pressure against your body and on the pistol to trap it in its holster.

(3) Step back with your right foot and pivot sharply to your right, off-balancing the aggressor, so you are next to him while bringing your left arm perpendicular to, and down on, his elbow.

(4) Maintain pressure on the aggressor's right elbow with your left elbow and a slight bend at the waist. Pivot your left hand to trap the aggressor's right hand, so your forearm is parallel with the aggressor's attacking arm.

(5) Execute a wristlock by placing your left thumb on the back of his right hand so your knuckles are facing to your left.

(6) With your left hand hook your fingers across the fleshy part of his palm.

(7) Incorporate your right hand into the wristlock, exert downward pressure with your thumbs and rotate his hand to your left. Step back with your left foot, pivot to your left to off-balance the aggressor and drive him to the deck.

(8) Follow on by releasing the aggressor as he falls to the ground and transition to your firearm.

d. **Same Side Grab (Front)**. This technique is used when an aggressor grabs your pistol in the holster with his left hand.

(1) Begin with the aggressor facing you and grabbing the pistol in your holster with his left hand.

(2) With your right hand, trap the aggressor's left hand by grasping his hand and apply pressure against your body and on the pistol to trap it in its holster.

(3) Step back with the right foot, rotating your right hip to the rear, at the same time with your left hand, strike the aggressor in trachea with the webbing between thumb and pointer finger.

(4) Follow up by releasing the aggressors hand, doubling the distance and transition to your firearm.

e. **Same Side Grab (Rear)**. This technique is used when an aggressor grabs your pistol in the holster with his right hand.

(1) Begin with the aggressor behind you and grabbing the pistol in your holster with his right hand.

(2) With your right hand, trap the aggressor's hand by grasping his hand and apply pressure against your body and on the pistol to trap it in its holster.

(3) Execute a reverse wristlock by placing the palm of your right hand on the back of the aggressor's right hand and wrap the fingers across the fleshy part of his palm below his little finger.

(4) Twist the aggressor's hand to the right while placing the hand against your chest. Bring up the left hand to support the right hand by grabbing the aggressor's hand in between both hands.

(5) Apply downward pressure on his hand against the chest. Step back with your right foot to maintain better balance and lean forward to use body weight to add additional pressure to the joint.

(6) Follow up by releasing the aggressor and transition to your firearm.

4. **PRACTICE**

INSTRUCTOR NOTE: Fault check student proficiency and safety.

TRANSITION: We have learned firearm retention, are there any questions? We will now discuss band of brothers.

5. **TIE-IN (BAND OF BROTHERS)**. As part of our transformation into Marines we are introduced to the history, customs, courtesies and traditions unique to our Corps. These traditions are part of the rich heritage of our Corps and are tied to the legacy of past generations of Marines. This legacy was established by the actions, sacrifices, and shared experiences of countless Marines. It is what binds all Marines into a "Band of

Brothers". It not only links us to the Marines of yesteryear, but through our shared experiences it binds us to the Marines we are currently serving with. As noted in Major General Lejeune's quote below, the spirit evoked by the concept of a "Band of Brothers" is something special that must be kept alive. This concept is based upon cohesion, camaraderie and esprit d'corps. The responsibility to maintain this spirit rests with every Marine, regardless of rank or length of service.

A spirit of comradeship and brotherhood in arms came into being in the training camps and on the battlefields. This spirit is too fine a thing to be allowed to die. It must be fostered and kept alive and made the moving force in all Marine Corps organizations.

-Major General John A. Lejeune

a. The "Band of Brothers" events are the social occasions when Marines gather together to celebrate and keep alive our traditions as well as to enjoy each others company. Marines hold a special place in the military establishment for many well-known reasons. Because of the high standing the Corps enjoys, every Marine owes it to himself and to the Corps to be a model not only in combat and on parade, but also on social occasions as well. Being a Marine therefore puts you in a very special group. Like most special groups, the Corps has its own well-established rules, customs, and privileges that in effect add up to a code of social behavior for you, and for your family, too. This code shouldn't make you feel that rigid conformity is required everywhere and in every detail. As a matter of fact, there is probably no military group in the world where social and professional individuality are more appreciated, than among Marines. In the good sense of the phrase, a Marine need never be afraid of developing into "a character" - which really means not being afraid to be yourself. For a warrior this means being able to relax and have fun while always doing the right thing. The following are examples of traditional of social functions:

- (1) Marine Corps Birthday
- (2) Mess Nights, Dining-In, Field Mess Night, Viking Night, Warrior Night
- (3) Boss' Night
- (4) Right-Hand Man Night
- (5) NCO Appreciation Night
- (6) Officer, Staff NCO, or NCO Calls
- (7) Weddings, Christenings

- (8) Formal/Professional Dinners
- (9) Club and Mess Organization
- (10) Family days

b. When you joined the Marine Corps you voluntarily accepted the Marine Corps as your way of life whether for 4 years or 30. You became part of a warrior culture and a way of life that demands commitment far above that of a job. It means living by our Core Values, selflessness, sacrifice, and commitment. You will find the time and effort of this commitment will bring you a lifetime of camaraderie and enjoyment.

TRANSITION: We have discussed band of brothers, are there any questions?

SUMMARY

(10 MIN)

During this period of instruction we have covered firearm retention and band of brothers. I am now confident you will be able to use these techniques to gain control of the situation.

INSTRUCTOR NOTE: Provide follow-on instructions.

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

LESSON PLAN

KNIFE TECHNIQUES

MCCS-BRWN-2047

BROWN 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-BRWN-2047

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
 Training Knives

SETUP AND PLANNING:
 Reserve Training Area
 Conduct Rehearsal

INTRODUCTION**(5 MIN)**

1. **GAIN ATTENTION**. All Marines must be trained and prepared to use a knife should the situation arise. There are many techniques Marines can use to kill the enemy with a knife. There are also many counseling techniques Marines can use to develop subordinates.

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

3. **POSITIONS**

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

4. **SAFETY**. To prevent injury, ensure the following:
- a. Start slowly and increase speed with proficiency.
 - b. Never execute techniques at full force or full speed.
 - c. Do not make contact on the aggressor with the weapon.
 - d. Conduct all practical application utilizing approved training gear.

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

BODY**(45 MIN)**

1. **EXPLAIN**

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

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

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

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

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

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

c. **Fundamentals**. The fundamentals for knife techniques are target areas and angles of attack. These techniques will also use the fundamentals of counters to strikes.

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

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

(3) Counters to Strikes. These techniques are counters, so you will move, block, and strike. Movement should remove you from the point of the aggressor's strike, as well as put you in a position to attack. Blocks are executed to prevent the strike from impacting you. Follow-on techniques must use all principles and fundamentals in order to kill the enemy.

2. **DEMONSTRATE**

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

INTERIM TRANSITION: Go to practice position one.

3. **IMITATE**

a. **Block for a Reverse Strike With Follow-On Techniques**. This technique is used when the aggressor executes a reverse strike with a knife or weapon of opportunity.

(1) Start facing the aggressor in the modified basic warrior stance. The aggressor executes a reverse strike with the weapon in his right hand.

(2) Execute a forward right angle of movement to get inside the arc of the attack.

(3) At the same time, block the aggressor's right triceps with your left forearm and his right forearm with the blade of your knife.

(4) Slash downward through the aggressor's forearm with your knife and control his right arm with your left arm or hand.

(5) Maintain control of the attacking limb and execute at least three effective follow-on techniques to kill the aggressor.

b. **Block for a Straight Thrust with Follow-On Techniques.**

This technique is used when the aggressor executes a straight thrust with a knife or weapon of opportunity.

(1) Start facing the aggressor in the modified basic warrior stance. The aggressor executes a straight thrust with the weapon in his right hand.

(2) Hollow out by bending at the waist, moving your hips backward, and jumping backward with both feet to move away from the attack.

(3) At the same time, block the aggressor's right forearm with your left hand and the blade of your knife. Your left hand should be palm down and the blade of the knife should be above your left hand.

(4) Slash through the aggressor's forearm with your knife and control his right arm with your left hand.

(5) Maintain control of the attacking limb and execute at least three effective follow-on techniques to kill the aggressor.

4. PRACTICE

INSTRUCTOR NOTE: Fault check student proficiency and safety.

TRANSITION: We have learned knife techniques, are there any questions? We will now discuss dealing with fear.

5. TIE-IN (COUNSELING TECHNIQUES). The Marine Corps Counseling Program has developed the following six techniques for effective counseling.

a. **Setting Targets.** Realistic and specific targets are set during formal sessions and should be considered a motivational tool as well as a way to measure a Marine's progress.

(1) Targets must be measurable, realistic, challenging, and you MUST have them in order to effectively improve an individual's performance. They need to be SPECIFIC. Which is better? "PFC White, you and I have determined that if you have a better military appearance, it will add to your leadership abilities." or... "PFC White, as part of our plan to improve your appearance, let's say that every Monday morning, you will have a fresh haircut, and a set of utilities straight from the cleaners. Do you think you can do that?"

(2) These targets should be limited in number to avoid over-burdening the Marine, and unless it is a directive session, they should be jointly set by the junior and senior. Only revise them if circumstances outside of the person's control change, not if the Marine will not perform them.

b. **Problem Solving.** The next counseling technique is problem solving. This technique is used when something has occurred that is hindering the Marine's performance. Use the following questions, according to the situation to help sort out the problem.

(1) Perhaps when you ask "If there is something about the junior that is preventing performance?" you might find out that he does not have the required mental or physical ability. When you ask the question "Is there something outside his control that is hindering him?" you may find out that he does not know that his performance is not meeting expectations. Does he have the necessary knowledge? Or is he missing certain necessary skills? Perhaps the Marine has an attitude that prevents him from progressing.

(2) Whatever the problem turns out to be, we must always be willing to consider that it might be something outside the junior's control. More often than not, it is something that we have not done correctly. Confusion caused by poor targets, lack of feedback on his performance, and lack of positive reinforcement are common problems. Others can be conflicting demands on the junior's time, insufficient resources, and lack of delegated authority to achieve desired results.

(3) Once the problem is identified, we need to start looking at solutions. You must look at these factors and decide if the solution you have picked is the best one. Above all, it should be realistic and as simple as possible.

c. **Questioning.** The next counseling technique is questioning. Questioning is valuable as a tool to bring

problems, viewpoints, and attitudes to the surface, and to stimulate thinking. There are four types of questioning which are closely related to the type of counseling approach you decide to use.

(1) Closed ended question. Commonly used when you want a yes or no answer. The direct approach counseling style best supports this technique.

(2) Open ended question. This prompts the individual to give an explanation and forces them to open up more in order to share their thoughts. The non-directive approach best supports this technique.

(3) Probing question. This kind of question is meant to take the conversation further and force the junior to think. "What now?" is a common question asked.

(4) Interpretive question. This question is one where you draw a conclusion and solicit the other's agreement or disagreement. This is a good way to wrap up a series of questions and to draw conclusions.

d. **Active Listening**. The next counseling technique is actively listening. When you manage to get your Marines to open up to you, you must be able to listen to what they are saying and interpret it. There are two barriers that can prevent you from doing this; lack of concentration and filters.

(1) Lack of concentration is simply that. We listen four times faster than we speak, and often we use that extra time to think about something else, like what we're going to say next. It is essential that you give 100% of your attention to the Marine; all the more important that you have scheduled the session in a place and time where you will not be interrupted.

(2) Filters occur when, because of a bias, we refuse to listen to a person. A Marine ignores directions because he does not like the appearance of the person giving directions. Examples of filters might be: If you think someone is unintelligent, out of shape, speaks differently or is from a different background.

(3) Listen for generalizations or threads of meaning that can be deduced from the facts. Listen for facts (Pvt Jones was 30 minutes late) and distinguish them from opinions (Pvt Jones doesn't care about doing a good job). Listen for changes in tone of voice, rate of speech, and volume. This may indicate that the junior is unsure about something or may not want to come forth with some information. Watch for non-verbal cues (avoiding eye contact, slumping, clenching of fists). Remember, active

listening is not only hearing what is said, but it is also interpreting the meaning of what is said.

e. **Feedback.** The next counseling technique is giving feedback. Feedback is basically letting someone know how they are doing. Unless it is a directive session, you should use more positive than negative reinforcement. Focus on specific actions and events and not personal issues. Relate the feedback to the set targets and the unit's targets. If the person is silent, use probing questions to get responses. Allow the junior to vent emotions, but avoid arguments. Feedback is most effective if it deals with things that can be changed and is geared toward the individual's needs, not yours. Simply venting your anger accomplishes nothing.

f. **Planning for Improvement.** The last counseling technique is planning for improvement. The important things to remember here is that the plan is JOINTLY developed, and should have specific steps and a timetable. The plan then becomes part of the on-going counseling process to track progress and problems.

TRANSITION: We have discussed counseling techniques, are there any questions?

SUMMARY

(10 MIN)

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

INSTRUCTOR NOTE: Provide follow-on instructions.

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

LESSON PLAN

FIREARM DISARMAMENT

MCCS-BRWN-2048

BROWN 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-BRWN-2048

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 use the rank structure to effectively accomplish the mission.

2. **OVERVIEW**. Good morning, my name is _____. This lesson will cover firearm disarmament and rank structure.

3. **POSITIONS**

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

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

- a. Start slowly and increase speed with proficiency.
- b. Never execute techniques at full force or full speed.
- c. Techniques will be performed on a soft-footed area.
- d. Before training with firearms, unload and show clear.
- e. When handling firearms, the weapons safety rules apply.
 - (1) Treat every weapon as if it were loaded.
 - (2) Never point a weapon at anything you do not intend to shoot.
 - (3) Keep your finger straight and off the trigger until you are ready to fire.
 - (4) Keep your weapon on "safe" until you intend to fire.
- f. Apply slow, steady pressure until the aggressor taps out. Aggressor will tap out when they become uncomfortable. They may tap the deck, tap themselves, tap the Marine, or verbally say "tap-tap-tap." The Marine must immediately release the pressure when the aggressor taps out.
- g. Students being thrown will execute proper break falls.

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

BODY**(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

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

INTERIM TRANSITION: Go to practice position one.

3. IMITATE

a. **Counter To Pistol To The Front.** This technique is used when the aggressor points a pistol at you from the front.

(1) Begin with the aggressor presenting a pistol in his right hand to your chest. The pistol must be touching or very close to the Marine for this technique to work.

(2) Place your hands in a submissive posture, even with your shoulders, elbows into the body, and palms facing away from you. Make a submissive verbal statement.

(3) Clear your body from the line of fire by rotating your torso and bringing the right shoulder back.

(4) At the same time, grab the aggressor's wrist in a C-grip with your left hand and push the weapon off line. Maintain control of your aggressor's arm.

(5) Step into your aggressor with your right foot and grab the weapon with your right hand in a C-grip by placing your thumb underneath the pistol and your fingers over top of the pistol. This rotates the pistol in your aggressor's hand. An incidental elbow strike is possible while removing the pistol.

(6) Step back to create distance, perform an expedient press check to ensure a round is chambered, and employ appropriate follow-on actions.

b. **Counter To Pistol To The Rear.** This technique is used when the aggressor points a pistol at you from the rear.

(1) Begin with the aggressor presenting a pistol in his right hand to your back. The pistol must be touching or very close to the Marine for this technique to work.

(2) Place your hands in a submissive posture, even with your shoulders, elbows into the body, and palms facing away from you. Make a submissive verbal statement and take a quick look in order to identify which hand the weapon is in.

(3) Turn into the aggressor with your left foot, pivoting on your right foot while rotating your torso. The movement with the left foot should be deep enough to set up for the subsequent leg sweep.

(4) At the same time, use your left forearm to knock the weapon off line, doubling the distance between the weapon and your body, clearing you from the weapon's line of fire.

(5) Quickly over hook the aggressor's right arm with your left arm, trapping it in your armpit between torso and biceps.

(6) Execute a chin jab/palm heel strike with your right hand and execute a leg sweep to take the aggressor to the deck. Maintain control of the aggressor's right arm.

(7) Place your right hand on the aggressor's left shoulder or upper arm and your left palm on your right wrist to affect an arm bar.

(8) Use your right knee to control the aggressor's hips and continue to apply pressure against his arm to force him to release the weapon.

(9) Once the aggressor releases the weapon, release his arm and retrieve the weapon. Step back to create distance, perform an expedient press check to ensure a round is chambered, and employ appropriate follow-on actions.

4. PRACTICE

INSTRUCTOR NOTE: Fault check student proficiency and safety.

TRANSITION: We have learned firearm disarmament, are there any questions? We will now discuss rank structure.

5. **TIE-IN (RANK STRUCTURE)**. Marines exercise their duties, responsibilities and authority within the Corps' organizational structure. The Corps would be a shapeless, ineffective force unable to carry out its assigned mission without organization. In other words, the success of the Corps depends upon each Marine in carrying out their duties and responsibilities to ensure mission accomplishment.

a. **Purpose**. This rank structure provides for the following:

(1) A set chain of command that provides the "who is in charge" structure.

(2) Individual authority to delegate authority to others in order to accomplish the mission.

(3) Standardized organizational structure that provides a base organization allowing personnel to move from billet to billet within the Corps.

(4) Lines of communication that establishes the decision making process in the chain of command.

(5) Decentralized execution that allows execution of orders at the lowest organizational level directly affected by the decision/action.

b. **Roles**. This is a socially expected behavior pattern usually determined by an individual's status in a particular society. It is the proper or customary function of a person, what a person thinks he is supposed to do, or what others think he is supposed to do. The two major roles a Marine is expected to fulfill are institutional (his role as a Marine professional) and organizational (how he functions in his role in his unit).

(1) Institutional Role. This is a role, which is professional in nature. These institutional roles center on the ideals and goals of expected behavior for Marines by the Marine Corps as a professional institution. The leadership traits and principles are examples of institutional behavioral ideals and goals for Marines. As an example, an American fighting man in the Corps serves the following institutional roles:

- (a) A Marine serving in his role as either an enlisted man or officer.
- (b) A Marine serving in his specific rank.
- (c) A Marine serving in his MOS.
- (d) A Marine serving as a role model -- as an example for others combining all of the above.
- (e) Adherence to the Code of Conduct.
- (f) Service to country through mission accomplishment.
- (g) To be prepared to inflict death or injury to an enemy during war.
- (h) To comply with the basic customs, courtesies, and traditions of the Corps.
- (i) To be an example to their Marines in the performance of duty, in the sharing of hardship and danger; and above all in upholding the high standards of moral and ethical behavior.
- (j) To participate in the unit's and base's social life, such as Family Days, Marine Corps Birthday Celebrations, Mess Nights, and other special events and functions.

(2) Organizational Role. These roles are often linked with or incorporated with institutional roles. These roles include additional expected behavior that goes with a specific

unit, such as a member of a reconnaissance battalion, disbursing branch, or an aviation maintenance section. Organizational roles do the following:

- (a) Enable the individual to identify with the unit.
- (b) Set the organization apart and give it a special nature.
- (c) May require the individual to adopt special customs, a different manner of dress, and a general personality characteristic.
- (d) Our rank in our billet, such as a sergeant section leader or a corporal fire team leader is an example of an Organizational Role.

c. **Officers**

- (1) General officers provide long range goals and objectives, general guidance, and acquire the resources necessary to accomplish them.
- (2) Field grade officers develop the plans and policies to achieve the goals and objectives within the guidance, assign missions to units, and allocate the resources.
- (3) Company grade officers implement and execute the plans and their assigned mission to accomplish the goals and objectives utilizing the resources provided.
- (4) Officers exercise command.
- (5) Officers are accountable for mission accomplishment.
- (6) Officers are accountable for unit readiness and performance.
- (7) Officers set standards for unit performance.
- (8) Officers are responsible for collective unit training (including planning, providing resources, conducting, and evaluating).

d. **NCO's**. NCO's are primarily concerned with their specific team and its individuals. They execute assigned tasks within a senior's guidance using available resources. Many tasks and duties are overlapping and must be shared to some degree. The leader's ability to clarify who is to do what, to whom, when, and how is an important part of his leadership role. Some specific duties normally performed by NCO's are to:

(1) NCO's train subordinates in their MOS and basic military skills.

(2) NCO's are accountable for the actions of their squad, section, or team.

(3) NCO's enforce standards of military and physical appearance.

(4) NCO's ensure supervision, control, and discipline of subordinates.

(5) NCO's assist in personal and professional development of Marines.

(6) NCO's provide communication link between the individual Marine and the organization.

(7) NCO's plan and conduct the routine and day-to-day unit operation within the policies established by the officers.

(8) NCO's maintain appearance and condition of unit billeting spaces, facilities, and work areas.

e. **Peers**. Some of the roles and responsibilities of peers are as follows:

(1) Peers support and help each other.

(2) Peers compete in spirit of enhancing esprit and mission accomplishment, and perfecting individual/unit performance but not to cut each other down.

(3) Peers share victories, hardships, and lessons learned.

(4) Peers exert a positive influence on their comrades by setting examples of obedience, courage, zeal, sobriety, neatness, and attention to duty.

f. **Working Relationships**. The basic rank structure establishes the working relationships as seniors, peers, and subordinates. Understanding this should be easy, but because of promotions, transfers, and frequent policy changes many Marines are not really sure what their roles are. Some things you should do are:

(1) Understand your role so you can assist your subordinates and seniors.

(2) Know the roles of seniors, peers, and subordinates.

(3) Ensure your subordinates know and understand their roles and the roles of others around them.

(4) Train subordinates to accomplish their role, and be prepared to perform the role of their immediate senior.

(5) Provide subordinates feedback on how well they are accomplishing their role, and counsel them to improve their performance.

(6) Delegate the necessary authority for subordinates to accomplish their role, and ensure they realize just what they are accountable for.

(7) Give them the necessary resources and freedom of action to accomplish their tasks.

(8) Give them the respect due their position and require others to do the same.

(9) Insist they accomplish their duties and ensure they do the same with their subordinates.

(10) Adhere to the standards of the Corps and require all others under you to do the same.

(11) Maintain open communication lines and squelch rumors.

(12) Ensure subordinates are capable of accomplishing assigned tasks.

TRANSITION: We have discussed rank structure, are there any questions?

SUMMARY

(10 MIN)

During this period of instruction we have covered firearm disarmament and rank structure. I am now confident you will be able to use these techniques to gain control of the situation.

INSTRUCTOR NOTE: Provide follow-on instructions.

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

LESSON PLAN

WARRIOR AS A GENTLEMAN

MCCS-BRWN-2049

BROWN 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: Warrior as a Gentleman

LESSON DESIGNATOR: MCCS-BRWN-2049

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 martial arts program is used to develop a change in the mental attitude and character makeup of a Marine. You must live your life in a manner that gives you a better understanding of these concepts and inspires your Marines to do the same. This creates a warrior who is also a gentleman. The characteristics of a gentleman described here relate to the actions of men and women, much like the term man can refer to the whole species.
2. **OVERVIEW**. Good morning, my name is _____. The purpose of this lesson is to teach you how act as an ethical warrior. We will be covering values, morals, and ethics, warrior, gentleman, and the combination.
3. **LEARNING OBJECTIVES**. This is a lesson purpose class with no associated learning objectives.
4. **METHOD/MEDIA**. This lesson will be taught by the informal lecture method.
5. **EVALUATION**. This class is lesson purpose and will not be evaluated.
6. **SAFETY/CEASE TRAINING**. In the case of a fire alarm you will exit the classroom and the class commander will get a head count and report to the instructor.

BODY**(15 MIN)**

1. **VALUES, MORALS, AND ETHICS**. We must understand the difference between ethics, values, and morals, and how they attribute to our character in order to be an ethical warrior.
 - a. **Values**. A value is something we seek to gain or keep because we consider it to be of worth. It can be tangible like money or possessions, or intangible like a feeling or belief. There is only one superseding value we all share, life. Life is an absolute and universal value because it is a fundamental requirement of all human existence. We must understand each person values their own life as much as everyone else. Relative values are subjective and often represent an opinion or preference. Relative values can be different between people or groups and still be valid. Relative values can conflict or compete with other relative values, or compete with the life value.
 - b. **Morals**. Morality refers to "good" values. Certain relative values are particularly respectful of self and others. They are often referred to as great moral values, or virtues.

Not all values are moral. Relative values will be immoral if they oppose the value of life.

c. **Ethics**. Ethics are moral values in action; life respecting behavior toward self and all others. Ethical behavior is the foundation for all Marines. Leaders must have the moral courage to foster and enforce ethical behavior. An ethical warrior is a protector of life, prepared to kill only under absolute necessity.

2. **Warrior**. A warrior is a person engaged or experienced in the act of war; a person engaged in some struggle or conflict. There are many examples of warriors throughout our history. However, not all of these warriors demonstrated ethical or moral principles. Choosing the correct examples to display the characteristics of a warrior may be difficult to do in one person. Identifying noble traits in different people will be much easier.

3. **Gentlemen**. A gentleman is a person whose conduct conforms to a high standard of humility or behavior. That professional behavior is what sets them aside from ignorance, and makes them stand out from the rest. Battles are not always won by brute strength; at times it takes pure wit to outsmart your opponent. Intelligence and the high ethical standards are characteristic of a gentleman.

4. **Combination**. To combine these two traits means to force two opposites together, forming a totally new creation. That is the goal of this class, to combine fire and ice to produce a new breed of fighting machine. This process has already occurred; this is just a reinforcement of that idea. It exists in the society of the Marine Corps. Our Core Values begins this level of training and it must continue throughout a Marine's career.

TRANSITION: We have discussed warrior as a gentleman, are there any questions?

SUMMARY

(10 MIN)

During this period of instruction we have covered warrior as a gentleman. I am now confident you will be act as an ethical warrior.

<p>INSTRUCTOR NOTE: 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 APACHES

MCCS-BRWN-2050

BROWN 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 Apaches

LESSON DESIGNATOR: MCCS-BRWN-2050

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 Apaches. We will cover their historical background, training methods, values system, and legacy battles.
3. **LEARNING OBJECTIVES**. This is a lesson purpose class with no associated learning objectives.
4. **METHOD/MEDIA**. This class will be taught by the informal lecture method and guided discussion.
5. **EVALUATION**. This class is lesson purpose and will not be evaluated.
6. **SAFETY/CEASE TRAINING**. In the case of a fire alarm you will exit the classroom and the class commander will get a head count and report to the instructor.

TRANSITION: Now that you know what will be taught and how it will be taught, are there any questions? Let's discuss their historical background.

BODY**(45 MIN)****1. HISTORICAL BACKGROUND**

a. The origin of the name Apache probably stems from the name 'Zuni apachu' which was the name for the Navajo. The Apache population was thinly spread and scattered into relatively small groups across large tribal territories due to harsh living conditions. The land the Apaches lived in was a rugged and hostile territory of climatic extremes ranging from forested mountains to desert lowlands with temperatures ranging from 100 degrees to below zero.

(1) The land yielded only enough for the Apaches to survive. Hunting was a male event working in pairs or in small groups. If chasing large game, they rode horses chasing the game with bows. If on foot, Apaches wore masks crafted from animal heads to approach deer and antelope. Some Apaches would conduct relays to run a deer to exhaustion while the local band might provide the numbers required to surround buffalo.

(2) The environment forced cohesiveness either by blood or by marriage. Cohesion was minimal amongst the 'groups' as there was no central leadership, or chain of command. This type of society did not lend itself to a regimented society or social structure. Local band leadership was the most extensive of the Apache government and was the position most tribal chiefs held such as Cochise and Geronimo. Leaders of the bands and tribes were very similar to what we have today as leaders in the Marine Corps with our non-commissioned officers; they were expected to display courage in battle, to be generous toward the poor and needy, and to be good public speakers.

b. One should understand the Apaches combat mindset in order to fully comprehend how they thought and what they would do to the enemy. Their lust for blood was insatiable. Some Apaches cut the hearts out of their victims, staked them to ant hills with their mouths propped open, tied them to cactuses with wet raw hide that contracted as it dried in the sun, tied them naked to trees and shot arrows into them, slit their skin in strips from neck to heel, cut off limbs until the victim bled to death, smashed heads and testicles with rocks, and buried victims in the ground up to their heads and let the ants eat their heads off. It was believed dismembered enemies would travel through the afterlife in the same condition as when they died. Every expression of pain or agony was hailed with delight, and the one whose inventive genius devised the most excruciating kind of death was deemed worthy of honor.

c. It is important to note that the white man wrote most of the Apache history and as you know, written history is written from the writer's perspective. Apaches and Apache leaders have become the victims of exaggeration, a fate that has left them enshrined in contemporary folklore. The Apache has been transformed into an American myth, the haunting symbol of a vanished era in the history of the Southwest.

2. TRAINING METHODS

a. Apaches were trained for war from boyhood. Boys woke early and bathed in the river, even if they had to crack the surface ice to do so. They ran up hillsides with a mouthful of water to learn correct breathing through the nose. They were taught by their relatives the geography, attributes, and sanctity of their surroundings.

(1) From early on, boys were taught how to endure pain. They would place dry sage on their arms and set it on fire, letting it burn to ashes without flinching. In winter, they would have to roll snow into a ball, with bare hands, until told to stop. They were hardened by rough wrestling games, mock

battles, and were paired off for hand-to-hand fights that only ended when blood was drawn.

(2) When a young man felt ready, he would begin the novice warrior complex. Having been accepted as a member of his first raid, the young man was instructed by a war shaman. The shaman would give the young man a drinking tube, a scratcher, and a special war cap. The young warrior was subservient to the other warriors and would fetch their water and wood. Upon completing four successful raids, the young Apache received the coveted reward of recognition as an Apache warrior.

b. The Apaches drew a sharp distinction between warfare and raiding. A raid was designed to acquire food rather than to initiate or respond to a conflict. War parties were organized to avenge the deaths of Apaches. War parties normally contained 200 men, and a shaman who would accompany the party into battle conducting ceremonies while on the warpath. When on the warpath, they would scatter and reunite to avoid backtracking and having their enemies track them. The Apaches always traveled with scouts out front and would even post scouts in the evening on the highest possible terrain.

(1) The Apaches preferred to make their attacks shortly before dawn and upon attacking, they would attack from several directions at once. Warriors wore a shirt, breechcloth, and moccasins; he carried a rope, blanket, water jar, rations of mescal or jerky, and his weapons. The Apache might employ a shield, bow, arrows, lance, club, knife, or even a gun. They also blackened their weapons to camouflage them.

(2) Apaches lived instinctively off the land and could withstand extraordinary extremes of thirst and hunger. Paint was daubed across the face to invoke the particular power of a war shaman. The Apaches did not adapt a horse culture, as their terrain and lifestyle did not lend itself in the same way, as did that of the Plains Indians. An Apache warrior could run as many as 70 miles per day though.

c. The Apaches fought a guerrilla style of warfare. Few pursuers ever successfully found their way into the intricate strongholds of the Apache. When the Apaches were chased, they would scatter, running across rock to an agreed rendezvous, leaving no trail. They would visit waterholes at night, which they knew well or could quickly spot from high ground.

3. VALUES SYSTEM

a. The Apaches were religious in their own right. They had an unclearly defined supreme being referred to as Usen or "Life Giver." Myths among the Apache told of their people's emergence

from within the earth. The coyote exemplified the virtues and failings of man, securing such necessities as fire while simultaneously demonstrating the vices of man such as gluttony, falsehood, and incest, which the Apaches strongly disapproved. Myths of the Apache's early existence focused on the White Painted Woman's divine conception of her sons and the slaying of the evil dragon by one of her son's.

b. The most documented traditional Apache ceremony was the girl's puberty rite. This rite lasted four days. The ceremony began with the girl being led to the ceremonial tipi by the specially appointed shaman whose relentless chanting of songs and prayers accompanied the rituals. On the fourth night, the ceremonies continued until dawn when the shaman painted a sun symbol on his palm, which he pressed to the girl's head as the sun rose. The puberty rite was considered a sacred confirmation of the beginning of womanhood. Women were allowed to marry after puberty and men allowed to marry after they had accepted adult responsibilities as warriors and hunters.

c. The Apaches, in contrast to the Plains Indians, applauded courage but derided heroics; their numbers were too few for flamboyant risks and needless loss of life. Stealth and caution were encouraged. When the Apache was wounded or cornered, there was no more ferocious adversary.

4. LEGACY BATTLES

a. In 1540, the Apaches were well entrenched in their homeland of the Southwest. Drawn by the prospect of converts to the Roman Catholic faith and by legends of mineral riches, the Spanish ventured into the Apache homeland. Under the guise of extending the boundaries for the Spanish, they would raid the Apaches to acquire Indian slaves. In 1598, the Spanish governor of New Mexico attacked an Apache settlement killing 800 and capturing nearly 600. Captured males over the age of 25 had one foot cut off and served 20 years of slavery. In 1610, the Apaches sought revenge and raided the governor's capital with such ferocity that the governor moved his capital. Apache ambushes and raids were frequent from 1600 to 1680 and drove the Spanish from New Mexico. By 1700, each Apache tribe was firmly established in its traditional territory while the pattern of raids and Spanish punitive expeditions continued throughout the 18th century.

b. In 1848, the Treaty of Guadalupe Hidalgo relinquished the Spanish Southwest and its Indian tribes to the United States and American troops were withdrawn from Mexico. Despite the Americans agreement to stop the Apaches from crossing the new border, the raids continued. In 1851, miners reopened the copper mines and discovered gold nearby. Mangas Coloradas, the chief of

the Chihenne Apaches, visited the miners' camp and offered to lead them to greater deposits of gold. The white men, fearing a trap, bound the great chief to a tree and brutally whipped him. His rage made him a ferocious enemy of the Americans.

(1) In 1861, 54 mounted infantrymen sought the return of two kidnapped boys. Cochise, the great chief of the Central Chiricahua, was asked to come to the tent of the white man leading the 54 infantrymen. Cochise was wrongly accused of the crime and would be held prisoner until the boys were released. Upset with this decision, he pulled out his knife, sliced the tent, and escaped capture while the Apaches that accompanied him were held hostage. Cochise returned with his own American hostages, a fight ensued, hostages on both sides were killed, and Cochise escaped.

(2) In the years that followed, most soldiers were withdrawn from this part of America to fight in the Civil War. Cochise and Mangas Coloradas took this opportunity to drive the settlers out of their land. Relentless raiding resulted in all treaties being abandoned and the policy of extermination was again in existence. In 1862, Mangas Coloradas was shot from his horse, survived, and a year later ventured into an American camp under a flag of truce. He was taken prisoner, tortured, decapitated, and his head was boiled.

c. Geronimo was born into the Bedonkohe band in 1829 in Southwest New Mexico near the head of the Gila River. In 1846, he was admitted to the council of warriors. Perhaps his favorite joy at this time in his life was marrying Alope. Eventually, they had three children. In 1858, Geronimo was part of a trading party in Mexico and while they were gone, Mexicans attacked his camp killing his mother, wife, and three children.

(1) Geronimo had been mentally hardened for war from an early age and convinced his people to seek revenge. He stated he would fight from the front and only asked his people to follow him. In 1859, the attack began with the Apaches assembling on the Mexican border. The first fight began with eight Mexicans riding out to engage the Apaches; these men were captured and killed. The next morning, the Mexicans attacked with two companies of cavalry and two infantry companies. Geronimo arranged his warriors in a hollow circle at the edge of a tree line. As the Mexicans came within 400 yards they fired their weapons and then Geronimo lead the charge. The battle lasted approximately two hours and only a few Apaches were left on the field; however, Geronimo was one of them, fighting with only his hands and a knife. Eventually all the Mexicans were killed. Geronimo avenged his family's death, and was made a war chief for the Apaches.

(2) By 1880, Geronimo had earned a fearsome reputation.

He unleashed lightning raids into Mexico, Arizona, and New Mexico. During his many battles, Geronimo was wounded eight times. He was shot in the leg, forearm, cut by a saber in his right leg, butted in the head by a musket, shot below the left eye, shot on both sides of the body, and shot in the back. In September of 1886 Geronimo surrendered to the Americans. He was transferred to several locations before he died at Fort Sill, Oklahoma in February 1909.

5. DISCUSSION

INSTRUCTOR NOTE: Conduct a guided discussion. Questions and answers should be allowed to flow freely. Have additional questions prepared to stimulate the guided discussion.

a. How does the historical background of the Apaches compare to the Marine Corps today?

b. How are the training methods, weapons and tactics employed by the Apaches the same and different from that of the Marine Corps?

c. How are the values system, leadership qualities, and standards of conduct used by the Apaches similar and different from the Marine Corps?

d. What were some of the strengths and weaknesses of the Apaches?

TRANSITION: Now that we have discussed some differences and similarities between the Apaches and the Marine Corps, are there any questions?

SUMMARY

(10 MIN)

During this period of instruction we have discussed the Apaches. I am now confident you have a thorough understanding of the Apaches Martial Culture and how we can learn from them.

INSTRUCTOR NOTE: Provide follow-on instructions.

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

LESSON PLAN

FREE SPARRING

MCCS-BRWN-2051

BROWN 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: Free Sparring

LESSON DESIGNATOR: MCCS-BRWN-2051

TOTAL LESSON TIME: 2 hours 30 minutes

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:
 Mouthpiece
 Head gear
 4 oz. Boxing Gloves
 Groin Protection
 Shin Protection

SETUP AND PLANNING:
 Reserve Training Area
 Conduct Rehearsals
 Brief Support Personnel

INTRODUCTION**(5 MIN)**

1. **GAIN ATTENTION**. Standing to ground is the free sparring event for brown belt. This combines striking techniques with throws and ground fighting techniques. Weapons should also be incorporated with standing to ground to train Marines to move through the different levels of combat. This event begins to cement the previous levels with the bridge developed in previous belts.
2. **OVERVIEW**. Good morning, my name is _____. This lesson will cover the conduct of free sparring and a warrior study.
3. **SAFETY**. Safeties will be cover later in this lesson.

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

BODY**(2 HRS 15 MIN)**

1. **PURPOSE**. The purpose of free sparring is to bridge from static to dynamic and inoculation to interpersonal violence.
 - a. **Bridge from Static to Dynamic**. Standing to ground is the bridge between static strikes, thrown, and ground fighting and a dynamic environment. Free sparring gives Marines the opportunity to apply the individual techniques they have learned in a realistic environment with a live resisting opponent. Executing techniques one at a time is much different than using them against another person who is defending themselves and also trying to hurt you.
 - b. **Inoculation to Interpersonal Violence**. Inoculation is the process of introducing something to the body so it can defend itself in the future. By introducing Marines to violence on a personal level, they will be more prepared for a real close combat scenario.
2. **CONDUCT OF THE BOUT**. Free sparring is a training tool designed to develop Marines' skills and confidence, and must not become a fight club or beat-down.
 - a. **Combat Mindset**. Proper combat mindset is essential for free sparring to be effective. Instructor Trainers must ensure the emphasis is on effective combatives and it does not become sport fighting. The focus should be on killing blows, solid offensive and defensive techniques, and gaining the tactical advantage so the enemy cannot return to the engagement. Free sparring also develops the control and maturity to use the appropriate amount of violence for any given situation along the continuum of force.

b. **Maturity**. All Marines must control their egos and tempers at all times. Marines who demonstrate immaturity, lack of control, or unsportsmanlike conduct will not be allowed to participate.

c. **Time Limit**. Standing to ground will be three to six minute rounds, depending on the fitness level of the Marines.

d. **Weapons**. Weapons may be integrated into standing striking. Training weapons and all associated safety gear must be used. These fights will run until the referee observes a killing blow, similar to pugil sticks.

e. **Target Areas**. The authorized target areas for strikes are the torso and the inside and outside of the legs. Marines will not strike to the head, neck, back, groin, or knees. The authorized target areas for submissions are the carotid artery and large joints, for chokes and joint manipulations.

f. **Techniques**. The authorized techniques are the upper and lower body strikes, throws, and ground fighting techniques within each belt level. At this level, strikes are included when on the ground. Marines should focus on combining all the principles and fundamentals of close combat. Very light knees and elbows may be used only under the strict supervision of a responsible Martial Arts Instructor Trainer. This is because of the increased level of responsibility and maturity necessary for this type of training. Do not use knees and elbows without an MAIT present.

g. **MAI/T Participation**. Instructors and Instructor Trainers should participate in free sparring events with their students as much as possible. There must still be a referee and RSO supervising the bouts for control and safety. When sparring with students the instructor will fight at, slightly above, and slightly below the student's skill level. This is to allow the instructor to fault check the students and help them to develop their skills. Free sparring is NOT for instructors to beat up students or demonstrate their skills.

3. **SAFETIES**. Free sparring events should be as realistic as possible while ensuring the safety of the Marines. It is the responsibility of the instructor to ensure all required safety measures are present and adhered to at all times.

a. **Personnel**. All sparring events must have the required safety personnel as described below.

(1) **Fighters**. All Marines are personally responsible for their safety and the safety of the other fighter. Marines must be in a full duty status to participate in free sparring. If

there is any question as to whether or not a Marine is physically qualified to participate, they will see a corpsman or medical officer.

(2) Referee. The referee must be an MAI or MAIT and is responsible for the overall conduct of the bout. They will not have any other role, such as coaching or keeping time, that will distract them in any way. The referee will brief the fighters, check safety gear, start the fight, stop the fight, and monitor the Marines fighting. They must be actively engaged so they can physically break up the fight in case of any unsafe condition.

(3) RSO. The RSO should be an MAI or MAIT but can be a Staff NCO or Officer if none are available. This person is strictly responsible for safety. They will not fight, referee, or coach because it will distract them from observing safety. If they observe any unsafe condition they will inform the referee or stop the bout themselves.

(4) Corpsman. A corpsman is required to be present for all free sparring events.

(5) Coach. Having a coach is optional for all free sparring events. If used, this is a MAI or MAIT who is not filling the role of the referee or the RSO. The coach should reinforce proper technique, principles, and fundamentals.

b. Safety Gear. The safety gear required for standing to ground is head gear, mouthpiece, 4 ounce (minimum) MMA gloves, groin protection, and shin protection. Females must also wear a flak jacket for added protection for the female anatomy. When adding weapons, all the gear required for pugil sticks must be used.

c. Training Area. A soft footed area with a non-slippery surface must be selected. This can be a sandy or grassy area that is clear of rocks, stumps, and debris. Mats are recommended if available.

d. Chronic Traumatic Encephalopathy (CTE). Also known as boxer's dementia and punch drunk syndrome, CTE is brain damage caused by repeated mild head injuries. Medical researchers have recently found that CTE also occurs in other sports such as football, hockey, soccer, and wrestling. Increased awareness of CTE has led to a push for additional caution in dealing with concussions and other head injuries among youth, high school, college, and professional athletes. When properly implemented, the safeties for free sparring mitigate repeated head injury, and CTE.

e. **Hands Out Procedures.** If a fighter cannot safely continue in a free sparring event they will put both hands straight out in front of them. A Marine will go hands out if they feel they are not able to defend themselves. This may be due to getting the wind knocked out of them, becoming injured, or problems with safety gear. If this happens the referee must immediately stop the bout to assess the situation. The referee will put the Marine's hands on their shoulders and evaluate their condition to determine if and when they can continue.

f. **Tap Out Procedures.** Tap out procedures will be adhered to when conducting free sparring. When any submission technique, such as a choke or arm bar, is executed the Marine must tap out before they become injured. They can tap out by tapping themselves, tapping their opponent, tapping the deck, verbally saying "tap, tap, tap", or any combination of those. It is preferable to tap on your opponent so they can feel it and are immediately aware that you are tapping out. When a Marine taps out, the opponent must immediately release pressure to prevent injury.

g. **Unsafe Conditions.** It is the referee's, and RSO's, responsibility to immediately stop the fight if they see any unsafe condition such as a defenseless fighter, safety gear problems, or if a fighter is injured. A fighter is defenseless if they appear unable or unwilling to intelligently defend themselves by exposing their back, falling to the ground, dropping their weapons, or dropping 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: FINANCIAL RESPONSIBILITY

<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 ground rules for this discussion are:</p> <ol style="list-style-type: none"> (1) No personal attacks on anyone's opinions (2) Allow each participant to express themselves (3) Drinking coffee and soda is allowed (4) Make head calls at your leisure, just don't interrupt the group (5) Keep your language clean as not to offend others (6) PARTICIPATION BY ALL!!!!!! <p>Gain Attention</p> <p>Sgt Smith, married with two young children, just returned home from a seven month deployment to Okinawa, Japan. He enjoyed Okinawa so much; he wanted to be permanently stationed there with his family. He was eight months away from the end of his first enlistment and decided that he wanted to re-enlist so that he could receive PCS orders to Japan.</p> <p>During Sgt Smith's first enlistment, he and his wife lived pay day to pay day and between two car loans and credit card bills accumulated over \$150k of debt. After having to pay for some unexpected emergency cross-country trips home, the couple didn't have money left over to pay some of monthly bills. Due to their lack of planning and funds, the Smiths were forced to miss a few different monthly payments.</p> <p>The Smith family was shocked and heartbroken when they learned that Sgt Smith's re-enlistment package was denied. Sgt Smith was confused, because he had a stellar record, above average fitness reports, and was well liked by his peers and seniors.</p>	<p><u>TES</u></p>

After talking with the Career Planner, Sgt Smith discovered that his package was denied because he failed to obtain a security clearance. The Career Planner told Sgt Smith that his low-credit rating was the only reason his security clearance didn't go through.

Since his time in the Marine Corps was coming to an end, Sgt Smith decided that he wanted to return to his home town and become a State Police Officer. He started the application process and figured that his time in the Marine Corps should pretty much guarantee him a position.

After Sgt Smith completed the first two phases of the application process, he was told that they were impressed with his application and how well he did. The State Police Department told him that as long as he passed the final phase of the process, he could expect to start the Academy after he completed his commitment to the Marine Corps.

Sgt Smith became nervous when he learned that one of the final steps in the application process involved the Human Resource Department requesting and reviewing his credit report.

Unfortunately, Sgt Smith's application with the State Police Department was denied. He was told that if he paid down his debt, he could re-apply at a later date.

As of today, Sgt Smith has two pay periods left in the Marine Corps and is still searching for a job outside of the Marine Corps.

Key points for this discussion will be:

- 1) Define the different types of income
- 2) Discuss deductions and expenses
- 3) Discuss how to develop a budget
- 4) Discuss how being financially responsible supports our Core Values

Learning Objective: After this guided discussion, you will have a better understanding of what it means to be financially responsible and how

	<p>managing your personal finances supports our Marine Corps Core Values.</p>	
<p><u>TIME</u></p>	<p><u>KEY POINT 1</u></p> <p>1. What is income?</p> <ul style="list-style-type: none"> • A gain or recurrent benefit usually measured in money that derives from capital or labor. • The monetary payment received for goods or services, or from other sources, as rents or investments. • The money received by a member of the Uniformed Services for the work/duties performed and consists of pays and allowances. <p>2. What are the different types of income we can receive as Marines?</p> <ul style="list-style-type: none"> • Pay <ul style="list-style-type: none"> ○ Base pay ○ Special pay ○ Incentive pay 	<p><u>REMARKS/NO</u></p> <p><u>TES</u></p>

	<ul style="list-style-type: none"> • Allowances <ul style="list-style-type: none"> ○ Housing ○ Basic Allowance for Subsistence ○ Family Separation ○ Living expenses ○ Moving expenses ○ Travel expenses ○ Clothing expenses <p>Interim Summary: We just finished discussing the different types of income; now let's talk about the different deductions and expenses that we may have.</p>	
<p><u>TIME</u></p>	<p><u>KEY POINT 2</u></p> <p>1. Do you know what is automatically deducted from your pay each pay period?</p> <ul style="list-style-type: none"> • Servicemembers' Group Life Insurance (SGLI) • Taxes <ul style="list-style-type: none"> ○ Federal Income Tax ○ Social Security ○ Medicare ○ State Income Tax • Tricare Dental (If Marine has dependents) <p>2. Who can tell me what debt is?</p> <ul style="list-style-type: none"> • Something owed, such as money, goods, or services. • An obligation or liability to pay or render something to someone else. • Refers to a relationship that obligates a borrower to pay interest and principal to the lender such as a department store, credit 	<p><u>REMARKS/NO</u> <u>TES</u></p>

	<p>card companies, and finance companies.</p> <ul style="list-style-type: none"> • An arrangement that gives the borrowing party permission to borrow money under the condition that it is to be paid back at a later date, usually with interest. <p>3. What are some monthly expenses or bills that you have?</p> <ul style="list-style-type: none"> • Rent/Mortgage • Utility bills • Phone bills (home and cell) • Cable or satellite • Internet • Credit cards • Car/Motorcycle loan • Insurance payments • Personal loans • Student loans • Food, personal items, etc. <p>Interim Summary: We just finished discussing some of the deductions and expenses that we may have; now let's talk about developing a budget.</p>	
<p><u>TIME</u></p>	<p><u>KEY POINT 3</u></p> <p>1. What is a budget? Who can tell me what the elements of a budget are?</p> <ul style="list-style-type: none"> • A plan or schedule for allocating known income to meet the obligations of known or estimated expenses, and is also a savings plan. • A plan to spend, and save. • An estimation of the income and expenses over a specified future period of time. • Practical way to get a grip on your spending and to make sure your money is being used the way you want it to be used. • Elements of the budget: <ul style="list-style-type: none"> ◦ Net Income <ul style="list-style-type: none"> ▪ Monthly Marine Corps take-home pay and any other income you may have from a part-time job, your spouse's 	<p><u>REMARKS/NOTES</u></p>

earnings, etc.

- o Fixed Expenses
 - Expenses that are the same or almost the same every month (savings, rent, mortgage payments, installment payments, cable, web account, utilities expenses, etc.)
- o Variable Expenses
 - Expenses that vary from month to month like food, clothing, gasoline, entertainment, and miscellaneous unbudgeted necessities.

2. After you determine the elements of the budget, how do you use them in developing your personal or family budget?

- Determine your Net Income and subtract your total expenses (Fixed + Variable) equals the amount of money that you will have left over to save, invest, or pay down debt.

3. How many of you have established a budget for yourselves and your family? What were some things that you used when you sat down to develop your budget?

- Current Leave and Earnings Statement (LES)
- Other pay statements (second job or spouse's income)
- Current bills (showing minimum payment, balance, and APR)
 - o Utility bills
 - o Phone bills (home and cell)
 - o Cable or satellite
 - o Internet
 - o Credit cards
 - o Car loan
 - o Insurance payments
 - o Personal loans
 - o Student loans
 - o Other expenses and debts (food, personal items, etc.)

4. Those of you that already have budgets, did you develop them on your own or did someone help you?

	<ul style="list-style-type: none"> • Assistance is available through: <ul style="list-style-type: none"> ○ Chain of Command ○ Command Financial Specialist (CFS) <ul style="list-style-type: none"> ▪ Provide POC for your unit ○ Marine Corps Community Services Personal Financial Management (PFM) Program <ul style="list-style-type: none"> ▪ Provide POC information for your base ○ Family Support Centers <ul style="list-style-type: none"> ▪ Provide POC information for your base ○ Navy Marine Corps Relief Society: www.nmcrs.org <ul style="list-style-type: none"> ▪ Provide POC information for your base ○ Installation base financial institutions <ul style="list-style-type: none"> ▪ Provide POC information for your base ○ Some recommended on-line sources <ul style="list-style-type: none"> ▪ http://www.mymoney.gov/ ▪ http://www.nmcrs.org/ ▪ https://www.militaryonesourceeap.org/ <p>Interim Summary: We just finished discussing how to develop a budget; now let's talk about how being financially responsible supports our Core Values.</p>	
<p><u>TIME</u></p>	<p><u>KEY POINT 4</u></p> <p>1. What does being financial responsible mean to you?</p> <ul style="list-style-type: none"> • The process of managing money and other assets in a manner that is considered productive and in the best interest of the individual or family. • Living within your means. And to live within your means, you must spend less than you make. • Having positive control over your finances <p>2. What are some benefits of managing your finances?</p> <ul style="list-style-type: none"> • Live within your income. 	<p><u>REMARKS/NOTES</u></p>

	<ul style="list-style-type: none"> • Maintain good credit. • Get more for your money. • Reduce financial stress and arguments. • Achieve financial confidence and success. • Don't have to live pay period to pay period. <p>3. Does being financially responsible support our Core Values? Why do you think so?</p> <ul style="list-style-type: none"> • Marine's actions must be honorable regarding saving, meeting obligations, and spending. • You must have the courage to live within your means. • Commitment is required in maintaining a positive financial posture which will serve the individual and the Marine Corps well. 	
<p><u>TIME</u></p>	<p><u>SUMMARY/CONCLUSION</u></p> <p>Today we have discussed the elements of a budget, how to develop a budget, and what it means to be financially responsible. I am confident that you now have a better understanding of what it means to be financially responsible and how managing your personal finances supports our Marine Corps Core Values.</p> <p>Closing Statement: A solid understanding of personal finance will build confidence in facing financial challenges, responsibilities, and mission readiness. As a responsible individual, you must have the mental strength to live within your means. Commitment is required in maintaining a positive financial posture. Such a posture serves you and the Marine Corps well.</p> <p><u>END OF DISCUSSION</u></p>	<p><u>REMARKS/NO</u> <u>TES</u></p>

GUIDED DISCUSSION 2: THE OATH OF ENLISTMENT

<u>TIME</u>	<u>INTRODUCTION</u>	<u>REMARKS/NO</u>
	<p>Good morning my name is _____ today we will be talking about the significance of the Oath of Enlistment.</p> <p>The ground rules for this discussion are:</p> <ul style="list-style-type: none"> (7) No personal attacks on anyone's opinions (8) Allow each participant to express themselves (9) Drinking coffee and soda is allowed (10) Make head calls at your leisure, just don't interrupt the group (11) Keep your language clean as not to offend others (12) PARTICIPATION BY ALL!!!!!! <p>Gain Attention</p> <p>I, (NAME), do solemnly swear (or affirm) that I will support and defend the Constitution of the United States against all enemies, foreign and domestic; that I will bear true faith and allegiance to the same; and that I will obey the orders of the President of the United States and the orders of the officers appointed over me, according to regulations and the Uniform Code of Military Justice. So help me God.</p> <p>Key points for this discussion will be:</p> <ul style="list-style-type: none"> (1) Discuss the Oath of Enlistment (2) Discuss the significance of the Oath of Enlistment (3) Discuss the history of the Oath of Enlistment <p>Learning Objective: After this guided discussion, you will have a better understanding of the significance of the Oath of Enlistment.</p>	<p><u>TES</u></p>
<u>TIME</u>	<u>DISCUSSION</u>	<u>REMARKS/NO</u>
	<p><u>KEY POINT 1</u></p> <p>1. Who can tell the group what I read at the</p>	<p><u>TES</u></p>

	<p>beginning of our discussion?</p> <ul style="list-style-type: none"> - Oath of Enlistment <p>2. Do you remember taking the Oath of Enlistment? When was the first time you recited this Oath?</p> <ul style="list-style-type: none"> - Enlisted personnel take the Oath of Enlistment before they ship out to their respective branch's basic training. - If you have access to a computer recommend you show the following video: Enlisted Oath <p>3. Is the Oath of Enlistment something that only applies to Marines?</p> <ul style="list-style-type: none"> - Federal law requires everyone who enlists or re-enlists in the Armed Forces of the United States to take the Enlistment Oath. - Everyone who joins the military has one thing in common, they must swear-in by repeating the enlisted or officer Oath. - The Oath of Enlistment is something that every service member must promise and adhere to for his/her entire military career. <p>Interim Summary: We just discussed how the Oath of Enlistment is something that every service member must promise and adhere to for his/her entire military career. Now let's talk about the significance of the Oath of Enlistment.</p>	
<p><u>TIME</u></p>	<p><u>KEY POINT 2</u></p> <p>1. In your own words please tell the group what you think an Oath means?</p> <ul style="list-style-type: none"> - A formal and serious promise to tell the truth or to do something. - A formally affirmed statement or promise accepted as an equivalent of an appeal to a deity or to a revered person or thing; affirmation. <p>2. What do you think is significant about our Oath?</p>	<p><u>REMARKS/NO</u> <u>TES</u></p>

<p>- The Oath that accompanies enlistments and promotions should not be taken lightly. While the words are simple, when Marines swear "to support and defend the Constitution of the United States against all enemies, foreign and domestic," they are assuming a most challenging and defining obligation.</p> <p>- The Oath is one of acceptance. Because it is an Oath of consent, taking the Oath of allegiance is the pivotal factor which changes the status from that of civilian to that of Marine.</p> <p>- The Oath of Enlistment that every Marine takes is not to support and defend the country, nor is it to support and defend the people. The Oath that is taken is to support and defend something transcendent, something larger, more dear, than the country, or The People. It is an Oath to support and defend the document that gave birth to and that expanded the very ideals that this country and its people enjoy. It is the document that enunciated and enumerated all of our freedoms, rights and privileges as a nation. It is the cornerstone of this enduring experiment in democracy that has made us who and what we are as a nation. Without it, we would be just another nation among many. With it we have become something unique and special in the history of how people have been governed.</p> <p>- After taking the oath, Marines find themselves transformed in a way that cannot be captured in words. It is why Marines long out of uniform bristle at being called "ex-Marines" because they consider themselves to still be Marines.</p> <p>3. How did you feel after you recited the Oath for the first time? Were you proud of your commitment to support and defend the Constitution of the United States?</p> <p>4. How do you think our core values support the Oath of Enlistment?</p>	
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	<p>- "I will support and defend the Constitution of the United States against all enemies, foreign and domestic;"</p> <ul style="list-style-type: none"> • <u>Courage</u>: 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. <p>- "That I will bear true faith and allegiance to the same;"</p> <ul style="list-style-type: none"> • <u>Honor</u>: 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 dependability that commits Marines to act responsibly; to be accountable for actions; to fulfill obligations; and to hold others accountable for their actions. <p>- "That I will obey the orders of the President of the United States and the orders of the officers appointed over me, according to regulations and the Uniform Code of Military Justice."</p> <ul style="list-style-type: none"> • <u>Commitment</u>: 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. <p>Interim Summary: We just finished discussing the significance of the Oath of Enlistment such as...</p>	
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	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Now let's talk the history of the Oath of Enlistment.</p>	
<p><u>TIME</u></p>	<p><u>KEY POINT 3</u></p> <p>1. When do you think the first Oath of Enlistment was established? Is it the same Oath that we take today?</p> <p>- During the Revolutionary War, the Continental Congress established different oaths for the enlisted men of the Continental Army.</p> <p>- The first oath, voted on 14 June 1775 as part of the act creating the Continental Army, read:</p> <p style="padding-left: 40px;">"I _____ have, this day, voluntarily enlisted myself, as a soldier, in the American continental army, for one year, unless sooner discharged: And I do bind myself to conform, in all instances, to such rules and regulations, as are, or shall be, established for the government of the said Army."</p> <p>2. How many times do you think the Oath of Enlistment has changed over the years?</p> <p>- The original wording was effectively replaced by Section 3, Article 1, of the Articles of War approved by Congress on 20 September 1776, which specified that the oath of enlistment read:</p> <p style="padding-left: 40px;">"I _____ swear (or affirm as the case may be) to be true to the United States of America, and to serve them honestly and faithfully against all their enemies opposers whatsoever; and to observe and obey the orders of the Continental Congress, and the orders of the Generals and officers set over me by them."</p> <p>- The first oath under the Constitution was approved by Act of Congress 29 September 1789. It applied to all commissioned officers, noncommissioned officers and privates in the service of the United States. It came in two</p>	<p><u>REMARKS/NO</u></p> <p><u>TES</u></p>

	<p>parts, the first of which read:</p> <p>"I, A.B., do solemnly swear or affirm (as the case may be) that I will support the constitution of the United States." The second part read: "I, A.B., do solemnly swear or affirm (as the case may be) to bear true allegiance to the United States of America, and to serve them honestly and faithfully, against all their enemies or opposers whatsoever, and to observe and obey the orders of the President of the United States of America, and the orders of the officers appointed over me." The next section of that chapter specified that "the said troops shall be governed by the rules and articles of war, which have been established by the United States in Congress assembled, or by such rules and articles of war as may hereafter by law be established."</p> <p>- The 1789 Enlistment Oath was changed in 1960 by amendment to Title 10, with the amendment (and current wording) becoming effective in 1962.</p> <p>3. How does it feel, knowing you swore to an Oath similar to the one that the five Marines and one Navy Corpsman who raised the flag on Iwo Jima did? Do you find it motivating that you recited same Oath of Enlistment that Medal of Honor Recipients Cpl Jason Dunham, Sgt Dakota Meyer, and Cpl Kyle Carpenter did?</p>	
<p><u>TIME</u></p>	<p><u>SUMMARY/CONCLUSION</u></p> <p>Today we have discussed the Oath of Enlistment, the significance of the Oath of Enlistment, and the history of the Oath of Enlistment. I am confident that you now have a better understanding of the significance of the Oath of Enlistment.</p> <p>Closing Statement: As Marines we take the Oath of Enlistment knowing that it is not just words, but that someday, we may be required to give our very lives in support and defense of this document. We take this with the requisite seriousness then, and countless numbers of young men and women have done so with great honor and with great sacrifice over</p>	<p><u>REMARKS/NO</u> <u>TES</u></p>

	<p>the 238 years of our history as a nation. Later today, I recommend you take time to reflect on the Oath that you swore by. The freedoms, rights, and responsibilities encompassed in the Constitution of the United States of America have been threatened in the past by "enemies foreign and domestic" and Marines that came before you have defended it with their lives. It is because of them that the hopes and dreams set down on paper in the Constitution have had the time and the security to continue to enliven the hopes and dreams of this great country.</p> <p><u>END OF DISCUSSION</u></p>	
	<p><u>RESOURCES</u></p> <p>-</p> <p>http://usmilitary.about.com/od/joiningthemilitary/a/oathofenlist.htm</p> <p>- http://www.history.army.mil/html/faq/oaths.html</p> <p>- MCWP 6-11: Leading Marines</p>	

GUIDED DISCUSSION 3: LAWS OF WAR

<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 LAW OF WAR/CPL A. BLACKBURN.</p> <p>The ground rules for this discussion are:</p> <ul style="list-style-type: none"> (13) No personal attacks on anyone's opinions (14) Allow each participant to express themselves (15) Drinking coffee and soda is allowed (16) Make head calls at your leisure, just don't interrupt the group (17) Keep your language clean as not to offend others (18) PARTICIPATION BY ALL!!!!!! <p>Gain Attention</p> <p>The following statement is from Cpl Alvin Blackburn, USMC regarding the circumstances that led to the demise of 13 North Vietnamese Army (Regular) soldiers on 22 December 1968.</p> <p>I am aware of my right under the Uniformed Code of Military Justice and the Constitution of the United States, and I voluntarily make this statement. I am aware that the facts presented below may be used in my court. I am aware that I have been charged with thirteen counts of murder in the first degree. The below stated events are true to the best of my recollection.</p> <p>I was assigned team leader of DAGGER II, a recon insert team with a mission of ambushing enemy probe patrols. Drop point coordinates 81964373. Ambush coordinates 82514316. Extraction was to be at 0320 22 December 1968 at 80403915. I knew that the nearest friendly unit was approximately 40KM southwest. Team consisted of myself and seven others; JOHN R. BAKER, WILLIAM E. COTT, STEVE R. KEARNS, JOHN E. JACKSON, G. WASHINGTON JR (SPOOK), JOHN W. WELLINGTON (DUKE) AND MARK C. BRADLEY. I set the men in a hill position and began watch. Instead of a patrol, I spotted a point element of about seven men leading a column of four abreast.</p>	

I estimated about 100 to 110 enemy. We were in the direct lines of march. It was too late to retreat so I decided just to fight it out. I did not break radio silence as it would have given our position away. I was action man. When the enemy point had passed, I waited for what I hoped to be the command element. The forces were not Viet Cong but regular NVA forces. When the one with the most brass showed up, I started shooting. Steve was on my left and was blasting the flank. John covered the rear, and got the point team before getting cut in half by a LAW. Jack took right flank and was firing .45s from both hands; he was shot 37 times that I could count. Duke was braced against a tree with his BAR before a grenade got him'. Mark got about three shots off before he was shot to death, 18 holes in chest and stomach. Spook was backing with Bill and pumping buckshot like crazy. He was shot to death, undetermined number of hits to head and 19 to body. About 27 NVA surrendered after about five minutes, but Bill lost his cool when Spook bought it and kept firing. I knocked Bill down and he came around okay later. I had 2 men left, 15 POW's and a messed up radio. I knew all the firing would bring gook reinforcements, so I tied the POW's together and booby trapped them, each with a M26. I buried our rounds and then we started to march out. We marched until I thought I had found a defendable spot and then camped. Steve was on watch about 4:00 am when sappers hit us. There were about 20 of them. The fight didn't last long but Bill caught a round in the thigh and Steve was covered with shrapnel all over his back. Two POW's had attempted to run and had been decapitated. I treated mine the best I could. I had a choice, save my men or bring out the POW's. I knowingly shot each POW in the head. I made a litter for Bill and started dragging and carrying my men out. I do not remember how long I walked or even if I ever stopped. I remember following the sun or stars and I knew I had to get Bill back before infection took his leg. I did not encounter the enemy again. We finally made it to some Army outfit who took Steve and Bill to Da Nang and me to Hill 63, our CP. I was then sent to a hospital ship where I made (MISSING SENTENCE). I'd do it again given the opportunity. I have no other

statement to make at this time.

**ALVIN L. BLACKBURN
CORPORAL
UNITED STATE MARINE CORPS**

Key points for this discussion will be:

- (1) Marines fight only enemy combatants.
- (2) Marines do not harm enemy soldiers who surrender. Marines disarm them and turn them over to their superiors.
- (3) Marines do not torture or kill enemy prisoners of war or detainees.
- (4) Marines collect and care for the wounded, whether friend or foe.
- (5) Marines do not attack medical personnel, facilities, equipment, or chaplains.
- (6) Marines destroy no more than the mission requires.
- (7) Marines treat all civilians humanely.
- (8) Marines do not steal; they respect private property and possessions.
- (9) Marines do their best to prevent violations of the law of war, and report all violations to their superiors.

Learning Objective: After this guided discussion you will have a better understanding of the Basic Principles of the Law of War (Marines' Rules) MCO 3300.4 and our responsibilities professional warriors.

<u>TIME</u>	<u>DISCUSSION</u>	<u>REMARKS/NO</u>
	<p data-bbox="305 268 532 296"><u>KEY POINT 1:</u></p> <p data-bbox="305 338 1089 365">1. What is the definition of a combatant?</p> <ul style="list-style-type: none"> <li data-bbox="305 411 1224 506">- One of the most important rules under the law of war is that we must only intentionally target the enemy and his war fighting capability. <li data-bbox="305 548 1263 911">- Combatants are generally defined as anyone engaging in hostilities in an armed conflict on behalf of a party to the conflict. Members of the opposing armed forces are the best example; they are lawful targets because of their status as members of the enemy forces. Although civilians, chaplains, doctors, and the sick and wounded are ordinarily considered noncombatants, their conduct (hostile actions or displays of hostile intent toward US forces) can make them lawful targets, as well. <li data-bbox="305 953 1263 1220">- U.S. forces have an inherent right of self-defense. Individuals who commit hostile acts, such as attacking U.S. forces, or display a hostile intent to harm U.S. forces may be engaged with the force necessary to neutralize or eliminate the threat they pose. Both types of combatants (status or conduct-based) are lawful targets unless they are "out of combat" due to injuries or capture. <li data-bbox="305 1262 1243 1562">- This distinction is not always easy to make, however. Uniformed, armed soldiers are easily recognizable while guerrillas, insurgents, and terrorists often mix with civilians and dress in civilian clothes. Alertness and judgment are critical to ensuring that your weapons employment and tactics discriminate between combatants and noncombatants. Remember decisive force is not indiscriminate force. <p data-bbox="305 1604 1263 1724">Interim Summary: We Just finished talking about why Marines fight only enemy combatants; now let's talk about why Marines do not harm enemy soldiers who surrender.</p>	<p data-bbox="1370 239 1435 266"><u>TES</u></p>

<u>TIME</u>	<u>KEY POINT 2:</u>	<u>REMARKS/NO</u>
	<p data-bbox="305 268 1166 300">1. Did Cpl Blackburn treat the POWs properly?</p> <ul style="list-style-type: none"> <li data-bbox="305 342 1243 541">- Combatants who surrender or captured are no longer lawful military targets. The law of war requires you to respect and protect all detainees (whether civilians, prisoners of war, or common criminals), treating them humanely from the point of capture until the time of release. <li data-bbox="305 583 1263 1119">- First, you must allow the enemy to surrender (it is illegal to give "no quarter" orders). Next, follow the "Six S's and T" to ensure you are meeting these obligations to treat them humanely: secure, search, silence, segregate, safeguard, tag, and speed the detainees to the rear as soon as possible. Disarming them ensures they are not a threat to you or others as a matter of force protection. Next, you will remove them from the combat area, allowing them to keep protective gear and personal items of non-military intelligence value (like family photos, wedding rings and identification cards), as well as providing them with water, food, and medical care if necessary. Your professionalism and commitment will ensure your Marines do the right thing every time. <p data-bbox="305 1161 1263 1318">Interim Summary: We Just finished talking about why Marines do not harm enemy soldiers who surrender; now let's talk about why Marines do not torture or kill enemy prisoners of war or detainees.</p>	<p data-bbox="1373 239 1433 270"><u>TES</u></p>
	<p data-bbox="305 1333 537 1365"><u>KEY POINT 3:</u></p> <p data-bbox="305 1407 1243 1470">1. Did Cpl Blackburn violate any international or domestic laws?</p> <ul style="list-style-type: none"> <li data-bbox="305 1512 1263 1780">- Killing and torturing detained personnel is a crime under both international and domestic law. US policy requires us to humanely treat all prisoners, detainees, and anyone in our care and custody. This is the foundation for handling all individuals under the control of US forces. When the principle of humanity is ignored or abandoned, atrocities, brutality, and inhumanity flourish. <li data-bbox="305 1822 1243 1885">- Besides being a legal requirement, humane treatment provides practical benefits as well. If 	<p data-bbox="1308 1333 1498 1365"><u>REMARKS/NO</u></p> <p data-bbox="1373 1371 1433 1402"><u>TES</u></p>

	<p>our enemies believe they will be mistreated or killed following capture, they are more likely to resist and fight to the death. However, treating these individuals humanely provides an incentive for them to surrender and decreases their will to resist. Torture is not only unlawful; it also is counterproductive because it produces unreliable information.</p> <p>- Regarding questioning detainees: although Marines in the field may conduct tactical questioning of those they detain (think who, what, where, when, why-type questions), only trained interrogators can conduct interrogations (this is one of the reasons we "speed detainees to the rear.")</p> <p>Interim Summary: We Just finished talking about why Marines do not torture or kill enemy prisoners of war or detainees; now let's talk about why Marines collect and care for the wounded, whether friend or foe.</p>	
<p><u>TIME</u></p>	<p><u>KEY POINT 4:</u></p> <p>1. Who thinks that the Law of War requires us to care for the enemy sick and wounded who cease to fight? What would you have done if you had two injured Marines and 13 POWs to care for? Were Cpl Blackburn's actions warranted? Why? Why not?</p> <p>- The Law of War requires us to care for the enemy sick and wounded who cease to fight. Their treatment must be based on their medical condition and the urgency of their wounds, not their uniform, nationality, race, religion, or sex. Furthermore, we must take actions to safeguard them from further attack, and understand that there is no such thing as a "mercy killing" under the Law of War.</p> <p>- Because both sides have an obligation to search for the wounded and sick as the conditions permit, the military commander determines when it is possible to do so. He or she must carefully consider mission requirements and self-defense/defense of unit members, before directing searches for wounded enemy.</p>	<p><u>REMARKS/NO</u></p> <p><u>TES</u></p>

	<p>- Finally, the obligation to collect and care for the wounded extends to the dead. Mutilation or desecration of dead bodies violates the Law of War.</p> <p>Interim Summary: We Just finished talking about Marines collect and care for the wounded, whether friend or foe; now let's talk about why Marines do not attack medical personnel, facilities, equipment, or chaplains.</p>	
<p><u>TIME</u></p>	<p><u>KEY POINT 5:</u></p> <p>1. Would medical personnel lose their protected status if they take a direct role in combat, such as a corpsman serving as a sniper? Would a hospital lose its protected status if it were really being used as an armory or command post?</p> <p>- There are three symbols (the red cross, the red crystal, and the red crescent) are recognized medical marking emblems under the Geneva Conventions. These symbols may be applied to buildings, vehicles, aircraft, and armbands; objects marked with these symbols must be protected from attack. Also note that the law permits hospitals to have armed sentries to protect them from thieves and unlawful combatants, and allows doctors and corpsmen to carry side arms for the same reasons.</p> <p>- Note that this protection is not absolute. Just as a civilian's conduct can make him/her a combatant, if these symbols are misused to commit "acts harmful to the enemy", the protection is lost and you may attack in self-defense.</p> <p>- Medical personnel lose protected status if they take a direct role in combat, such as a corpsman</p>	<p><u>REMARKS/NO</u></p> <p><u>TES</u></p>

	<p>serving as a sniper, and a hospital would lose its protected status if it were really being used as an armory or command post.</p> <p>Interim Summary: We Just finished talking about why Marines do not attack medical personnel, facilities, equipment, or chaplains; now let's talk about why Marines destroy no more than the mission requires.</p>	
<p><u>TIME</u></p>	<p><u>KEY POINT 6:</u></p> <p>1. Can Marines target or attack what is not required to accomplish the mission or achieve our military objective?</p> <p>- Do not target or attack what is not required to accomplish the mission or achieve your military objective. Avoid excessive or wanton destruction of private property and never attack undefended villages, towns, dwellings, and buildings. Take actions to minimize collateral damage and protect private civilian property and historic and cultural sites. The more you destroy in battle, the more we will have to rebuild/restore in peace.</p> <p>Interim Summary: We Just finished talking about why Marines destroy no more than the mission requires; now let's talk about why Marines treat all civilians humanely.</p>	<p><u>REMARKS/NO</u></p> <p><u>TES</u></p>

<u>TIME</u>	<u>KEY POINT 7:</u>	<u>REMARKS/NO</u>
	<p data-bbox="305 268 1224 333">1. What is humane treatment? Why is it important that Marines treat civilians with respect?</p> <ul style="list-style-type: none"> <li data-bbox="305 380 1203 506">- Definition of humane: Characterized by tenderness, compassion, and sympathy for people and animals, especially for the suffering or distressed. <li data-bbox="305 552 1256 816">- Under Common Article 3 of the Geneva Conventions, we cannot discriminate against civilians based on race, religion, sex, or nationality and must protect them from violence (rape, assault, murder, etc.). They may not be taken hostage (even if you think it might lead to "actionable intelligence") and must not be subjected to cruel, inhumane or degrading conduct. <li data-bbox="305 863 1263 1020">- All civilians must be respected and must never be intentionally targeted. You do not have to stop your mission to care for them, but do help civilians if it is safe for you to do so and it does not interfere with your mission. <li data-bbox="305 1066 1263 1598">- The protection for civilians from being intentionally targeted like combatants is not absolute. As discussed under rule #1, civilians have a duty to stay out of the fight and US forces have an inherent right of self-defense. Individuals who commit hostile acts such as attacking US forces or display a hostile intent to harm US forces may be engaged with the force necessary to neutralize or eliminate the threat they pose. Therefore, once they take up arms against you and your Marines, they lose their protected status and are lawful targets unless they are "out of combat" due to injuries or capture. Once captured, they are entitled to humane treatment, same as with detainees or Enemy Prisoners of War (EPW). <p data-bbox="305 1644 1243 1770">Interim Summary: We Just finished talking about why Marines treat all civilians humanely; now let's talk about why Marines do not steal and why they respect private property and possessions.</p>	<p data-bbox="1373 233 1430 264"><u>TES</u></p>

<u>TIME</u>	<u>KEY POINT 8:</u>	<u>REMARKS/NO</u>
	<p data-bbox="305 268 1243 331">1. What is a "War Trophy"? Are Marines allowed to retain these items for personnel use?</p> <ul style="list-style-type: none"> <li data-bbox="305 373 1256 474">- The Law of War has specific rules for this area. In addition, the specific rules of engagement may provide additional guidance. <li data-bbox="305 512 1243 884">- Public/Government Property: As a general rule, public or government property may be taken for military necessity. For example, you could occupy a former Baath party compound as your command post, or use captured enemy weapons in self-defense. If you are using captured equipment, it needs to be repainted/remarked to reflect US use/ownership (to minimize the likelihood of fratricide, and avoid law of war violations (such as the improper use of enemy flags, military insignia, and uniforms during combat operations). <li data-bbox="305 921 1260 1255">- Private Property: As a general rule, the temporary use of private property is allowed if there is military necessity and the action is approved by the appropriate authority, usually specified in the rules of engagement or operations order. You must document what property you take and if possible, provide the owner with a receipt. Later, you should return the property or notify your superiors so the owners can be compensated for their loss. <li data-bbox="305 1293 1240 1627">- Contraband: Note that certain items may be prohibited based on force protection concerns; accordingly, seizure of these items may be authorized by the rules of engagement or operations order. Examples of contraband include, but are not limited to, personal and crew served weapons and ammunition, explosive devices and materials associated with such devices, and any other designated items whose possession could adversely impact military operations. <li data-bbox="305 1665 1256 1900">- War trophies: There is clear and detailed guidance on the possession of war trophies and souvenirs. Do not retain items for personal use without express authorization from your commander. In many cases, this prohibition is a force protection measure, designed to protect you and your Marines from booby traps and from the effects 	<p data-bbox="1373 233 1433 260"><u>TES</u></p>

of unstable munitions and poorly maintained or damaged weapons.

Interim Summary: We Just finished talking about why Marines do not steal and why they respect private property and possessions; now let's talk about why Marines do their best to prevent violations of the law of war, and report all violations to their superiors.

<u>TIME</u>	<u>KEY POINT 9:</u>	<u>REMARKS/NO</u>
	<p>1. Why are moral courage and self-discipline the hallmarks of a professional (ethical) warrior? Did Cpl Blackburn show moral and physical courage in caring for the injured Marines? Executing the POWs? Explain your answer.</p> <p>- Marines look out for each other on the battlefield, protecting each other from external threats, and helping each other do the right thing in difficult situations. Train your Marines and Sailors to follow the Law of War in all situations and supervise them to ensure they do so. Ensure that you set the example that you expect them to follow.</p> <p>- "Just following orders" is not a defense to violating the Law of War. If you are ordered to commit a criminal act or Law of War violation, you are obligated to seek clarification of the order ("Sir, are you telling me to do X?"), and ultimately refuse that order if it is unlawful. You are also obligated to report the situation.</p> <p>- Although loyalty to fellow Americans is important, it does not override our duties to support and defend our Constitution and our way of life. Ultimately, every officer, SNCO, NCO, Marine, and Sailor has a duty under the law and the Uniform Code of Military Justice to prevent Law of War violations and to report violations to their chain of command. On those occasions where a reportable incident occurs, (defined as a possible, suspected, or alleged violation of the Law of War), promptly report the incident to the chain of command, a judge advocate, chaplain, inspector general, or military police.</p>	<u>TES</u>
<u>TIME</u>	<p><u>SUMMARY/CONCLUSION</u></p> <p>Today we have talked about the Nine Basic Principles of the Law of War (Marines' Rules). I am confident that you now have a better understanding of the Basic Principles of the Law of War (Marines' Rules) MCO 3300.4 and our responsibilities professional warriors.</p> <p>Closing Statement: Members of the U.S. Armed Forces must comply with the Law of War during all</p>	<u>REMARKS/NO</u> <u>TES</u>

<p>military operations, including regular and irregular warfare, In irregular operations (including stability operations); the challenge is balancing an aggressive warrior ethos against the requirements to avoid harming innocents and causing unnecessary suffering. Meeting these challenges in combat is what Marines do and have always done.</p>	
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END OF DISCUSSION

GUIDED DISCUSSION 4: WARRIOR MORAL ETHIC

<u>TIME</u>	<u>INTRODUCTION</u>	<u>REMARKS/NO</u>
	<p>Good morning my name is _____ today we will be talking about what it means to be an ethical warrior.</p> <p>The ground rules for this discussion are:</p> <ul style="list-style-type: none"> (19) No personal attacks on anyone's opinions (20) Allow each participant to express themselves (21) Drinking coffee and soda is allowed (22) Make head calls at your leisure, just don't interrupt the group (23) Keep your language clean as not to offend others (24) PARTICIPATION BY ALL!!!!!! <p>Gain Attention</p> <p>Medal of Honor Citation for VITTORI, JOSEPH. Rank: Corporal. Organization: U.S. Marine Corps. Company: Company F, 2d Battalion. Division: 1st Marines, 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</p>	<p><u>TES</u></p>

isolated from the remainder of the unit when the enemy again struck in force during the night, he assumed position under the devastating barrage 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:

- (4) Definition of values
- (5) Definition of morals
- (6) Definition of ethics
- (7) Discuss what it means to be an ethical warrior

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

<u>TIME</u>	<u>DISCUSSION</u>	<u>REMARKS/NO</u>
	<p data-bbox="305 268 516 298"><u>KEY POINT 1</u></p> <p data-bbox="305 340 669 369">1. What are values?</p> <ul style="list-style-type: none"> <li data-bbox="305 411 1263 541">- 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 data-bbox="305 583 1263 676">- A value may be defined as something that we hold dear, those things or qualities which we consider to be of worth. <li data-bbox="305 718 1263 886">- 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 data-bbox="305 928 1263 1020">- Beliefs of a person or social group in which they have an emotional investment (either for or against something). <p data-bbox="305 1062 1205 1125">2. What are some things that you value? Why are they important to you?</p> <ul style="list-style-type: none"> <li data-bbox="305 1167 1221 1297">- 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 data-bbox="305 1339 1221 1570">- 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 data-bbox="305 1612 1221 1738">- 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 data-bbox="305 1780 1205 1843">- Values differ between people, and on a larger scale, between people of different cultures. 	<p data-bbox="1373 239 1432 268"><u>TES</u></p>

<p>- If no one mentions "life" as a value, you may want to suggest it prior to asking the next question.</p> <p>3. Where do we, as individuals, get our values from? Do you think that there is a value common to all mankind?</p> <p>- As human beings, we all have our own values, beliefs and attitudes that we have developed throughout the course of our lives.</p> <p>- Individual's values come from a variety of sources. Some of these include:</p> <ul style="list-style-type: none"> • 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). <p>- 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.</p> <p>- 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.</p> <p>- 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>	
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Developing The Ethical Marine Warrior

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?

- 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.

Interim Summary: We just finished defining values and how life is something that everyone values; now let's talk about morals.

<u>TIME</u>	<u>KEY POINT 2</u>	<u>REMARKS/NO</u> <u>TES</u>
	<p>1. What are morals? Moral values?</p> <p>- Of or relating to principles of right and wrong in behavior. <u>Definition of morals</u></p> <p>- Moral values are relative values that protect life and are respectful of the dual life value of self and others. Some possible moral values:</p> <ul style="list-style-type: none"> • Truth • Peace • Freedom • Charity • Family • Friends <p>2. What do you think are some moral values? Do you think they have anything in common?</p> <p>- 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>3. Who can tell the group what the Marine Corps core values are? Do you think our values are moral? Why or why not?</p> <p>- The Marine Corps core values:</p> <ul style="list-style-type: none"> • Honor <ul style="list-style-type: none"> 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 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; now let's talk about ethics.

<u>TIME</u>	<u>KEY POINT 3</u>	<u>REMARKS/NO</u>
	<p data-bbox="305 268 690 296">1. What are ethics?</p> <ul style="list-style-type: none"> <li data-bbox="305 342 1243 405">- Rules of behavior based on ideas about what is morally good and bad. Definition of Ethics <li data-bbox="305 409 1243 573">- 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. <li data-bbox="305 615 1263 709">- Ethics are moral values in action. We have to be ethical because morality protects life and is respectful of others, all others. <p data-bbox="305 751 1187 846">2. Who thinks killing another human being is unethical? Is there a time when taking another person's life is acceptable? Why?</p> <ul style="list-style-type: none"> <li data-bbox="305 892 1243 1024">- 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. <li data-bbox="305 1066 1260 1230">- 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. <li data-bbox="305 1304 1243 1566">- 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. <p data-bbox="305 1608 1227 1703">Interim Summary: We just finished discussing ethics; now let's talk about what it means to be an ethical warrior.</p>	<p data-bbox="1369 237 1433 264"><u>TES</u></p>

<u>TIME</u>	<u>KEY POINT 4</u>	<u>REMARKS/NO</u> <u>TES</u>
	<p>1. In your own words, please tell the group what it means to be an ethical warrior?</p> <ul style="list-style-type: none"> - 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. - 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. - 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. - Ethical warriors are patient when that works, more aggressive when that works allowing them to make better judgments along the entire continuum of force. <p>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?</p> <ul style="list-style-type: none"> - Ours and others. <p>3. Who do we consider as others?</p> <ul style="list-style-type: none"> - All others. If possible, we must protect even our enemies. 	
<u>TIME</u>	<u>SUMMARY/CONCLUSION</u>	<u>REMARKS/NO</u> <u>TES</u>
	<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 what it means to be an ethical</p>	

	<p>warrior.</p> <p>Closing Statement: Read the following vignette to the group as a way to tie everything together.</p> <p style="text-align: center;">"The Bully"</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><u>END OF DISCUSSION</u></p>	
	<p><u>RESOURCES</u></p> <ul style="list-style-type: none"> - MCWP 6-11 Leading Marines - "The Ethical Warrior: Values, morals, and ethics for life, work and service." By Jack Hoban. Published April 2012. - Marine Corps Gazette Article: Developing The Ethical Marine Warrior - Living Values Website 	