

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



GRAY BELT

Revised 2015

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LESSON PLAN

BAYONET TECHNIQUES

MCCS-GRAY-2001

GRAY BELT

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

UNITED STATES MARINE CORPS

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

INSTRUCTOR PREPARATION GUIDE

- LESSON TITLE:** Bayonet Techniques
- LESSON DESIGNATOR:** MCCS-GRAY-2001
- 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:**
 Rifle/Training Rifle
 Bayonet Trainer
 Wooden Bayonet Trainer
 Flak Jacket
 Helmet
 Mouthpiece
- SETUP AND PLANNING:**
 Reserve Training Area
 Conduct Rehearsals

INTRODUCTION**(5 MIN)**

1. **GAIN ATTENTION.** Our Corps was born in the fire and blood of revolution and has been forged and tempered in over 230 years of conflict and defense of the Nation. The fighting that took place in battles such as Bloody Ridge, Bairoko, and Okinawa was "Close-In" fighting; fighting consisting of grenades, firing rounds while closing, bayoneting and even knife fighting. Our history in close-in engagements has also been defined by the warrior ethos.

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

3. **POSITIONS**

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

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

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

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

BODY

(45 MIN)

1. **EXPLAIN**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

2. DEMONSTRATE

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

INTERIM TRANSITION: Go to practice position one.

3. IMITATE

a. Disrupt And Thrust While Closing With A Static Aggressor

(1) Assume the modified basic warrior stance approximately 20 to 30 feet away from the aggressor.

(2) Approach the aggressor by moving at a fast walk, using your legs to absorb the impact of your steps. Ensure the bayonet stays locked on the aggressor and it is not bouncing as you move.

(3) As you reach the critical distance of 5 to 10 feet from the aggressor you will use a burst of speed to close the final distance in a controlled aggressive manner.

FAULT CHECK: Allow students to practice approach and close until they become proficient.

(4) While closing, disrupt the aggressor's weapon by rotating your body slightly to the right, moving their bayonet slightly off line. You only need to redirect the aggressor's weapon a couple of inches to have the weapon miss your body. This will give your blade a clear path to your primary target.

FAULT CHECK: The disrupt is performed concurrent with the thrust. It is not an independent movement.

(5) Enter by stepping forward and thrusting the blade of the weapon directly into the target. Continue to drive through the aggressor.

(6) Retract to the modified basic warrior stance, scan the area for additional threats, and prepare for follow on attacks.

4. PRACTICE

INSTRUCTOR NOTE: Fault check student proficiency and safety.

TRANSITION: We have learned bayonet techniques, are there any questions? We must also understand the principles of the warrior ethos.

5. TIE-IN (WARRIOR ETHOS). What is a Marine? Being a Marine is a state of mind. It is an experience some have likened more to a calling than a profession. Being a Marine is not a job or a pay check, nor is it an occupational specialty. It is not male or female, majority or minority, or a rank insignia. The stars, bars, and chevrons we wear are only indicators of the responsibility or authority we hold at a given time. Rather, being a Marine comes from the eagle, globe and anchor that is tattooed on the soul of every one of us who wears the Marine Corps uniform. It is a searing mark in our innermost being, which comes after the rite of passage through boot camp or OCS when a young man or woman is allowed for the first time to say, "I am a United States Marine." And unlike physical or psychological scars, which over time tend to heal and fade in intensity, the eagle, globe and anchor only grow more defined and

intense the longer you are a Marine. "Once a Marine, always a Marine."

a. The determination to be different, and remain different, has manifested itself in many ways over the years; from military appearance, to strict obedience to orders, to disciplined behavior, to adherence, to traditional standards, and most of all, to an unyielding conviction that we exist to fight. Marines have been distinguished by these characteristics from our beginning. A sense of elitism has grown from the fact that every Marine, whether enlisted or officer, goes through the same training experience. This training has endowed the Corps with a sense of cohesiveness enjoyed by no other American service. This matter of being different is at the very heart of leading Marines. It defines who and what we are by reflecting the mystical cords of the mind that bind all Marines. What we are, what we have been, and what Marines will always be is enduring. There is yet another element of being different that defines Marines, and that is selflessness; a spirit that places the self-interest of the individual second to that of the institution we know as the Corps. That selflessness is stronger nowhere in American society than among Marines.

b. Ordinary men and women-heroes who showed extraordinary leadership have shaped our ethos and courage, both physical and moral, as they shaped the special character that is the essence of our Corps. They are heroes and leaders who are remembered not by their names, or rank, or because they received a decoration for valor. They are remembered because they were Marines.

"Success in battle is not a function of how many show up, but who they are." General Robert Barrow, 27th Commandant of the Marine Corps

c. Individual Marines, like those described above, are the bedrock upon which our Corps spirit is built. From the first day of recruit training, to their first assignments, to their first celebration of the Marine Corps birthday, each Marine is infused with an understanding of the deeds of his or her predecessors. Recruit training, both officer and enlisted, has long been the genesis of the enduring sense of brotherhood that characterizes the Corps. New recruits are told the day they enter training that, as one Marine leader put it, "A Marine believes in his God, in his Country, in his Corps, in his buddies, and in himself."

d. What happens on the parade decks of Parris Island and San Diego or in the woods of Quantico is what makes Marines. As noted in the Leading Marines publication (MCWP 6-11) it is the installation of "an intangible esprit along with the complicated, specific knowledge of soldiering." MCWP 6-11 further goes on to describe that Marines, as they always have, carry on the tradition as a force in readiness, able and willing to go

anywhere and do anything. "Trained men who will stand and fight are never obsolete. It was not the bowman, but the long bow, not the cavalryman, but the horse, which vanished from the scene. Men-the man, the individual who is the Marine Corps symbol and stock-in-trade constitute the one element which never changes."

e. Every Marine is a rifleman. There is both a practical and moral dimension to the credo "every Marine a rifleman." The force structure of the Corps reflects its central purpose: an expeditionary force in readiness. And because it is expeditionary, it is also austere. Austerity places a premium on the role of every Marine. There are no "rear area" Marines, and during expeditionary operations no one is very far from the fighting. The success of each of these operations depends on the speed and flexibility with which Marines build combat power.

f. Marines fighting with maneuver elements are backed up by fellow Marines who labor unceasingly to support the mission by building logistic bases, running truck convoys, distributing supplies, and fighting when needed. This is nothing new. The first Marine aviator to earn the Medal of Honor in World War II, Captain Henry "Hank" Elrod, was a fighter pilot on Wake Island. His aircraft was destroyed after 15 days of heroic defense of the island, he died leading a platoon of Marines in ground combat (see MOH citation below). Actions of Marines like Captain Elrod continue to demonstrate that every Marine is a rifleman. These actions occur with such regularity, that non-Marines often show surprise on learning that there are any specialties in the Corps other than the infantry. This perception on the part of others is part of what makes our Corps, one that transcends occupational specialty.

g. There is almost nothing more precious to a Marine than a fellow Marine. This traditional bond flows from the combat training which all Marines receive, officer and enlisted, and the shared danger and adversity inherent in expeditionary operations.

Those men on the line were my family, my home. They were closer to me than I can say, closer than any friends had been or ever would be. They had never let me down, and I couldn't do it to them. I had to be with them, rather than let them die and me live with the knowledge that I might have saved them. Men, I now knew, do not fight for flag or country, for the Marine Corps or glory or any other abstraction. They fight for one another. Any man in combat who lacks comrades who will die for him, or for whom he is willing to die, is not a man at all. He is truly damned.

By Sergeant William Manchester, Author and WWII veteran of Okinawa.

h. This cohesion between Marines is not a function of a particular unit within the Corps. It is a function of the Corps itself. When a Marine reports to a unit, he or she may be unknown personally, but is a known quantity professionally. Regardless of anything else known about them, their leaders know that they have been trained as Marines and as such they bear that indelible stamp of "rifleman." Nowhere is the effect of this more evident than when Marines are exposed to danger or to war. Fellow Marines, remote from the action, are usually uneasy. Marines are going in harm's way, and there is an unnatural feeling of being "left out" among those not able to go. This attitude is born of the confidence that every Marine can fight, that every Marine can contribute to the mission, and that every Marine is duty bound to share in the danger and the risk of every other Marine in the Corps.

i. This "spirit" of confidence comes from training and tradition. Each individual Marine, because of the fighting tradition of the Corps and the toughness of the training, is confident of his own ability and that of his buddies. That is why Marines fight with discipline and steadfastness in the toughest of situations. This is why when victory or survival becomes doubtful, they turn to their belief in themselves, their buddies, and their units, fighting for one another, their unit, and the Marine Corps. This confidence in themselves and one another very often spells the difference between victory and survival or defeat and annihilation.

TRANSITION: We have discussed warrior ethos, are there any questions?

SUMMARY

(10 MIN)

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

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

UPPER BODY STRIKES

MCCS-GRAY-2002

GRAY BELT

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

UNITED STATES MARINE CORPS

MARTIAL ARTS CENTER OF EXCELLENCE
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QUANTICO, VIRGINIA 22134

INSTRUCTOR PREPARATION GUIDE

LESSON TITLE: Upper Body Strikes

LESSON DESIGNATOR: MCCS-GRAY-2002

TOTAL LESSON TIME: 1 hour 45 minutes

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

PERSONNEL REQUIRED: One instructor and assistants

FACILITIES: Soft footed training area

REVIEW COURSE MATERIALS:
 Review Lesson Plan

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

MATERIALS/EQUIPMENT:
 Black Leather Gloves
 Striking Pad

SETUP AND PLANNING:
 Reserve Training Area
 Conduct Rehearsals

INTRODUCTION**(5 MIN)**

1. **GAIN ATTENTION**. During your career in the United States Marine Corps you will be exposed to many new techniques, such as upper body strikes. The weapons of your body, specifically your arms and hands, will be used from time to time in an offensive attack to stun and finish the aggressor. Marines also have fourteen identifiable traits that solidify our character as a leader. These traits are known as leadership traits.

2. **OVERVIEW**. Good morning, my name is _____. This lesson will cover upper body strikes and leadership traits.

3. **POSITIONS**

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

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

- a. Start slowly and increase speed with proficiency.
- b. Never execute techniques at full force or full speed.
- c. When executing strikes, ensure the joints are kept slightly bent to avoid hyperextension.
- d. Training will be conducted in three stages.
 - (1) Marines will execute techniques in the air.
 - (2) Marines will practice strikes on a pad or dummy.
 - (3) Marines will practice during free sparring.

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

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

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

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

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

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

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

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

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

(1) Striking Surface. The striking surface for each upper body strike will maximize the damage given to the aggressor while minimizing the damage taken. The striking surface for a knife hand strike is the meaty portion of the hand below the little finger extending to the top of the wrist. The chin jab/palm heel strike uses the heel of the hand. The striking surface for elbow strikes is two inches above or below the point of the elbow, depending on your angle of attack.

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

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

2. DEMONSTRATE

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

INTERIM TRANSITION: Go to practice position one.

3. IMITATE.

a. **Outside/Forward Knife Hand Strike.** The outside/forward knife hand strike is used when the primary target area is narrow, for example, to strike the neck between body armor and a helmet.

(1) From the basic warrior stance, make a knife hand with your right hand (like saluting) and bring it back over your right shoulder and rotate your right hip and shoulder backwards.

(2) Thrust your knife hand forward (horizontally) into the aggressor while rotating your right hip and shoulder forward.

(3) Rotate your wrist so your palm is up. Contact should be made on the aggressor with the meaty portion of the knife hand.

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

b. **Inside/Reverse Knife Hand Strike.** The inside/reverse knife hand strike is primarily used after executing the outside/forward knife hand strike.

(1) From the basic warrior stance, make a knife hand with your right hand (like saluting) and bring it back over your left shoulder and rotate your right hip and shoulder forward.

(2) Thrust your knife hand forward (horizontally) into the aggressor while rotating your right hip and shoulder backwards.

(3) Rotate your wrist so your palm is down. Contact should be made on the aggressor with the meaty portion of the knife hand.

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

c. **Vertical Knife Hand Strike.** The vertical knife hand strike is primarily used to attack the back of the neck.

(1) From the basic warrior stance, make a knife hand with your right hand (like saluting) and bring it back over your right shoulder and rotate your right hip and shoulder backwards.

(2) Drop your knife hand down (vertically) onto the aggressor while dropping your body weight and rotating your right hip and shoulder forward.

(3) Your palm should be facing inboard. Contact should be made on the aggressor with the meaty portion of the knife hand.

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

d. **Chin Jab/Palm Heel Strike.** The chin jab/palm heel strike can immediately render an aggressor unconscious and cause extensive damage to the neck and spine.

(1) From the basic warrior stance, bend your right wrist back at a 90 degree angle with your palm facing the aggressor and your fingers pointing up. Extend your hand into a flat position with your fingers bent and joined at the second knuckle.

(2) Move forward to close with the aggressor by pushing off the ball of the right foot to direct your body weight into the attack from low to high.

(3) Thrust the palm of your hand directly up under the aggressor's chin while rotating your right hip and shoulder forward.

(4) The attack should travel up the centerline of the aggressor's chest to his chin. Contact should be made on the aggressor's chin with the heel of your palm.

(5) Follow through the target with your hand and rapidly return to the basic warrior stance.

e. **Horizontal Rear Elbow Strike.** The horizontal rear elbow strike is used when being attacked from the rear.

(1) From the basic warrior stance, look back over your shoulder to acquire your target.

(2) Thrust your right elbow horizontally backwards toward the aggressor while taking a slight step backwards to generate power and bring yourself within striking range of the aggressor.

(3) The right forearm is parallel to the deck with the palm facing the deck.

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

(5) Follow through the target with your elbow and rapidly return to the basic warrior stance.

f. **Vertical Elbow Strike High to Low.** The vertical elbow strike high to low is primarily used to attack the back of the neck when the aggressor is bent over.

(1) From the basic warrior stance, bend your right elbow, keeping your fist close to your ear with your elbow at shoulder level.

(2) Drop your elbow down (vertically) onto the aggressor while dropping your body weight and rotating your right hip and shoulder forward.

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

4. **PRACTICE**

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

TRANSITION: We have learned upper body strikes, are there any questions? Every Marine must also understand and develop their leadership traits.

5. **TIE-IN (LEADERSHIP TRAITS)**. The traits of leadership are the basic fundamentals Marines use to develop their own leadership abilities and their subordinates. The results of failure to apply these fundamentals are obvious. For example, a leader's lack of knowledge or judgment could result in the unnecessary loss of Marines' lives. Our profession is deadly serious when it comes to the requirements for effective leadership by all Marines. The acronym that helps us remember these important leadership principles is "JJ-DID-TIEBUCKLE":

a. **Judgment.** Judgment is the ability to weigh facts and possible courses of action in order to make sound decisions. Sound judgment allows a leader to make appropriate decisions in the guidance and training of his Marines and the employment of his unit. A Marine who exercises good judgment weighs pros and cons accordingly to arrive at an appropriate decision and take proper action.

b. **Justice**. Justice is giving reward and punishment according to the merits of the case in question. The ability to administer a system of rewards and punishments impartially and consistently is critical to a leader's success. The quality of displaying fairness and impartiality is vital in order to gain the trust and respect of subordinates and maintain discipline and unit cohesion, particularly in the exercise of responsibility as a leader.

c. **Dependability**. Dependability is the certainty of proper performance of duty. It is the quality that permits a senior to assign a task to a junior with the understanding it will be accomplished with minimum supervision. This understanding includes the assumption the initiative will be taken on small matters not covered by instructions. It is knowing you can always be counted on.

d. **Initiative**. Initiative is taking action in the absence of orders. Since NCOs and junior officers often work without close supervision, emphasis is placed on being a self-starter. Initiative is a founding principle of Marine Corps Warfighting philosophy.

e. **Decisiveness**. Decisiveness is the ability to make decisions promptly and to announce them in a clear, forceful manner. The quality of character which guides a person to accumulate all available facts in a circumstance, weigh the facts, and choose and announce an alternative which seems best.

f. **Tact**. Tact is the ability to deal with others without creating hostility. The quality of consistently treating peers, seniors, and subordinates with respect and courtesy is a sign of maturity. Tact allows commands, guidance, and opinions to be expressed in a constructive and beneficial manner. This deference must be extended under all conditions regardless of true feelings.

g. **Integrity**. Integrity is the uprightness of character and soundness of moral principles. It is the quality of truthfulness and honesty. A Marine's word is his bond. Nothing less than complete honesty in all of your dealings with subordinates, peers, and superiors is acceptable. For the warrior, integrity is the unity of the mind, body and spirit. It is an understanding that a true warrior is only complete when he has trained himself completely so that his physical prowess is complimented by his mental skills and all is under the control of his soul. The opposite of integrity is not lying but disintegration.

h. **Enthusiasm**. Enthusiasm is the display of sincere interest and exuberance in the performance of duty. Displaying

interest in a task, and optimism that it can be successfully completed, greatly enhance the likelihood the task will be successfully completed.

i. **Bearing**. Bearing is creating a favorable impression in carriage, appearance, and personal conduct at all times. It is the ability to look, act, and speak like a leader whether or not these manifestations indicate one's true feelings. Some signs of these traits are clear and plain speech, an erect gait, and impeccable personal appearance. Bearing is keeping your head, keeping your word and keeping your temper. This is how a warrior acts.

j. **Unselfishness**. Unselfishness is the avoidance of providing for one's own comfort and personal advancement at the expense of others. The quality of looking out for the needs of your subordinates before your own is the essence of leadership. This quality is not to be confused with putting these matters ahead of the accomplishment of the mission.

k. **Courage**. Courage is a mental quality that recognizes fear of danger or criticism, but enables a Marine to proceed in the face of it with calmness and firmness. Knowing and standing for what is right, even in the face of popular disfavor, is often the leader's lot. The business of fighting and winning wars is a dangerous one. The importance of courage on the battlefield is obvious.

l. **Knowledge**. Knowledge is having an understanding of a science or an art. It is the range of one's information, professional knowledge and understanding of one's Marines. The gaining and retention of current developments in military and naval science and world affairs is important for your growth and development. For the warrior this is the mental discipline of the martial art.

m. **Loyalty**. Loyalty is the quality of faithfulness to country, the Corps, and unit, and to one's seniors, subordinates, and peers. The motto of our Corps is *Semper Fidelis*, Always Faithful. You owe unswerving loyalty up and down the chain of command; to seniors, subordinates, and peers.

n. **Endurance**. Endurance is the mental and physical stamina measured by the ability to withstand pain, fatigue, stress, and hardship. The quality of withstanding pain during a conditioning hike in order to improve stamina is crucial in the development of leadership. Leaders are responsible for leading their units in physical endeavors and for motivating them as well. Without endurance a warrior is only a shadow of what he could be.

o. It is important to realize simple knowledge of these basic tenets of leadership is not enough; rather the leader of Marines must instinctively apply them personally, and earnestly develop them in his subordinates. This is not only critical as we develop our subordinates as future leaders but because of the fact these traits are also at the very heart of a sound character development (Select a particular trait and elaborate on that trait).

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

TRANSITION: We have discussed leadership traits, are there any questions?

SUMMARY

(10 MIN)

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

INSTRUCTOR NOTE: Provide follow-on instructions.

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24191 GILBERT ROAD
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LESSON PLAN

LOWER BODY STRIKES

MCCS-GRAY-2003

GRAY BELT

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

UNITED STATES MARINE CORPS

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

INSTRUCTOR PREPARATION GUIDE

LESSON TITLE: Lower Body Strikes

LESSON DESIGNATOR: MCCS-GRAY-2003

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:
 Striking Pad

SETUP AND PLANNING:
 Reserve Training Area
 Conduct Rehearsals

INTRODUCTION**(5 MIN)**

1. **GAIN ATTENTION**. The legs provide the most powerful weapons of the body. Likewise, certain leadership principles give the Marine powerful weapons with which to lead. The techniques taught in this period of instruction, both the physical and mental, will assist the Marine to be a leader and warrior both on and off the field of battle.

2. **OVERVIEW**. Good morning, my name is _____. This lesson will cover lower body strikes and the leadership principles.

3. **POSITIONS**

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

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

- a. Start slowly and increase speed with proficiency.
- b. Never execute techniques at full force or full speed.
- c. When executing strikes, ensure the joints are kept slightly bent to avoid hyperextension.
- d. Training will be conducted in three stages.
 - (1) Marines will execute techniques in the air.
 - (2) Marines will practice strikes on a pad or dummy.
 - (3) Marines will practice during free sparring.

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

BODY**(75 MIN)**

1. **EXPLAIN**

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

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

(1) Generating Power. The legs provide the most powerful weapons of the body because they use the largest muscles of the body. Maximum power is generated by rotating the hips into the attack, driving the hips forward, or dropping your body weight into an aggressor. Strikes with the rear leg are more powerful while strikes with the lead leg are faster.

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

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

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

(1) Striking Surface. The striking surface for each lower body strike will maximize the damage given to the aggressor while minimizing the damage taken. The striking surface for a horizontal knee strike is two inches above the knee, or the inside of the knee, depending on your position. The side kick uses the outside cutting edge of your boot. The axe stomp uses the cutting edge of your heel.

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

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

2. **DEMONSTRATE**

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

INTERIM TRANSITION: Go to practice position one.

3. IMITATE

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

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

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

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

b. **Side Kick.** The side kick is used to stop an aggressor's attack coming from your side.

(1) From the basic warrior stance, look to your right to acquire the target and raise your right knee waist high. You will have to shift your body weight to your left leg to maintain your balance.

(2) Thrust your right foot to the right, making contact on the aggressor with the outside cutting edge of your right boot.

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

c. **Axe Stomp.** The axe stomp is used to attack the aggressor when he is on the deck and you are standing.

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

(2) Forcefully drive the cutting edge of your right heel down onto the aggressor while keeping your right knee slightly bent.

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

(4) Rapidly retract to the basic warrior stance.

4. PRACTICE

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

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

5. **TIE-IN (LEADERSHIP PRINCIPLES)**. The eleven leadership principles are a guide for every Marine, regardless of their rank or MOS. As you will see, they are rooted in our core values, our warrior ethos, and our leadership traits. Let us discuss each.

a. **Know Yourself and Seek Self-Improvement**. Evaluate yourself by using the leadership traits to determine your strengths and weaknesses. Work to improve your weaknesses and utilize your strengths. With knowledge of yourself and group behavior, and your experience, you can determine the best way to deal with any given situation. Ask your peers and seniors for an honest evaluation of your leadership ability. This will help you to identify your weaknesses and strengths. As a warrior you should spend more time on your weaknesses; only then will you become a better leader.

b. **Be Technically and Tactically Proficient**. Before you can lead, you must be able to do the job. As a Marine, you must demonstrate your ability to accomplish the mission. To do this you must be capable of answering questions and demonstrating competence in your MOS, as well as the basic skills of a rifleman that each of us must maintain. Respect is the reward of the Marine who shows competence. Tactical and technical competence can be learned from books and from on the job training. Included in this area are physical fitness, water survival, and martial arts skills.

c. **Know Your Marines and Look Out for Their Welfare**. This is one of the most important of the principles as it is also one of the two purposes of leadership. You should know your Marines and how they react to different situations. This knowledge can save lives. A Marine who is nervous and lacks self-confidence should never be put in a situation where important and immediate decision must be made. Knowledge of your Marines' personalities will enable you, as the leader, to decide how to best handle each Marine and determine when close supervision is needed.

d. **Keep Your Marines Informed**. Marines by nature are inquisitive. To promote efficiency and morale, a leader should inform the Marines in his unit of all happenings and give reasons why things are to be done. This, of course, is done when time

and security permit. Informing your Marines of the situation makes them feel that they are a part of the team and not just a cog in a wheel. Informed Marines perform better and, if knowledgeable of the situation, can carry on without your personal supervision. The key to giving out information is to be sure Marines have enough information to do their job intelligently and to inspire their initiative, enthusiasm, loyalty, and convictions.

e. **Set the Example.** As a Marine progresses through the ranks by promotion, all too often he takes on the attitude of "do as I say, not as I do." Nothing turns Marines off faster! As a leader of Marine your duty is to set the standards for your Marines by personal example. The Marines in your unit take careful note of your appearance, attitude, physical fitness, and personal example. If your personal standards are high, then you can rightfully demand the same of your Marines. If your personal standards are not high you are setting a double standard for your Marines and you will rapidly lose their respect and confidence. Remember your Marines reflect your image! Leadership is taught by example.

f. **Ensure the Task is Understood, Supervised, And Accomplished.** This principle is necessary in the exercise of command. Before you can expect your Marines to perform, they must know first what is expected of them. You must communicate your instructions in a clear, concise manner. Talk at a level that your Marines are sure to understand, but not at a level so low that would insult their intelligence. Before your Marines start a task, allow them a chance to ask questions or seek advice. Supervision is essential. Without supervision you cannot know if the assigned task is being properly accomplished. Over supervision is viewed by subordinates as harassment and effectively stops their initiative. There is a fine line between proper supervision by the leader and micromanagement. The effective leader will never cross that line. Allow subordinates to use their own techniques and judgment. Then periodically check their progress.

g. **Train Your Marines as a Team.** Every waking hour Marines should be trained and schooled; challenged and tested; corrected and encouraged with perfection and teamwork as a goal. When not at war, Marines are judged in peacetime roles such as proficiency in drill, dress, bearing demeanor, shooting, self-improvement, and most importantly, performance of military duties. No excuse can be made for the failure of leaders to train their Marines to the highest state of physical condition and to instruct them to be the very best in the profession of arms. Train with a purpose and emphasize the essential element of teamwork.

h. **Make Sound and Timely Decisions.** The leader must be able to rapidly estimate a situation and make a sound decision based on that estimation. Hesitation or a reluctance to make a decision leads subordinates to lose confidence in your abilities as a leader. Loss of confidence in turn creates confusion and hesitation within the unit. Once you make a decision and discover it is the wrong one, don't hesitate to revise your decision. Marines respect the leader who admits and corrects mistakes immediately instead of trying to bluff through a poor decision.

i. **Develop a Sense of Responsibility Among Your Subordinates.** Another way to show your Marines that you are interested in their welfare is to give them the opportunity for professional development. Assigning tasks and delegating the authority to accomplish tasks promotes mutual confidence and respect between the leader and subordinates. It also encourages the subordinates to exercise initiative and to give wholehearted cooperation in the accomplishment of unit tasks. When you properly delegate authority, you demonstrate faith in your Marines and increase their desire for greater responsibilities. If you fail to delegate authority, you indicate a lack of leadership, and your subordinates may take it to be a lack of trust in their abilities.

j. **Employ Your Command in Accordance with its Capabilities.** Successful completion of a task depends upon how well you know your unit's capabilities. If the task assigned is one that your unit has not been trained to do, failure is very likely to result. Failures lower your unit's morale and self-esteem. You wouldn't send a cook section to "PM" a vehicle; nor would you send three Marines to do the job of ten. Seek out challenging tasks for your unit, but be sure that your unit is prepared for and has the ability to successfully complete the mission.

k. **Seek Responsibility and Take Responsibility for Your Actions.** For professional development, you must actively seek out challenging assignments. You must use initiative and sound judgment when trying to accomplish jobs that are not required by your grade. Seeking responsibilities also means that you take responsibility for your actions. You are responsible for all that your unit does, or fails to do. Regardless of the actions of your subordinates, the responsibility for decisions and their execution falls on you as the leader. You must issue all orders in your name. Stick by your convictions and do what you think is right, but accept justified and constructive criticism. Never remove or demote a subordinate for a failure that is the result of your own mistake.

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

TRANSITION: We have discussed the leadership principles, are there any questions?

SUMMARY

(10 MIN)

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

INSTRUCTOR NOTE: Provide follow-on instructions.

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

LESSON PLAN

CHOKES

MCCS-GRAY-2004

GRAY BELT

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

UNITED STATES MARINE CORPS

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

INSTRUCTOR PREPARATION GUIDE

LESSON TITLE: Chokes

LESSON DESIGNATOR: MCCS-GRAY-2004

TOTAL LESSON TIME: 45 minutes

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

PERSONNEL REQUIRED: One instructor per twelve students, assistants as needed

FACILITIES: Soft footed training area

REVIEW COURSE MATERIALS:
 Review Lesson Plan

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

MATERIALS/EQUIPMENT:
 Mouthpiece

SETUP AND PLANNING:
 Reserve Training Area
 Conduct Rehearsals

INTRODUCTION**(5 MIN)**

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

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

3. **POSITIONS**

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

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

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

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

BODY**(30 MIN)**1. **EXPLAIN**

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

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

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

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

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

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

2. DEMONSTRATE

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

INTERIM TRANSITION: Go to practice position one.

3. IMITATE

a. Front Choke. The front choke uses the aggressor's collar to choke him when you are facing each other.

(1) Begin by facing the aggressor in the basic warrior stance.

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

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

(4) Curl your wrist inward and pull down toward your chest. The aggressor's carotid arteries will be cut off by your

radius bones. Ensure you apply pressure on the carotid arteries and not the trachea.

4. PRACTICE

INSTRUCTOR NOTE: Fault check student proficiency and safety.

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

5. **TIE-IN (HAZING)**. Hazing is defined as any conduct, whereby one military member, regardless of service or rank, cause another military member, regardless of service or rank, to suffer or be exposed to an activity which is cruel, abusive, humiliating, or oppressive. Hazing includes, but is not limited to, any form of initiation or congratulatory act that involves physically striking another to inflict pain, piercing another's skin in any manner, verbally berating another, encouraging another to engage in illegal, harmful, demeaning or dangerous acts. Soliciting or coercing another to participate in any such activity is also considered hazing. Hazing need not involve physical contact among or between military members; it can be verbal or psychological in nature.

a. **Hazing Does Not Include:**

- (1) Mission or operational activities.
- (2) The requisite training to prepare for such missions or operations.
- (3) Administrative corrective measures.
- (4) Extra military instruction.
- (5) Command authorized physical training.
- (6) Authorized incentive training permitted at the Marine Corps Recruit Depots.
- (7) Other similar activities authorized by the chain of command.

b. **Policy**. Hazing is prohibited. No Marine, or service member attached to a Marine command, including Marine detachments, may engage in hazing or consent to acts of hazing being committed on them. No one in a supervisory position may, by act, word, or omission, condone or ignore hazing if they know or reasonably should have known that hazing may occur. Consent to hazing is not a defense to violating the order. Any violation, attempted violation, or solicitation of another to

violate the Marine Corps Order, subjects involved members to disciplinary action under Article 92 of the Uniform Code of Military Justice (UCMJ).

c. **Traditions**. Since the beginning, the Marine Corps has embraced a variety of "Traditions" that commemorate special events in our history or events that celebrate personal milestones and professional achievement. These events remind us of our legacy and help define us as a band of brothers. When properly organized and supervised, these events serve to enhance morale, esprit de corps, pride, professionalism and unit cohesiveness. Unfortunately, some in our ranks confuse hazing with the tradition of certain military ceremonies and develop initiations or "rites of passage" they believe promote loyalty. They do not. Moreover, the occurrence of improper conduct is not limited to such activities. Any "at risk" activity should be strictly scrutinized and supervised by the chain of command to ensure that the dignity and respect of all participants is maintained, while preserving the customs and traditions historically associated with the activity.

d. **Leadership Responsibilities**. With the implementation of the Marine Corps Martial Arts Program we have the opportunity to add to our "Traditions." One of these will be the ceremony associated with the "belt ceremony." As a Marine progresses through the various belt levels and masters additional skills, there should be an appropriate ceremony to mark this special occasion. Let us make this event one that can proudly join our other traditions and become a part of our heritage.

(1) It is the leader's responsibility to provide appropriate training as part of their unit's orientation and annual troop information programs to ensure that Marines are aware of the Marine Corps policy on hazing.

(2) A leader should foster a command climate conducive to the reporting of hazing incidents and be aware of the sensitive nature with which this type of report, as well as the victim's privacy, must be handled.

(3) Leaders teach their Marines the true traditions of our Corps. They make history, customs and courtesies, and traditions not just for inspection, but part of their daily lives. Leaders should schedule events such as mess nights, Bosses nights, Officer/SNCO/NCO calls, and Right-hand Man nights on a regular basis. Celebrate promotions, graduations, belt advancements and other special occasions in a positive reinforcing manner.

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

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

SUMMARY

(10 MIN)

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

INSTRUCTOR NOTE: Provide follow-on instructions.

UNITED STATES MARINE CORPS
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QUANTICO, VIRGINIA 22134

LESSON PLAN

THROWS

MCCS-GRAY-2005

GRAY 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-GRAY-2005

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**. Marines will never have the opportunity to choose their enemies and will need the skills to handle any situation with any size of aggressor. Problems may arise in a Marine's life that may be hard to handle. Marines may have to call on their inner strength and core values to guide them.

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

3. **POSITIONS**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

2. **DEMONSTRATE**

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

INTERIM TRANSITION: Go to practice position one.

3. **IMITATE**

a. **Hip Throw.** A hip throw is particularly effective if the aggressor is moving forward or pushing on you.

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

(2) Grasp the aggressor's right wrist with your left hand and step in between his feet with your right foot.

(3) Rotate on the ball of your right foot and bring your left foot to the same placement inside the aggressor's feet. Your heels should be together and your knees should be bent.

(4) At the same time, hook your right arm around the back of the aggressor's body and pull him in close to you. Your backside and hip should be lower than and outside your aggressor's hips and in a position of leverage.

(5) Pull your aggressor's right arm across your body and slightly lift the aggressor off the deck by bending at the waist, straightening your legs, and rotating your body to your left. If the aggressor cannot be easily lifted, your body position is incorrect.

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

(6) Drive the aggressor to the deck by forcing him over your hip and following through with the throw.

(7) Rapidly return to the basic warrior stance.

4. **PRACTICE**

INSTRUCTOR NOTE: Fault check student proficiency and safety.

TRANSITION: We have learned throws, are there any questions? Every Marine must also understand commitment.

5. TIE-IN (COMMITMENT). Commitment is the promise or pledge to complete a goal or obligation; dedication to an institution or idea. The spirit of determination and dedication within members of a force of arms that leads to professionalism and mastery of the art of war. It leads to the highest order of discipline for unit and self. It is the ingredient that enables 24-hour a day dedication to Corps and Country, to pride, concern for others and is an unrelenting determination to achieve a standard of excellence in every endeavor. Commitment is the value that establishes the Marine as the warrior and citizen others strive to emulate. The promise or pledge to complete a worthy goal by worthy means, which requires identification with that goal and demonstrated actions to support that goal, including, but not limited to:

a. **Competence.** Competence is maintaining, and improving one's skill level to support the team. It is commitment to growing toward a standard of excellence second to none.

b. **Teamwork.** Individual effort in support of other team members in accomplishing the team's mission is the central concept of teamwork. Marines take care of their own. All worthwhile accomplishments are the result of a team effort.

c. **Selflessness.** Marines take care of their subordinates, their families, their fellow Marines before themselves. The welfare of our country and our Corps is more important than our individual welfare.

d. **Concern for People.** The Marine Corps is the custodian of this nation's future, especially her young people. We exist to defend the nation, but just as importantly, we are in the business of creating honorable citizens. Everyone is of value, regardless of race, nation of origin, religion, or gender. Concern includes a commitment to improving the level of education, skill, self-esteem, and quality of life for Marines and their families. On the battlefield, a Marine is the fiercest of all warriors and the most benevolent of conquerors.

e. **Spiritual Heritage.** The U. S. Constitution, the Pledge of Allegiance, and the creeds that guide our nation recognize the value of religious and spiritual heritage of individuals and base our understanding of rights and duties on the endowment of all people, by God, with the inalienable rights of life, liberty, and the pursuit of happiness. Marines maintain spiritual health and growth to nurture enduring values and acquire a source of

strength required for success in battle and the ability to endure hardship.

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

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

SUMMARY

(10 MIN)

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

INSTRUCTOR NOTE: Provide follow-on instructions.

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

LESSON PLAN

COUNTERS TO STRIKES

MCCS-GRAY-2006

GRAY 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: Counters to Strikes

LESSON DESIGNATOR: MCCS-GRAY-2006

TOTAL LESSON TIME: 1 hour

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

PERSONNEL REQUIRED: One instructor and assistants

FACILITIES: Soft footed training area

REVIEW COURSE MATERIALS:
 Review Lesson Plan

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

MATERIALS/EQUIPMENT:
 Mouthpiece

SETUP AND PLANNING:
 Reserve Training Area
 Conduct Rehearsals

INTRODUCTION**(5 MIN)**

1. **GAIN ATTENTION**. In a close combat situation, an aggressor may attempt to strike you with punches or kicks. When an aggressor uses a strike, you must avoid the strike and put yourself in an offensive position to attack the aggressor. In the same way, the code of conduct helps us act honorably as part of the U.S. Armed Forces.

2. **OVERVIEW**. Good morning, my name is _____. This lesson will cover counters to strikes and the code of conduct.

3. **POSITIONS**

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

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

- a. Start slowly and increase speed with proficiency.
- b. Never execute techniques at full force or full speed.
- c. When executing strikes, ensure the joints are kept slightly bent to avoid hyperextension.
- d. Techniques will be performed on a soft-footed area.

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

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

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

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

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

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

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

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

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

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

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

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

2. **DEMONSTRATE**

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

INTERIM TRANSITION: Go to practice position one.

3. **IMITATE**

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

(1) Start facing the aggressor in the basic warrior stance. The aggressor executes a lead hand punch by extending his left arm toward your face.

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

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

(4) Follow through by applying pressure against the aggressor's arm to redirect the strike and throw the aggressor off balance.

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

(6) Return to the basic warrior stance.

b. **Counter to a Lead Leg Kick.** The counter to a lead leg kick is used when the aggressor throws a front kick with his lead leg.

(1) Start facing the aggressor in the basic warrior stance. The aggressor executes a front kick by extending his left leg above waist level.

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

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

(4) Follow through by applying pressure against the aggressor's leg to redirect the strike and throw the aggressor off balance.

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

(6) Return to the basic warrior stance.

4. **PRACTICE**

INSTRUCTOR NOTE: Fault check student proficiency and safety.

TRANSITION: We have learned counters to strikes, are there any questions? Every Marine must also know the code of conduct.

5. **TIE-IN (CODE OF CONDUCT)**. The code of conduct is a simple, written creed applying to all American fighting men. The words of the code state principles Americans have honored in all the wars this country has fought since 1776. Let us discuss each.

a. **Article I**. "I am an American. I serve in the forces which guard my country and our way of life. I am prepared to give my life in their defense." It is a long-standing tradition of American citizens to willingly answer the call to arms when the peace and security of this nation are threatened. Americans have always risen to this challenge and have proven their dedication and willingness to make the supreme sacrifice.

b. **Article II**. "I will never surrender of my own free will. If in command, I will never surrender my men while they still have the means to resist." This is an American tradition that dates back to the Revolutionary War. An individual may never voluntarily surrender himself. If isolated and unable to fight the enemy, he/she is obligated to evade capture and rejoin friendly forces at the earliest possible time. Where a unit is involved, the Marine in command may never surrender that unit to the enemy while it has the power to resist or evade. A unit that is cut off or surrounded must continue to fight until it is relieved by or able to rejoin friendly forces.

c. **Article III**. "If I am captured, I will continue to resist by all means available. I will make every effort to escape and aid others to escape. I will accept neither parole nor special favors from the enemy." The misfortune of being captured by the enemy does not end a Marine's usefulness to his country. It is his duty to continue to resist the enemy by all possible means and to escape and assist others to escape. A Marine may not accept parole from the enemy or special favors such as more food, warm clothes, or fewer physical restrictions in return for promises not to escape or providing information to the enemy.

d. **Article IV**. "If I become a prisoner of war, I will keep faith with my fellow prisoners. I will give no information nor take part in any action which might be harmful to my comrades. If I am senior, I will take command. If not, I will obey the lawful orders of those appointed over me and we'll back them up in every way." Any action endangering the wellbeing of a fellow prisoner is forbidden. Prisoners of war will not help the enemy by identifying fellow prisoners who may have knowledge of particular value to the enemy and who may, therefore, be made to suffer brutal means of interrogation. The senior line officer or noncommissioned officer within the prisoner of war camp or group of prisoners will assume command according to rank or date of rank, without regard to service. If the senior officer or

noncommissioned officer is incapacitated or unable to command for any reason, the next senior man will assume command.

e. **Article V.** "When questioned, should I become a prisoner of war, I am required to give name, rank, service number, and date of birth. I will evade answering further questions to the utmost of my ability. I will make no oral or written statement disloyal to my country and its allies or harmful to their cause." Every POW must make every effort to avoid providing the enemy with information about his unit or operations that could endanger the lives of fellow Marines. To the present, Americans have traditionally fought the enemy wherever he was found and with whatever weapons were available. When captured, the POW continues the battle in a new arena. When facing interrogators, they are under fire just as though bullets and shell fragments were flying about them. Disarmed, the POW must fight back with mind and spirit, remaining faithful to his fellow POW's, yielding no military information, and resisting every attempt of indoctrination.

f. **Article VI.** "I will never forget that I am an American responsible for my actions, and dedicated to the principles which made my country free. I will trust in my God and in the United States of America." The repeated words "I am an American, fighting in the service of my country" are perhaps the most important words of the Code, because they signify each American's faith and confidence in their God, their country, and their service. It is the responsibility of each Marine to honor these traditions by carefully adhering to the meaning of each article of the Code of Conduct.

TRANSITION: We have discussed the code of conduct, are there any questions?

SUMMARY

(10 MIN)

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

<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

COUNTERS TO CHOKES AND HOLDS

MCCS-GRAY-2007

GRAY BELT

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

UNITED STATES MARINE CORPS

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

INSTRUCTOR PREPARATION GUIDE

LESSON TITLE: Counters to Chokes and Holds

LESSON DESIGNATOR: MCCS-GRAY-2007

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**. An effective choke can render you unconscious in eight to thirteen seconds. A hold will allow your aggressor to control you and thus remove your ability to attack. It is important to be able to free yourself from chokes and holds so you can counter with an attack and end the fight. We must also use the six troop leading steps to accomplish whatever missions we may be assigned.

2. **OVERVIEW**. Good morning, my name is _____. This lesson will cover counters to chokes and holds and the six troop leading steps.

3. **POSITIONS**

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

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

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

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

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

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

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

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

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

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

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

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

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

2. **DEMONSTRATE**

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

INTERIM TRANSITION: Go to practice position one.

3. **IMITATE**

a. **Counter to the Front Choke.** The counter to a front choke is used when the aggressor approaches from the front and uses both hands to choke you.

(1) Start with the aggressor facing you and placing you in a front choke with both of his hands around your neck.

(2) With your left hand, strike and grasp the aggressor's right forearm at the elbow and apply downward pressure on the radial nerve with your fingers. This will loosen the aggressor's grip and clear your airway.

(3) Execute a chin jab/palm heel strike to the aggressor's chin with your right hand between the aggressor's arms. Generate power by pushing off the ball of your right foot and stepping forward with your left foot to the outside of the aggressor's right foot.

(4) Return to the basic warrior stance.

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

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

(2) Drop your body weight down, step out with your left leg, and flare your elbows to break the aggressor's grip.

(3) Grasp the upper portion of the aggressor's torso with your right hand near his armpit, and grasp his lower torso with your left hand near his hip.

(4) Step forward with your left foot to the outside of the aggressor's right foot, and off-balance the aggressor by pushing with your right hand and pulling with your left hand.

(5) Execute a leg sweep to drive the aggressor to the deck.

(6) Return to the basic warrior stance.

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

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

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

(3) Maintain control of the aggressor's right wrist with your left hand and grasp his left shoulder with your right hand.

(4) Step forward with your left foot to the outside of the aggressor's right foot, and off-balance the aggressor by pushing with your right hand and pulling with your left hand.

(5) Execute a leg sweep to drive the aggressor to the deck.

(6) Return to the basic warrior stance.

4. PRACTICE

INSTRUCTOR NOTE: Fault check student proficiency and safety.

TRANSITION: We have learned counters to chokes and holds, are there any questions? We will now discuss the six troop leading steps.

5. **TIE-IN (THE SIX TROOP LEADING STEPS: "BAMCIS")**. The purpose of the troop leading steps is to provide you with a structured format to help you develop your plan of attack to accomplish whatever missions you may be assigned. Leaders at all levels use the troop leading steps to varying degrees, but none more so than at the small unit level. In order to help remember the troop leading steps we use the acronym BAMCIS.

a. **Begin the Planning**. When given an order, you must begin the planning for how you will execute the mission assigned. At this time you need to consider how much available time you have to prepare and execute using reverse planning. A good rule of thumb to utilize to determine how much time you have to plan is the "One third, two third" rule. Of the available time, you should use 1/3 to develop your plan and 2/3 should be for your Marines to prepare and rehearse. Next you issue a warning order to your Marines so they can begin preparing themselves and their equipment to assist you. The warning order will give the situation, mission, organization, uniform, equipment, schedule, specific instructions and should include inspection and rehearsals.

b. **Arrange Reconnaissance**. Next you want to arrange for reconnaissance and coordination. In a combat situation you will look at terrain, obstacles, routes, and the enemy. You will also coordinate with adjacent, supporting, and higher units. In a peacetime situation such as planning field training you will do the same type of reconnaissance and coordination.

c. **Make Reconnaissance**. After preparing, you will make your reconnaissance, to get an "eyes on" assessment of the terrain, obstacles, and enemy composition and layout. With this visual reconnaissance you are ready for the next troop leading step.

d. **Complete the Plan.** Based upon initial order received, facts gathered from your reconnaissance and coordination you will complete your plan. In a combat situation this would normally be accomplished by using a five-paragraph order.

e. **Issue the Order.** Once the order is completed you will issue the order. Ensure all are present, that your order is clear, concise and provides enough detail that your Marines understand it and have the information needed to accomplish the mission. Ask questions to verify that all understand the order.

f. **Supervise.** Finally, the last and most important of the troop leading steps is to supervise activities. It is continuous and includes the use of inspections, asking questions, and rehearsals. Do not confuse micro-managing with supervision and never assume that something has been done.

g. These troop leading steps help you prepare for and to execute assigned missions. It is a mental process useful both on the battlefield and in garrison; for tactical situations as well as everyday situations we face continuously. They help to make the best use of time, facilities, and personnel. All the steps should be considered, but depending on the mission and time available, the degree of consideration for each varies. The most important step and the one that can never be left out is supervision.

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

TRANSITION: We have discussed the six troop leading steps, are there any questions?

SUMMARY

(10 MIN)

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

INSTRUCTOR NOTE: Provide follow-on instructions.

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

LESSON PLAN

UNARMED MANIPULATIONS

MCCS-GRAY-2008

GRAY BELT

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

UNITED STATES MARINE CORPS

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

INSTRUCTOR PREPARATION GUIDE

LESSON TITLE: Unarmed Manipulations

LESSON DESIGNATOR: MCCS-GRAY-2008

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 Rehearsal

INTRODUCTION**(5 MIN)**

1. **GAIN ATTENTION**. We have learned many martial arts techniques that are intended to kill an aggressor. In many situations, Marines must be able to handle a situation without resorting to deadly force. These actions include the martial art techniques of unarmed manipulation. Marines must be prepared to act appropriately in any given situation. The core value of honor guides all Marines actions in any situation.

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

3. **POSITIONS**

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

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

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

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

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

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

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

(1) Use of Force. You will not always need to use deadly force when confronted with an aggressor. Peacekeeping and humanitarian operations require you to operate within the continuum of force. In these scenarios the aggressor does not actively attack you and the threat remains low, but he continues to openly defy verbal commands. You will need to control the aggressor, gain compliance, and deescalate the situation without causing serious bodily harm or death.

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

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

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

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

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

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

2. **DEMONSTRATE**

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

INTERIM TRANSITION: Go to practice position one.

3. **IMITATE**

a. **Basic Wristlock Come-Along**. The basic wristlock come-along allows you to control the aggressor's movement and escort him in a safe manner.

(1) Begin by executing a basic wristlock on the aggressor's left hand. Ensure you have the correct grip and the aggressor's hand is tight in your chest.

(2) Step outside the aggressor's left foot with your right foot and pivot to your left so you are facing the same direction as the aggressors on his left side. Maintain pressure on the aggressor's wrist with your left hand.

(3) At the same time, release your right hand and quickly reach behind and under the aggressor's left arm. Grab the aggressor's hand with your fingers on top of his hand and your thumb across his palm. His fingers should be pointing away from you.

(4) Change the grip of your left hand to match your right hand. The aggressor's upper arm should be controlled between your biceps and forearm with his elbow pointing down. Keep your elbows tight together and the aggressor's hand tight to your chest.

INSTRUCTOR NOTE: This is the come-along position. Follow the remaining steps if the aggressor is non-compliant.

(5) Maintain pressure on the aggressor's wrist with your right hand and trace your left hand down his arm to grab his elbow.

(6) Rotate the aggressor's elbow up while bringing his wrist down to the center of his back. Maintain inward and upward pressure on the aggressor's wrist and elbow to control him throughout the movement.

(7) Push down on the aggressor's calf or Achilles tendon with your right foot to bring him to the deck. Maintain control of the aggressor's wrist and elbow. The aggressor's arm may straighten as he goes to the deck.

(8) Kneel down with both knees on either side of the aggressor's arm, placing both knees on his back. Bring the aggressor's left arm across your right thigh and apply inward pressure with your knees to lock the aggressor's arm in place.

INSTRUCTOR NOTE: Ensure students apply slow steady pressure.

b. **Double Flexi Cuffing Technique**. After taking the aggressor to the deck, apply flexi cuffs to more easily maintain control of the aggressor.

(1) Begin by grasping the flexi cuffs with your outside hand in the center of the cuffs with the loops pointing up. Place the cuff on the aggressor's controlled wrist. Ensure you maintain pressure on the aggressor's wrist by controlling his hand.

(2) Using proper verbal commands, instruct the subject to place his free hand in the center of his back, look away, and cross ankles. Take your outside hand and slip it through the free cuff.

(3) Break down the arm naturally and "shake" the aggressor's hand with your outside hand. Slip the cuff on after the shake is complete and properly secure the cuff.

c. **Escort Position.** The escort position allows you to control the aggressor's movement and escort him in a safe manner.

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

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

(3) Pivot on your left foot and step out with your right so you face the same direction as the aggressor. Ensure the aggressor's right palm is facing away from your torso.

(4) Grab the aggressor's right shoulder with your left hand, driving your thumb into his armpit on his brachial plexus tie-in.

(5) Position the aggressor's right arm diagonally across your torso, keeping his wrist against your right hip. You should be standing to the right of and behind the aggressor. Use your chest to apply pressure on the aggressor's elbow.

INSTRUCTOR NOTE: This is the escort position. Follow the remaining steps if the aggressor is non-compliant.

(6) Release your grasp on the aggressor's shoulder with your left hand apply downward pressure on or slightly above his elbow with your left forearm, executing an armbar takedown.

(8) Kneel down with both knees on either side of the aggressor's arm, placing both knees on his back. Bring the aggressor's right arm across your left thigh and apply inward pressure with your knees to lock the aggressor's arm in place.

INSTRUCTOR NOTE: Ensure students apply slow steady pressure.

d. **Single Flexi Cuffing Technique.** After taking the aggressor to the deck, apply flexi cuffs to more easily maintain control of the aggressor.

(1) Begin by grasping the flexi cuffs with your outside hand. Place the cuff on the aggressor's controlled wrist and grasp the cuff with your ring or pinky finger. Ensure you maintain pressure on the aggressor's wrist by controlling his hand.

(2) Using proper verbal commands, instruct the subject to place his free hand in the center of his back, look away, and cross ankles. Take your outside hand and slip it through the free cuff.

(3) Break down the arm naturally and "shake" the aggressor's hand with your outside hand. Slip the cuff on after the shake is complete and properly secure the cuff.

4. **PRACTICE**

INSTRUCTOR NOTE: Fault check student proficiency and safety.

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

5. **TIE-IN (CORE VALUE: HONOR)**. Honor is the bedrock of our character. It is the quality that guides Marines to exemplify the ultimate in ethical and moral behavior; never to lie, cheat, or steal; to abide by an uncompromising code of integrity; to respect human dignity; to have respect and concern for each other. The quality of maturity, dedication, trust, and dependability that commits Marines to act responsibly; to be accountable for actions; to fulfill obligations; and to hold others accountable for their actions. The Marine Corps is a unique institution, not just to the military, but also to the nation and the world. As the guardians of the standards of excellence for our society, Marines must possess the highest sense of gallantry in serving the United States of America and embody responsibility to duty above self, including, but not limited to:

a. **Integrity.** Integrity means demonstrating the highest standards of consistent adherence to right, legal and ethical conduct. For the warrior, integrity is the unity of the mind, body and spirit. It is an understanding that a true warrior is only complete when he has trained himself completely so that his physical prowess is complimented by his mental skills and all is under the control of his soul. The opposite of integrity is not lying but disintegration.

b. **Responsibility**. Responsibility means personally accepting the consequences for decisions and actions, and coaching right decisions of subordinates. A chain is only as strong as the weakest individual link, but a battalion of Marines is more like a cable. Together we are stronger than any individual strand, but one strand may hold us together in a crisis if it's strong enough. One Marine, taking responsibility for a situation may save the day. Every warrior must realize that we are also responsible for properly using the special skills we have been taught.

c. **Honesty**. Honesty means telling the truth. Marines should demonstrate overt honesty in word and action; clarifying possible misunderstanding or misrepresentation caused by silence or inaction by speaking up. Honesty is respecting other's property and demonstrating fairness in all actions. Marines do not lie, cheat, or steal. A warrior is not afraid of the truth and loathes the lie.

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

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

SUMMARY

(10 MIN)

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

INSTRUCTOR NOTE: Provide follow-on instructions.

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LESSON PLAN

ARMED MANIPULATIONS

MCCS-GRAY-2009

GRAY BELT

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

UNITED STATES MARINE CORPS

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

INSTRUCTOR PREPARATION GUIDE

LESSON TITLE: Armed Manipulations

LESSON DESIGNATOR: MCCS-GRAY-2009

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
 Rifle

SETUP AND PLANNING:
 Reserve Training Area
 Conduct Rehearsal

INTRODUCTION**(5 MIN)**

1. **GAIN ATTENTION**. A Marine is taught to keep their weapon with them at all times. Marines must constantly be aware of their surroundings because someone may attempt to take their weapon at any time. Marines must be prepared to respond in any situation. The core value of courage gives all Marines the strength to act in any situation.

2. **OVERVIEW**. Good morning, my name is _____. This lesson will cover armed manipulations and courage.

3. **POSITIONS**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

2. DEMONSTRATE

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

INTERIM TRANSITION: Go to practice position one.

3. IMITATE

a. **Off-Balancing While Stationary Opponent is Pushing.** This technique is used when an aggressor grabs your rifle and pushes into you.

(1) Start facing the aggressor in the port arms position. The aggressor grabs your weapon with both hands and begins to push into you.

(2) Step back with your left foot and pivot your body to the left.

(3) At the same time, lower the muzzle and swing the butt of the weapon up in a quick jerking movement.

(4) Utilize the aggressor's momentum and movement to throw him past you or to the deck.

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

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

b. **Off-Balancing While Stationary Opponent is Pulling.** This technique is used when an aggressor grabs your rifle and pulls away from you.

(1) Start facing the aggressor in the port arms position. The aggressor grabs your weapon with both hands and begins to pull away from you.

(2) Step on the aggressor's foot and push forward to off-balance him and drive him to the deck.

<p>INSTRUCTOR NOTE: Ensure students let up on the aggressor's foot during training to prevent injury.</p>
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(3) When the aggressor releases the weapon, step back to increase the distance between you and the aggressor.

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

c. **Off-Balancing while Opponent is Pulling and Moving.** This technique is used when an aggressor grabs your rifle and pulls away from you while moving backwards.

(1) Start facing the aggressor in the port arms position. The aggressor grabs your weapon with both hands and begins to pull away from you while moving backwards.

(2) Extend the weapon away from your body to gain distance.

(3) Quickly pull the weapon tight to your body and step forward with your left foot to the outside of the aggressor's right foot.

(4) Drive the aggressor to the deck by executing a leg sweep while pushing the weapon across his torso.

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

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

d. **Counter to Over-Hand Grab Strike with Weapon.** This technique is used when an aggressor grabs your rifle palm down and you cannot break his grasp.

(1) Start facing the aggressor in the port arms position. The aggressor grabs the hand guards of your weapon with his right hand palm down. Attempt counter to the over-hand grab (Tan Belt).

(2) Slide your left hand up the hand guards and trap the aggressor's finger with your thumb to hold his hand in place with bone pressure.

(3) Step forward with your right foot and execute a buttstroke to the inside or outside of the aggressor's leg.

(4) Step back with your right foot and rotate the muzzle, placing it parallel to the aggressor's arm.

(5) Drop your body weight to apply downward pressure on the aggressor's elbow, affecting an armbar.

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

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

e. **Counter to Under-Hand Grab Strike with Weapon.** This technique is used when an aggressor grabs your rifle palm up and you cannot break his grasp.

(1) Start facing the aggressor in the port arms position. The aggressor grabs the hand guards of your weapon with his right hand palm up. Attempt counter to the under-hand grab (Tan Belt).

(2) Slide your left hand up the hand guards and trap the aggressor's finger with your thumb to hold his hand in place with bone pressure.

(3) Step forward with your right foot and execute a buttstroke to the inside or outside of the aggressor's leg.

(4) Step back with your left foot and pivot your body to the left.

(5) At the same time, lower the muzzle and swing the butt of the weapon up in a quick jerking movement to throw the aggressor past you or to the deck.

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

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

4. **PRACTICE**

INSTRUCTOR NOTE: Fault check student proficiency and safety.

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

5. **TIE-IN (CORE VALUE: COURAGE)**. Courage is the mental, moral, and physical strength ingrained in Marines to carry them through the challenges of combat and the mastery of fear; to do what is right; to adhere to a higher standard of personal conduct; to lead by example; and to make tough decisions under stress and pressure. It is the inner strength that enables a Marine to take that extra step. Courage is a mental quality that recognizes fear of danger or criticism, but enables a Marine to proceed in the face of it with calmness and firmness.

a. **Types of Courage.** Courage is the outward act of our character. By its presence or absence we show what we are truly made of. There are two types of courage, physical and moral.

(1) **Physical Courage.** Physical courage involves

overcoming perceived dangers that can cause injury or death. A natural reaction to this is fear. It is the body's natural reaction to various types of dangers. Our heart rate increases, chemical reactions take place that heighten our senses and increase our strength. If we are aware that these changes are natural we can harness this extra energy along with the strength of our mind and character and deal with any situation. This is physical courage.

(2) Moral Courage. Moral courage involves doing the right thing when faced with a moral dilemma, ridicule, embarrassment or censure. Mark Twain called moral courage the "quiet courage." In most circumstances no one will know if you have to make this moral decision. You could see an ethical problem and pretend it doesn't exist. No one may be the wiser. The problem with this is that while there is no outward physical damage, a lack of moral courage will eat away at the individual's spirit. You will know and your conscience will constantly remind you of the cowardly deed. It will erode the very foundations of your character. By making the right decision you will strengthen your inner self and develop the moral courage to do the right thing, always.

b. Elements of Courage. The business of fighting and winning wars is a dangerous one; the importance of courage on the battlefield is obvious. Knowing and standing for what is right, even in the face of popular disfavor, is what makes a good leader. The following are elements of courage.

(1) Self-discipline. Marines hold themselves and others responsible for their actions. Marines are committed to maintaining physical, moral, and mental health; to fitness and exercise; and to lifelong learning.

(2) Patriotism. Patriotism is devotion to and defense of one's country. It is the freely chosen, informed willingness to support and defend the Constitution of the United States.

(3) Loyalty. Loyalty means steady reliability to do one's duty in service to the United States of America, the United States Marine Corps, one's command, one's fellow Marines, Sailors, Soldiers, Airmen, citizens, oneself, and to family.

(4) Valor. Valor is boldness and determination in facing danger in battle, and the daily commitment to excellence and honesty in actions small and large.

INSTRUCTOR NOTE: Instructors may enhance this tie-in with additional material in Appendix A, Guided Discussion 6.

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

SUMMARY**(10 MIN)**

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

INSTRUCTOR NOTE: Provide follow-on instructions.

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

LESSON PLAN

KNIFE TECHNIQUES

MCCS-GRAY-2010

GRAY BELT

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-GRAY-2010

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. Knife fighting is a violent engagement likely resulting in death. Marines today train with the knife in the same manner as Marines of the past. Many customs, courtesies, and traditions have developed throughout Marine Corps history.

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

3. **POSITIONS**

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

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

- a. Start slowly and increase speed with proficiency.
- b. Never execute techniques at full force or full speed.
- c. Do not make contact on the aggressor with the weapon.
- d. Conduct all practical application utilizing approved training gear.

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

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

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

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

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

(2) **Grip**. Your grip on the knife should be a natural and relaxed hammer grip with enough strength to hold the weapon while

maintaining dexterity. From this position, the blade of the knife is always facing the aggressor.

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

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

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

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

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

2. **DEMONSTRATE**

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

INTERIM TRANSITION: Go to practice position one.

3. **IMITATE**

a. **Forward Slash**. A forward slash is generally a slash from your aggressor's left shoulder diagonally to his right pocket.

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

(2) Extend your right hand to make contact with the knife blade around the aggressor's left shoulder.

(3) Rotate your palm up to make the blade contact the aggressor. Do not move your arm outside the box, shoulder-width across from your neck to your waistline.

(4) Continue dragging the knife down and across the aggressor's body, from your right to your left.

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

(6) Return to the modified basic warrior stance.

b. **Reverse Slash.** A reverse slash is generally a slash from your aggressor's right shoulder diagonally to his left pocket and usually follows a forward slash.

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

(2) Extend your right hand across your body to make contact with the knife blade around the aggressor's right shoulder.

(3) Rotate your palm down to make the blade contact the aggressor. Do not move your arm outside the box, shoulder-width across from your neck to your waistline.

(4) Continue dragging the knife down and across the aggressor's body, from your left to your right.

(5) Return to the modified basic warrior stance.

c. **Forward Thrust.** A forward thrust follows a horizontal angle into the aggressor's neck (high thrust) or abdominal region (low thrust).

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

(2) Extend your right hand toward the aggressor, palm down, inserting the knife blade into the target.

(3) Once the knife is inserted, twist the blade inward, rotating your palm up.

(4) Bring the knife to the opposite side of the aggressor's body from where it was inserted. Turning the blade and cutting your way out rather than pulling the knife straight out causes more damage to the aggressor.

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

(6) Return to the modified basic warrior stance.

d. **Reverse Thrust.** A reverse thrust follows a horizontal angle into the aggressor's neck (high thrust) or abdominal region (low thrust) and usually follows a forward thrust.

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

(2) Extend your right hand across your body toward the aggressor, palm up, inserting the knife blade into the target.

(3) Once the knife is inserted, twist the blade inward, rotating your palm down.

(4) Bring the knife to the opposite side of the aggressor's body from where it was inserted. Turning the blade and cutting your way out rather than pulling the knife straight out causes more damage to the aggressor.

(5) Return to the modified basic warrior stance.

e. **Bulldogging.** Bulldogging is used to incorporate knife techniques with movement and open hand strikes.

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

(2) Maintaining a low silhouette and move forward in a normal walking motion. While moving forward, perform a thrusting or slashing technique.

(3) After each knife technique, execute an open hand strike to the aggressor's face with your lead hand.

(4) Follow each lead hand strike with another thrusting or slashing technique to a vulnerable target area.

(5) Continue moving forward, thrusting/slashing, and striking the aggressor until he is killed or disabled.

4. **PRACTICE**

INSTRUCTOR NOTE: Fault check student proficiency and safety.

TRANSITION: We have learned knife techniques, are there any questions? We will now discuss customs, courtesies, and traditions.

5. **TIE-IN (CUSTOMS, COURTESIES, AND TRADITIONS).** All cultures and organizations have formal and/or informal rules and

regulations that guide conduct and maintain good order and discipline. These are customs, courtesies and traditions. Overtime the Marine Corps have developed its own unique customs, courtesies, and traditions. It is important you understand what these are and their importance to the strength of a unit. This strength includes unit discipline, esprit de corps, morale, and cohesion.

a. **Customs**. Customs are the practices of preserving ideas and actions from generation to generation. What are some customs that we have in the Marine Corps? Marine Corps Birthday, Parades and Ceremonies, Mess night, etc. Customs strengthen a unit by providing a link with our past, strengthening unit cohesion by instilling a sense of pride in the unit, esprit de corps and morale.

b. **Courtesies**. Courtesies are a set of rules of behavior. It allows for a set of rules that makes it easier for people to live with each other. As part of a military culture, this is essential. We all belong to units that must fight as a team. We also understand that within this unit there is a rank structure and chain of command. The courtesies of the Marines Corps allow for the harmonious interaction of all Marines. Some Marine Corps courtesies include saluting, reporting to seniors, addressing officers, etc.

c. **Traditions**. Traditions are the transmission of knowledge, opinions, doctrines, customs and practices from generation to generation by word of mouth or example. Marine Corps traditions have helped create a fighting force that has become recognized as an American institution. Our traditions foster camaraderie and provide us with an example to emulate. They provide us with a link to our past. Some Marine Corps traditions include our motto, our conduct in battle, change of command ceremony, and concepts such as never leaving our dead, wounded or equipment behind on the field of battle. "First to fight" and "the Marines have landed and the situation is well in hand" are examples of our combat traditions. These are the traditions of warriors. We must remember and practice them.

d. It is essential that all Marines know and apply the customs, courtesies and traditions of our Corps. They are a part of our heritage and will ensure our continued success in the future. As a warrior they provide us with a link to our past, guide our actions in the present and provide us with a means of passing on to future generations of Marines a part of who we are.

TRANSITION: We have discussed customs, courtesies, and traditions, are there any questions?

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

INSTRUCTOR NOTE: Provide follow-on instructions.

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

LESSON PLAN

WEAPONS OF OPPORTUNITY

MCCS-GRAY-2012

GRAY 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: Weapons of Opportunity

LESSON DESIGNATOR: MCCS-GRAY-2012

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 Weapons of Opportunity

SETUP AND PLANNING:
 Reserve Training Area
 Conduct Rehearsal

INTRODUCTION**(5 MIN)**

1. **GAIN ATTENTION**. On the battlefield, a Marine should be ready to use anything around him to serve as a weapon. Weapons of opportunity can be a stick, a club, a broken rifle, an e-tool, or even a belt. A Marine must always be able to adapt to his immediate situation and overcome any adversity. That has been a part of our history since 1775.

2. **OVERVIEW**. Good morning, my name is _____. This lesson will cover weapons of opportunity and Marine Corps History.

3. **POSITIONS**

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

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

- a. Start slowly and increase speed with proficiency.
- b. Never execute techniques at full force or full speed.
- c. Do not make contact on the aggressor with the weapon.
- d. Conduct all practical application utilizing approved training gear.

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

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

a. **Purpose**. The purpose of weapons of opportunity is to use anything on the battlefield to inflict maximum damage on the aggressor.

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

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

must have the mindset to use anything you can find on the battlefield to kill the enemy by whatever means necessary.

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

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

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

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

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

c. Fundamentals. The fundamentals for weapons of opportunity are target areas and angles of attack.

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

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

2. DEMONSTRATE

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

INTERIM TRANSITION: Go to practice position one.

3. IMITATE

a. **Straight Thrust.** The straight thrust is a linear attack to the aggressor's torso, head, or neck.

(1) Start facing the aggressor in the modified basic warrior stance with a two handed grip.

(2) Move forward, pushing off with your rear foot to close the distance and generate power.

(3) At the same time, thrust your weapon straight into your aggressor with both hands. The weapon is thrust at a slight upward angle or parallel to the deck, depending on the target area.

(4) Return to the modified basic warrior stance.

b. **Vertical Strike.** The vertical strike is a vertical attack from high to low towards the aggressor's head.

(1) Start facing the aggressor in the modified basic warrior stance with a one handed grip.

(2) Rotate your right forearm straight down at the elbow to forcefully bring the weapon down on the aggressor. At the same time, forcefully rotate your hips and shoulders toward the aggressor.

(3) Shift your body weight to your left foot and drop your body weight into the aggressor from high to low.

(4) Follow through with the strike by allowing the weight of the weapon to go through the target.

(5) Return to the modified basic warrior stance.

c. **Forward Strike.** The forward strike is a frontal attack executed at a 45-degree angle or horizontally.

(1) Start facing the aggressor in the modified basic warrior stance with a one handed grip.

(2) Step forward into the strike with your left foot while forcefully rotating your hips, shoulders and forearm to the inside at the elbow to bring the weapon down on to the aggressor.

(3) Follow through with the strike by allowing the weight of the weapon to go through the target.

(4) Return to the modified basic warrior stance.

d. **Reverse Strike**. The reverse strike is a frontal attack executed at a 45-degree angle or horizontally.

(1) Start facing the aggressor in the modified basic warrior stance with a one handed grip.

(2) Quickly bring your right hand across your body toward your left shoulder with the weapon extended over your right shoulder.

(3) Rotate your forearm to the right at your elbow to bring the weapon down on to the aggressor while forcefully rotating your hips and shoulders toward the aggressor.

(4) Follow through with the strike by allowing the weight of the weapon to go through the target.

(5) Return to the modified basic warrior stance.

4. **PRACTICE**

INSTRUCTOR NOTE: Fault check student proficiency and safety.

TRANSITION: We have learned weapons of opportunity, are there any questions? We will now discuss Marine Corps history.

5. **TIE-IN (MARINE CORPS HISTORY)**. From its very beginnings, the Marine Corps has been a pivotal part of our country's history. Our legacy is a rich one that serves as an example for each of us to follow during our development as a Marine. Our history is one of combat in defense of the Nation and the ideals of our Constitution. It is a warrior's history.

a. Marine Corps history is the chronological record of the events and individuals that shaped our Corps. The strength of our Corps is its people and our history is the record of the deeds of every Marine who has gone before us. Their valor, devotion, commitment, and selflessness are what have made the Marine Corps strong. The gift or legacy of these Marines is a Corps whose reputation as an elite fighting force is second to none. It is a legacy of war fighting, duty, sacrifice, discipline, and determination. By their actions, they have set the standard that we must strive always to maintain and if possible exceed.

b. As a warrior, every Marine should know the history of our Corps as well as he knows his weapon. We learn from our history, its customs, courtesies and traditions. We apply our customs,

courtesies, and traditions so they will not be lost to the generation that follows us. We understand how we have become the type of organization we are and what will be required to maintain that same level of professionalism.

c. We also learn from the mistakes and successes of the past. This must be part of our study of the art of war. What tactics and techniques have been successful and how these can be applied today. We study the mistakes of the past in order to avoid them in the future. And finally, we study past leaders to learn from them how to be better leaders ourselves.

TRANSITION: We have discussed Marine Corps history, are there any questions?

SUMMARY

(10 MIN)

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

INSTRUCTOR NOTE: Provide follow-on instructions.

UNITED STATES MARINE CORPS
MARTIAL ARTS CENTER OF EXCELLENCE
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QUANTICO, VIRGINIA 22134

LESSON PLAN

GROUND FIGHTING

MCCS-GRAY-2013

GRAY 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-GRAY-2013
- 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. In life you may be forced to grapple with tough situations that test your professionalism and ethics.

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

3. **POSITIONS**

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

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

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

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

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

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

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

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

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

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

(1) Mount Position. In this position the aggressor is on the ground and you are on top. Your legs are outside the aggressor's hips, controlling his ability to move. This is an offensive position because you are able to control the aggressor and to execute ground fighting techniques.

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

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

2. **DEMONSTRATE**

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

INTERIM TRANSITION: Go to practice position one.

3. **IMITATE**

a. **Counter To The Mount**. This technique is used when you are on the ground and the aggressor is mounted on top of you.

(1) Begin by lying on your back with the aggressor mounted on top of you.

(2) Grab the aggressor's gear or clothing on their upper torso and pull them down close to you, while thrusting your hips upward. This off-balances the aggressor and will cause him to extend his arms in front of him and place his hands on the ground to regain his balance.

(3) With your right arm, over hook your aggressor's arm, from the inside around to the outside, above his elbow causing him to bend his elbow.

(4) Draw your elbow in and drive the knuckles of your right hand into his chest to bring him down close to you.

INSTRUCTOR NOTE: Ensure the aggressor's left hand is palm up.

(5) With your right foot, hook the aggressor's left leg or ankle to prevent him from using his leg to base out.

(6) With your left hand, strike the aggressor's right side and push off with your left leg to roll the aggressor off of you to your right side. Avoid being pulled into the aggressor's guard by bridging at a 45 degree angle over your right shoulder.

(7) Maintain control of the aggressor's hooked arm and go to a squatting position on his left side. The aggressor should be lying on his right side.

(8) Keep pressure on the aggressor's hip with your left knee and use your hands (palm-to-palm or figure-four) to apply pressure against the aggressor's left elbow. Forcefully turn to your right and arch your back as you rise to break the aggressor's arm and/or shoulder.

INSTRUCTOR NOTE: Ensure students apply slow steady pressure.

(9) Return to the basic warrior stance.

b. **Counter To The Guard.** This technique is used when the aggressor is on his back and you are trapped in his guard.

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

(2) With your elbows, strike your aggressor's femoral nerve on the inside of his legs to open his guard.

(3) With your right fist, strike your aggressor's groin and hook your left arm underneath the aggressor's right knee. Ensure your upper body is low and your chin is tucked.

(4) Quickly throw the aggressor's right leg over your head with your left arm as you move to your left.

(5) Return to the basic warrior stance.

4. **PRACTICE**

INSTRUCTOR NOTE: Fault check student proficiency and safety.

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

5. TIE-IN (PROFESSIONALISM AND ETHICS). One aspect of the Marine Corps that makes us so special is the high standards of performance and conduct for which we are recognized. This reputation is based upon the deeds and the actions of Marines from our past. But what made their actions so memorable was the level of professionalism and conduct associated with those actions. This continues today. We are an elite organization that views itself as special and with the highest standards. But what does it mean to be a professional?

a. **Professionalism.** The Marine Corps is neither a job nor merely a career men and women drone through in order to reach retirement. When we took our oath, in our hearts we pledged to give our all and sacrifice everything if necessary. As members of a Corps, of a collective team, we understand the concept of selflessness, subordinating our personal needs for that of the common good. We have accepted the fact that as Marines we are expected to maintain the highest standards of conduct and performance. Our appearance must be squared away and our attention to detail meticulous. This is what makes us a professional. It is the hallmark of a Marine and of our warrior culture.

b. **Ethics.** The most important aspect of being a professional is our character. Our character is defined as the values by which we live our life. It governs our actions and guides our decisions. As warriors, we embrace a set of values that allows us to live life by an ethical set of standards. These ethical standards are set forth in the Constitution, the UCMJ, Law of War, Code of Conduct, and regulations. It is important to understand that to be a professional and to be a warrior you must be an individual whose character is based upon ethical standards and values. For a Marine, these are things we have been taught since the first day of recruit training or OCS. To truly be an ethical warrior you must apply these values without exception. It comes down to always listening to your conscience and making the right choice.

TRANSITION: We have discussed professionalism and ethics, are there any questions?

SUMMARY

(10 MIN)

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

INSTRUCTOR NOTE: Provide follow-on instructions.

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LESSON PLAN

FORCE CONTINUUM

MCCS-GRAY-2014

GRAY 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: Force Continuum

LESSON DESIGNATOR: MCCS-GRAY-2014

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 most important decision a Marine may ever make may be whether or not to engage a person with deadly force. To make the right decision, Marines must understand the non-lethal options available to them and they must act responsibly. This training should also develop judgment and maturity in the Marines so they can walk away from potential incidents.
2. **OVERVIEW**. Good morning, my name is _____. The purpose of this lesson is to familiarize you with the force continuum. We will be covering the responsible use of force, temper and intent, the levels in the continuum of force, and real world scenarios.
3. **LEARNING OBJECTIVES**. This is a lesson purpose class with no associated learning objectives.
4. **METHOD/MEDIA**. This lesson will be taught by the informal lecture method with the aid of PowerPoint.
5. **EVALUATION**. This class is lesson purpose and will not be evaluated.
6. **SAFETY/CEASE TRAINING**. In the case of a fire alarm you will exit the classroom and the class commander will get a head count and report to the instructor.

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

BODY**(15 MIN)**

1. **RESPONSIBLE USE OF FORCE**. This lesson is intended to teach the Marine Corps policy, guidelines, and procedures for the use of force for Marines functioning as law enforcement or security personnel. This does not apply to Marines performing military operations subject to the DoD Standing Rules of Engagement or mission specific rules of engagement. In order to act responsibly, Marines must understand and possess the knowledge and skills required to handle all situations appropriately, without unnecessarily escalating the violence.
 - a. **Missions of the Marine Corps**. The missions of today's Marine Corps encompass peacekeeping, humanitarian assistance, and domestic leadership. This includes evacuation operations, maintaining law and order, riot control, courtesy patrol, and the example Marines must set while off-duty. As you hone your martial arts skills and those of your students, you need to be aware that you may eventually find yourself confronted with one of these

situations. Marines in this type of environment must learn to use only the amount of force necessary, without escalating the violence, to meet the demands of the situation.

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

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

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

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

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

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

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

b. **Intent**. Intent is a person's intended actions. Intent can be inferred from physical behavior that is more action-oriented such as running, hitting, carrying or drawing a weapon, reaching for a purse, etc. Intent can also be inferred from a person's equipment or clothing. Does the person's clothing and belongings conform to their reason for being there?

c. **Assessing Temper and Intent.** The Marine's response to a situation depends on their assessment of temper and intent. The Marine should constantly assess the temper and intent of every person with whom they come into contact. This must be done very quickly to determine the threat a subject poses and the way the Marine will respond to the person. Marines should become more focused when something is out of the ordinary. Throughout any situation temper and intent must be constantly re-evaluated and the Marine must adjust their actions accordingly.

3. **LEVELS IN THE CONTINUUM OF FORCE.** Marines must understand that when confronted with a situation where force may be required, their response must be appropriate to the perceived threat. The continuum of force is a wide range of possible actions, ranging from verbal commands to deadly force, which may be used to gain and maintain control of a potentially dangerous situation. The threat level can rise and fall based on the actions of both the Marine and the person involved. Marines must control the situation with the minimum amount of force necessary to gain compliance. The Continuum of Force is broken down into five levels that describe the behavior of the subject and the appropriate response of the Marine to handle the situation.

CONTINUUM OF FORCE	
1.	Compliant (Cooperative): Verbal Commands
2.	Resistant (Passive): Contact Controls
3.	Resistant (Active): Compliance Techniques
4.	Assaultive (Bodily Harm): Defensive Tactics
5.	Assaultive (Serious Bodily Harm/Death): Deadly Force

a. **Level One - Compliant (Cooperative)**

(1) Behavior of Subject. In the first level in the continuum of force, the vast majority of people will cooperate with Marines and obey their instructions. In many cases, the Marine will be dealing with local civilians and military personnel on a daily basis.

(2) Response by Marine. Simple verbal commands used with firmness and courtesy will be sufficient to control most situations the Marine will encounter. Marines who are overly aggressive may antagonize a subject, causing them to be less cooperative, resulting in an unnecessary escalation in the continuum of force.

b. **Level Two - Resistant (Passive)**

(1) Behavior of Subject. In the second level in the continuum of force, subjects start to refuse to obey the Marine's verbal commands. There is no immediate danger of physical harm to either the subject or Marine.

(2) Response by Marine. Contact controls can be used as a bridge between verbal commands and physical force. These are techniques short of physical force, which psychologically intimidate the subject in order to eliminate resistant behavior or reestablish cooperation. Contact controls include repeating verbal commands in a more forceful manner, warning the subject of the consequences of disobedience, and assuming a more authoritative posture. If the subject continues to be uncooperative, the Marine should request assistance through their chain of command.

c. **Level Three - Resistant (Active)**

(1) Behavior of the Subject. In the third level in the continuum of force, the subject first demonstrates physical resistance. The subject does not actively attack the Marine, but continues to openly defy the Marine's verbal commands. The subject may be refusing to comply with directions, pulling away, shouting, struggling, locking oneself in a car, or fleeing from the area. At this level, the physical threat to the Marine remains low.

(2) Response by Marine. Compliance techniques are used at this level to control the situation. This includes martial arts techniques designed to physically force a subject to comply. Examples of compliance techniques include come-along holds, joint manipulation and the use of pressure points to gain compliance. When issued, OC spray and Tasers may be employed before escalating to level four.

d. **Level Four - Assaultive (Bodily Harm)**

(1) Behavior of Subject. In the fourth level in the continuum of force, the subject may physically attack the Marine, but does not use a weapon. Their behavior is characterized by aggressive and combative actions which present physical harm to the Marine. The subject may try to strike, kick, wrestle, or bite the Marine to prevent apprehension.

(2) Response by Marine. Defensive tactics will be used at this level to defeat an assailant's attack, and to establish and maintain control of the subject. Marines must quickly stop the subject's combative behavior to prevent the situation from escalating to deadly force. Defensive tactics include blocks, strikes, kicks, enhanced pain compliance, and baton strikes.

Marines must avoid striking a subject in the head with batons because this is considered deadly force.

e. **Level Five - Assaultive (Serious Bodily Harm/Death)**

(1) Behavior of Subject. In the fifth and final level in the continuum of force, the subject will either kill or seriously injure someone if they are not stopped immediately and brought under control. Guns and knives are the most obvious weapons, but improvised weapons such as pipes, chains, or hazardous materials may pose a lethal threat. Any physical confrontation, in which the Marine is in fear of imminent death or serious bodily harm, even if no weapon is involved, constitutes authorization to apply deadly force.

(2) Response by Marine: Deadly Force. Deadly force is most often applied by the Marine through use of a firearm or some other type of weapon but it may also be delivered by martial arts techniques.

4. REAL WORLD SCENARIOS. As a Marine, the first situation you may find yourself in where you must react as a warrior may not be on the battlefield, but while on liberty. In our daily lives we interact with fellow Marines, our families, friends, and the civilian population. Eventually you may find yourself in a potential confrontation that could range from a minor disagreement, domestic dispute, road rage, potential fight, or riot. You must be prepared to respond appropriately to each of these situations. Listed in descending order are options available for a Marine to take in order to arrive at a peaceful solution.

INSTRUCTOR NOTE: Using the options available to a Marine listed below for responding to various situations, provide actual examples of situations and elicit feedback from the class on how they would handle the situation. Conclude by providing various options for a peaceful resolution.

a. **Avoid the Situation**. Identify a possible confrontational situation before you become involved and avoid becoming entangled in that situation.

b. **Remove Yourself from the Situation**. If you have become involved, attempt to remove yourself from the situation as quickly as possible.

c. **Deescalate the Situation**. If unable to leave or if extenuating circumstances prevent you from leaving attempt to deescalate the situation. Do not become confrontational yourself.

d. **Use Minimum Force Necessary.** If you find yourself being assaulted or attacked, immediately take charge of the situation by using the minimum amount of force necessary.

*Alcohol and emotions do not mix and may further aggravate a confrontational situation. All Marine must control themselves, their emotions, and the situation at all times.

TRANSITION: We have covered force continuum, are there any questions?

SUMMARY

(10 MIN)

During this period of instruction we have discussed responsible use of force, temper and intent, the levels in the continuum of force, and real world scenarios. I am confident that you are now prepared to use the continuum of force responsibly.

INSTRUCTOR NOTE: Provide follow-on instructions.

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LESSON PLAN

MARTIAL CULTURE STUDY: MARINE RAIDERS

MCCS-GRAY-2015

GRAY BELT

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

UNITED STATES MARINE CORPS

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INSTRUCTOR PREPARATION GUIDE

LESSON TITLE: Martial Culture Study: Marine Raiders

LESSON DESIGNATOR: MCCS-GRAY-2015

TOTAL LESSON TIME: 1 hour

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

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

TRANSITION: Now that you know what will be taught and how it will be taught, are there any questions? Let's define a martial culture.

BODY**(45 MIN)**

1. **DEFINITION.** Before we begin our look at the Raiders, we must define two terms. The first term is "martial culture." It is a society or tribe whose primary function is the creation, training, and sustaining of warriors. The entire ethos of the society is, in fact, tied to the warrior identity. The second definition is the term "warrior" itself. The word "warrior" is used loosely in our society today. Athletes who show toughness and grit are given that title, whereas a true warrior is an arms-carrying, professional fighter. A warrior's primary function is to train and prepare for conflict; in fact, their societal development is based on that end state - battlefield combat.
2. **HISTORICAL BACKGROUND.** In the early 1940s, the world was rocked by Nazi Germany in the European theater and the surprise attack by the Japanese at Pearl Harbor. Historians commonly refer to these events as the "road to war." For the Marine Corps, and the Raiders, the road to war started with two men and an innovative, yet untested group fighting for its existence; the

Marine Raiders.

a. **Evans Carlson.** Evans Carlson enlisted as an underage soldier in the Army during World War I. He rose quickly through the ranks; he was a fit, tough, and freethinking type of man. He left the Army at the rank of First Sergeant; however, the call of the military was too strong. He enlisted in the Marine Corps soon after and was selected for Officer Candidate School. He served with distinction in Nicaragua and received a Navy Cross for small unit action.

(1) As an officer, Carlson was obsessed by two things: education and the lure of the Far East, particularly China. Jumping at the chance for duty in the old 4th Marines in Shanghai, he began a highly enjoyable tour as Regimental Intelligence Officer. Returning to the States, he began a tour at the Warms Springs, Georgia Marine Detachment. His duties brought him face-to-face with President Roosevelt, who used the area for rest and relaxation. Carlson constantly talked with the President about what he had seen in China. He continued to view the China situation with earnest, and, frustrated again due to his feelings of containment, he resigned his commission.

(2) Carlson requested to return to China as an observer and went on a series of adventures with Chinese Guerrilla troops that culminated in a book called "Twin Stars of China." He believed that the ability of the Chinese foot soldier was due to what he called "ethical indoctrination." This training process consisted of little separation between officer and enlisted ranks, a series of lectures on why a battle or event was taking place, and tough training combined with political awareness. He wrote a series of secret letters to the President describing his findings. Carlson was convinced that this type of training was the "way to go." As events of the late 1930s unfolded in Europe, Carlson reconsidered his resignation. Not long after Pearl Harbor, he returned as a reserve officer.

b. **Merritt Edson.** Merritt Edson was born in Vermont. When he joined the Marine Corps he quickly established himself as one of the Corps best tactical officers. A rather modest looking man, he possessed a no-nonsense personality and a feel for tactical situations that was quickly put to the test during service in Nicaragua. On a series of long patrols and jungle engagements, he became a master tactician and leader, known both for his cool presence under fire and his tough yet fair leadership style.

(1) After Nicaragua, Edson served with distinction in a variety of staff and leadership positions. A superb rifle and pistol marksman, he captained Marine Corps shooting teams and valued the capability of accurate marksmanship both on the range and in the field.

(2) Edson, though he did not claim credit, was the principal author of the much-valued Small Wars Manual. This "down to the basics" volume is still of great value today. Edson was looked to by junior and senior Marines alike as a man to trust in any situation.

c. **The Marine Raiders**. In the early days of war in Europe, there were few bright spots. One was the British Commando units who used hit and run tactics to score a few small victories against the Axis forces. President Roosevelt became captivated with the concept and made it known that he was ready to form commandos. The Marine Corps was clearly not captivated; however, a number of officers, including future Commandant Captain Wallace Greene and Captain Samuel Griffith were sent to view commando training. After a lengthy battle of whether or not to adopt commando training in the Corps, it was decided by Commandant General Holcomb that two such units would indeed be formed. The men picked to handle the job were Evans Carlson and Merritt Edson. While these two fine officers were given top priority, their new positions were not held in high regard within the Corps. An elite unit within an already elite Marine Corps was considered a waste of valuable assets that could be used for the upcoming Pacific battles. The outside influences of the President and high-ranking members of Congress only added fuel to the fire. Regardless of this controversy, two battalions of Marine Raiders were formed.

3. **TRAINING METHODS**

a. The Raiders' mission was to conduct hit and run raids behind enemy lines. Both commanders, Carlson on the West Coast and Edson on the East Coast, set about to make their units ready for combat. Their methods were different due to personal philosophies.

(1) Carlson favored the approach that he had seen in action in war-torn China. He labeled his effort "Gung Ho" - which means, "work together." He used this phrase in just about everything. His 2nd Raider Battalion was based on extreme physical fitness, extensive indoctrination, and a toughness gained through an intense selection process that included personal interviews. Carlson went so far as to question a Marine's ability to kill.

(2) Edson, with his 1st Raider Battalion, was no less a taskmaster. He had no patience for "gung Ho"; rather, he based his training on hard conditioning with an emphasis on hiking and combat marksmanship.

(3) Both commanders wanted a certain type of Marine that would be able to conduct their missions and screening favored

single Marines with outdoor backgrounds. Carlson, for example, selected for his Executive Officer Major James Roosevelt, the President's son. Edson took an equally appropriate choice; Major Sam Griffith, one of the officers who had observed British commando training. Edson drew from the ranks of his own experience; many of the Nicaragua NCOs came to work for him again.

b. There was a high degree of readiness in both units, along with specialized equipment and training packages. Amphibious raiding, a wide-ranging arsenal of weapons, close-in fighting packages, and priority of training areas gave the Raiders a solid grounding in the tools of the trade. Combined with combative conditioning that included 30-50 mile hikes over uneven ground brought both Battalions to a combat-ready state. Both units did pre-combat deployments and exercises which tested their theories and extensive capabilities.

4. VALUES SYSTEM

a. Core Values. The Raider exemplified the epitome of our core values of honor, courage, commitment. They govern our behavior towards one another and everyone else. They guide the actions of a warrior both on and off the battlefield. They are the foundation of each Marine's character. Our character is that part of us which separates us from others; it is our spirit, and our soul. The Raiders lived by these same values we try do today.

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

(2) Courage. As Marines we will be faced on a daily basis with decisions that require us to exercise one or both of the two types of courage; moral and physical courage. We may be

faced with the problem of doing something unpopular that requires the moral courage to stand up to criticism. In another situation we may find ourselves in combat facing certain death and must demonstrate the physical courage to overcome our fear. A sound character built upon our core values will enable us to find the courage we need.

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

b. Gung Ho. The term "gung ho" is a chinese term that translates into "working together." Colonel Evans C. Carlson introduced the term and philosophy to the Marine Corps while commanding the Second Raider Battalion. In honor of Carlson's Raiders, formal schools throughout the Marine Corps have long recognized Marine students who most exemplify the qualities and leadership that embodies the philosophy of being "gung ho."

5. SIGNIFICANT BATTLES

a. On August 17th 1942, Second Raider Battalion conducted an amphibious raid on the Japanese occupied Makin Island. Traveling aboard two submarines, elements of the Battalion attempted to land under cover of darkness; however, surprise was negated when an accidental discharge occurred. Makin Island was a moderately successful raid in terms of action and mission accomplishment, but the battle itself was highlighted by several elements such as uncertainty of enemy strength and tough small unit action. Carlson lost several Raiders due to enemy fire, but due to communications, weather, and sea-state, several Raiders were left on shore, captured, and eventually beheaded by the Japanese. In spite of these failings, the Makin Island raid was hailed as a success and gave the Raiders and the American public much-needed encouragement during the early days of the Pacific War. Evans Carlson and several raiders were awarded the Navy Cross.

b. On September 12th 1942, while deployed to Guadalcanal, the First Raider Battalion engaged in one of the Corps most

fabled battles. Lunga Ridge, a ridge overlooking a critical airfield, became known as Bloody Ridge. Throughout the night, Japanese troops made numerous attacks and counterattacks to take the Raiders off the key terrain. In each instance, Marines stood their ground in vicious close in fighting that included bayonet charges, hand-to-hand combat and the indomitable leadership of Merritt Edson. To many who were there, it was his presence more than any other single factor that held the Ridge. For his actions, he was awarded the Medal of Honor.

c. As a result of early Raider successes, a 3d and 4th Raider Battalion was formed, and then a Raider Regiment. But the war in the Pacific was changing, and the heavily armed Japanese fortifications were not the mission for the more mobility conscious, lightly armed Raiders. Less than three years after their creation, the Raiders were dissolved and reassigned into conventional Marine infantry units. Wounded badly during the war, Carlson never commanded again and retired soon after. Edson went on to become the Commanding Officer of the 5th Marines and eventually rose to the rank of Major General.

6. DISCUSSION

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

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

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

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

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

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

SUMMARY

(10 MIN)

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

INSTRUCTOR NOTE: Provide follow-on instructions.

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

LESSON PLAN

FREE SPARRING

MCCS-GRAY-2016

GRAY 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-GRAY-2016

TOTAL LESSON TIME: 1 hour 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
 Groin Protection

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

INTRODUCTION**(5 MIN)**

1. **GAIN ATTENTION.** Ground fighting is the free sparring event for gray belt, which coincides with the ground fighting techniques introduced during gray belt training. While the ground is certainly not the most advantageous position for a combative engagement, we must be aware of and prepared for the fact that many close combat engagements end up on the ground. Ground fighting is also a basic skill that is relatively easy to control and practice, and it does not require a large amount of safety gear. Beginning at this level, weapons are introduced and utilized during portions of the training. This fosters proper combat mindset and the ability to adapt to the situation.

2. **OVERVIEW.** Good morning, my name is _____. This lesson will cover the conduct of free sparring.

3. **SAFETY.** Safeties will be 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**(75 MIN)**

1. **PURPOSE.** The purpose of free sparring is to bridge from static to dynamic and inoculation to interpersonal violence.

a. **Bridge from Static to Dynamic.** Ground fighting is the bridge between static ground fighting techniques and a dynamic environment. Free sparring gives Marines the opportunity to apply the individual techniques they have learned in a realistic environment with a live resisting opponent. Executing techniques one at a time is much different than using them against another person who is defending themselves and also trying to hurt you.

b. **Inoculation to Interpersonal Violence.** Inoculation is the process of introducing something to the body so it can defend itself in the future. By introducing Marines to violence on a personal level, they will be more prepared for a real close combat scenario.

2. **CONDUCT OF THE BOUT.** Free sparring is a training tool designed to develop Marines' skills and confidence, and must not become a fight club or beat-down.

a. **Combat Mindset.** Proper combat mindset is essential for free sparring to be effective. Instructor Trainers must ensure the emphasis is on effective combatives and it does not become sport fighting. The focus should be on killing blows, solid offensive and defensive techniques, and gaining the tactical advantage so the enemy cannot return to the engagement. Free

sparring also develops the control and maturity to use the appropriate amount of violence for any given situation along the continuum of force.

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

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

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

e. **Target Areas**. The authorized target areas for ground fighting are the carotid artery and large joints, for submissions instead of strikes. There are no eye gouges, fish hooks, heel hooks, or small joint manipulations. All ground fighting will begin with the fighters on the ground, and they will remain on the ground while fighting (no standing).

f. **Techniques**. There are no strikes authorized during ground fighting. The only authorized techniques are the ground fighting techniques within each belt. Marines must practice proper principles and fundamentals of ground fighting such as space and control. Fighters should focus on gaining the tactical advantage so they can return to their feet and acquire a weapon.

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

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

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

(1) **Fighters**. All Marines are personally responsible for their safety and the safety of the other fighter. Marines must

be in a full duty status to participate in free sparring. If there is any question as to whether or not a Marine is physically qualified to participate, they will see a corpsman or medical officer.

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

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

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

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

b. Safety Gear. The safety gear required for ground fighting is a mouth piece. Groin protection is optional. When adding weapons, all the gear required for pugil sticks must be used.

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

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

e. Unsafe Conditions. It is the referee's, and RSO's, responsibility to immediately stop the fight if they see any

unsafe condition such as a defenseless fighter, safety gear problems, or if a fighter is injured. A fighter is defenseless if they appear unable or unwilling to intelligently defend themselves by exposing their back, falling to the ground, dropping their weapons, or dropping 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 ground fighting, are there any questions? We will now discuss _____.

4. **WARRIOR STUDY**

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

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

SUMMARY **(10 MIN)**

During this period of instruction we have practiced free sparring and discussed a warrior study. I am now confident you will be able to use these techniques to kill the enemy.

INSTRUCTOR NOTE: Provide follow-on instructions.

GUIDED DISCUSSION 1: FUNDAMENTALS OF LEADERSHIP

<u>TIME</u>	<u>INTRODUCTION</u>	<u>REMARKS /</u> <u>NOTES</u>
	<p>Good morning my name is _____ today we will be talking about the fundamentals of Marine Corps Leadership.</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>Medal of Honor Citation: Sergeant James I Poynter, Sergeant, USMC, Company A, 1st Battalion, 7th Marine Regiment, 1st Marine Division. Born: 1 December 1916, Bloomington, IL. Departed: Yes.</p> <p>For conspicuous gallantry and intrepidity at the risk of his life above and beyond the call of duty while serving as a squad leader in a rifle platoon of Company A, in action against enemy aggressor forces during the defense of Hill 532, south of Sudong, Korea. When a vastly outnumbering, well-concealed hostile force launched a sudden, vicious counterattack against his platoon's hasty defensive position, Sgt. Poynter displayed superb skill and courage in leading his squad and directing its fire against the onrushing enemy. With his ranks critically depleted by casualties and he himself critically wounded as the onslaught gained momentum and the hostile force surrounded his position, he seized his bayonet and engaged in bitter hand-to-hand combat as the breakthrough continued. Observing three machineguns closing in at a distance of 25 yards, he dashed from his position and, grasping hand grenades from fallen Marines as he ran, charged the emplacements in rapid succession, killing the crews of two and putting the other out of action before he fell, mortally wounded. By his self-sacrificing and</p>	

	<p>valiant conduct, Sgt. Poynter inspired the remaining members of his squad to heroic endeavor in bearing down upon and repelling the disorganized enemy, thereby enabling the platoon to move out of the trap to a more favorable tactical position. His indomitable fighting spirit, fortitude, and great personal valor maintained in the face of overwhelming odds sustain and enhance the finest traditions of the U.S. Naval Service. He gallantly gave his life for his country.</p> <p>Key points for this discussion will be:</p> <ol style="list-style-type: none"> (1) Define leadership (2) Discuss the 14 Marine Corps Leadership Traits (3) Discuss the 11 Marine Corps Leadership Principles (4) Discuss the six troop leading steps. <p>Learning Objective: After this guided discussion, you will have a better understanding of the fundamentals of Marine Corps Leadership.</p>	
<p><u>TIME</u></p>	<p><u>DISCUSSION</u></p> <p><u>KEY POINT 1</u></p> <p>1. Can someone please tell the group what the term leadership means to you?</p> <p>- <u>Leadership</u>: The sum of those qualities of intellect, human understanding, and moral character that enables a person to inspire and control a group of people successfully.</p> <p>Interim Summary: We just finished discussing leadership; now let's talk about the 14 Marine Corps Leadership Traits.</p>	<p><u>REMARKS /</u> <u>NOTES</u></p>

<u>TIME</u>	<u>DISCUSSION</u>	<u>REMARKS /</u> <u>NOTES</u>
	<p><u>KEY POINT 2</u></p> <p>1. How would you define the Marine Corps' leadership traits? Who remembers what the Marine Corps' 14 Leadership Traits are?</p> <p>- Leadership traits are:</p> <ul style="list-style-type: none"> • The qualities of character that everyone possesses in some capacity. • Good leaders have developed these qualities as strengths. <p>- Remember the 14 leadership traits by the acronym "JJ DID TIE BUCKLE".</p> <ul style="list-style-type: none"> • Justice • Judgment • Dependability • Initiative • Decisiveness • Tact • Integrity • Enthusiasm • Bearing • Unselfishness • Courage • Knowledge • Loyalty • Endurance <p>- Justice</p> <ul style="list-style-type: none"> • Definition - Giving reward and punishment according to the merits of the case in question. The ability to administer a system of rewards and punishments impartially and consistently. • Significance - The quality of displaying fairness and impartiality is critical in order to gain the trust and respect of subordinates and maintains discipline and unit cohesion, particularly in the exercise of responsibility. 	

	<ul style="list-style-type: none"> • Example - Fair apportionment of tasks by a squad leader during field day. <p>- Judgment</p> <ul style="list-style-type: none"> • Definition - The ability to weigh facts and possible courses of action in order to make sound decisions. • Significance - Sound judgment allows a leader to make appropriate decisions in the guidance and training of his/her Marines and the employment of his/her unit. A Marine who exercises good judgment weighs pros and cons accordingly when making appropriate decisions. • Example - A Marine properly apportions his/her liberty time in order to relax as well as to study. <p>- Dependability</p> <ul style="list-style-type: none"> • Definition - The certainty of proper performance of duty. • Significance - The quality that permits a senior to assign a task to a junior with the understanding that it will be accomplished with minimum supervision. • Example - The squad leader ensures that his/her squad falls out in the proper uniform without having been told to by the platoon sergeant. <p>- Initiative</p> <ul style="list-style-type: none"> • Definition - Taking action in the absence of orders. • Significance - Since an NCO often works without close supervision; emphasis is placed on being a self-starter. Initiative is a founding principle of Marine Corps Warfighting philosophy. • Example - In the unexplained absence of the platoon sergeant, an NCO takes charge of the platoon and carries out the training schedule. 	
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- Decisiveness

- Definition - Ability to make decisions promptly and to announce them in a clear, forceful manner.
- Significance - The quality of character which guides a person to accumulate all available facts in a circumstance, weigh the facts, and choose and announce an alternative which seems best. It is often better that a decision be made promptly than a potentially better one be made at the expense of more time.
- Example - A leader, who sees a potentially dangerous situation developing, immediately takes action to prevent injury from occurring.

- Tact

- Definition - The ability to deal with others in a manner that will maintain good relations and avoid offense. More simply stated, tact is the ability to say and do the right thing at the right time.
- Significance - The quality of consistently treating peers, seniors, and subordinates with respect and courtesy is a sign of maturity. Tact allows commands, guidance, and opinions to be expressed in a constructive and beneficial manner. This deference must be extended under all conditions regardless of true feelings.
- Example - A Marine discreetly points out a mistake in drill to an NCO by waiting until after the unit has been dismissed and privately asking which of the two methods are correct.

- Integrity

- Definition - Uprightness of character and soundness of moral principles. The quality of truthfulness and honesty.
- Significance - A Marine's word is his/her

	<p>bond. Nothing less than complete honesty in all of your dealings with subordinates, peers, and superiors is acceptable.</p> <ul style="list-style-type: none"> • Example - A Marine who uses the correct technique on the obstacle course, even when he/she cannot be seen by the evaluator. <p>- Enthusiasm</p> <ul style="list-style-type: none"> • Definition - The display of sincere interest and exuberance in the performance of duty. • Significance - Displaying interest in a task and optimism that can be successfully completed greatly enhances the likelihood that the task will be successfully completed. • Example - A Marine who leads a chant or offers to help carry a load that is giving someone great difficulty while on a hike despite being physically tired, he encourages his fellow Marines to persevere. <p>- Bearing</p> <ul style="list-style-type: none"> • Definition - Creating a favorable impression in carriage, appearance, and personal conduct at all times. • Significance - The ability to look, talk, and act like a leader whether or not these manifestations indicate one's true feelings. • Example - Wearing clean uniforms, boots, and collar devices. Avoiding profane and vulgar language. Keeping a trim, fit appearance. <p>- Unselfishness</p> <ul style="list-style-type: none"> • Definition - Avoidance of providing for one's own comfort and personal advancement at the expense of others. • Significance - The quality of looking out for the needs of your subordinates before your own is the essence of leadership. This quality is not to be confused with putting these matters ahead of the accomplishment of the mission. 	
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- Example - An NCO ensures all members of his unit have eaten before he does, or if water is scarce, he will share what he has and ensure that others do the same.

- Courage

- Definition - Courage is a mental quality that recognizes fear of danger or criticism, but enables a Marine to proceed in the face of danger with calmness and firmness.
- Significance - Knowing and standing for what is right, even in the face of popular disfavor. The business of fighting and winning wars is a dangerous one; the importance of courage on the battlefield is obvious.
- Example - Accepting criticism for making subordinates field day for an extra hour to get the job done correctly.

- Knowledge

- Definition - Understanding of a science or an art. The range of one's information, including professional knowledge and understanding of your Marines.
- Significance - The gaining and retention of current developments in military and naval science and world affairs is important for your growth and development.
- Example - The Marine who not only knows how to maintain and operate his assigned weapon, but also knows how to use the other weapons and equipment in the unit.

- Loyalty

- Definition - The quality of faithfulness to country, Corps, unit, seniors, subordinates and peers.
- Significance - The motto of the Marine Corps is Semper Fidelis, Always Faithful. You owe unswerving loyalty up and down the chain of command.

- Example - A Marine displaying enthusiasm in carrying out an order of a senior, though he may privately disagree with it.

- **Endurance**

- Definition - The mental and physical stamina measured by the ability to withstand pain, fatigue, stress, and hardship.
- Significance - The quality of withstanding pain during a conditioning hike in order to improve stamina is crucial in the development of leadership. Leaders are responsible for leading their units in physical endeavors and for motivating them as well.
- Example - A Marine keeping up on a 10-mile forced march even though he/she has blisters on both feet.

Interim Summary: We just finished discussing the Marine Corps 14 Leadership Traits; now let's talk about the 11 Marine Corps Leadership Principles.

<u>TIME</u>	<u>DISCUSSION</u>	<u>REMARKS /</u> <u>NOTES</u>
	<p data-bbox="305 268 516 296"><u>KEY POINT 3</u></p> <p data-bbox="305 338 1263 443">1. How would you define the Marine Corps' leadership principles? Why do you think the Marine Corps has them?</p> <p data-bbox="305 485 1263 611">- Leadership principles are time tested and proven guidelines of leadership. They are rules of leadership that, if used and followed, will help you to become a successful leader.</p> <p data-bbox="305 653 1068 716">2. Who can name all of the Marine Corps Leadership Principles?</p> <p data-bbox="305 758 1089 789">- Know Yourself and Seek Self Improvement</p> <ul data-bbox="354 800 1252 1486" style="list-style-type: none"> <li data-bbox="354 800 1252 968">• This principle of leadership should be developed by the use of leadership traits. Evaluate yourself by using the leadership traits and determine your strengths and weaknesses. <li data-bbox="354 1010 1252 1486">• You can improve yourself in many ways. To develop the techniques of this principle: <ul style="list-style-type: none"> <li data-bbox="418 1115 1252 1209">o Make an honest evaluation of yourself to determine your strong and weak personal qualities <li data-bbox="418 1220 1252 1272">o Seek the honest opinions of your friends or superiors <li data-bbox="418 1283 1252 1335">o Learn by studying the causes for the success and failures of others <li data-bbox="418 1346 1252 1377">o Develop a genuine interest in people <li data-bbox="418 1388 1252 1440">o Master the art of effective writing and speech <li data-bbox="418 1451 1252 1486">o Have a definite plan to achieve your goal <p data-bbox="305 1528 1110 1560">- Be Technically And Tactically Proficient</p> <ul data-bbox="354 1570 1252 1839" style="list-style-type: none"> <li data-bbox="354 1570 1252 1839">• A person who knows their job thoroughly and possesses a wide field of knowledge. Before you can lead, you must be able to do the job. Tactical and technical competence can be learned from books and from on the job training. To develop this leadership principle of being technically and tactically proficient, you should: 	

	<ul style="list-style-type: none"> o Know what is expected of you then expend time and energy on becoming proficient at those things o Form an attitude early on of seeking to learn more than is necessary o Observe and study the actions of capable leaders o Spend time with those people who are recognized as technically and tactically proficient at those things o Prepare yourself for the job of the leader at the next higher rank o Seek feedback from superiors, peers and subordinates <p>- Know Your People And Look Out For Their Welfare</p> <ul style="list-style-type: none"> • This is one of the most important of the leadership principles. A leader must make a conscientious effort to observe his Marines and how they react to different situations. A Marine who is nervous and lacks self-confidence should never be put in a situation where an important decision must be made. This knowledge will enable you as the leader to determine when close supervision is required. • To put this principle in to practice successfully you should: <ul style="list-style-type: none"> o Put your Marines welfare before you own o Be approachable o Encourage individual development o Know your unit's mental attitude; keep in touch with their thoughts o Ensure fair and equal distribution of rewards o Provide sufficient recreational time and insist on participation <p>- Keep Your Personnel Informed</p> <ul style="list-style-type: none"> • Marines by nature are inquisitive. To promote efficiency and morale, a leader should inform the Marines in his unit of all happenings and give reasons why things are to be done. This is accomplished only if time and security permits. Informing your Marines of the situation makes them feel that they are a part of the team and not 	
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	<p>just a cog in a wheel. Informed Marines perform better.</p> <ul style="list-style-type: none"> • The key to giving out information is to be sure that the Marines have enough information to do their job intelligently and to inspire their initiative, enthusiasm, loyalty, and convictions. • Techniques to apply this principle are: <ul style="list-style-type: none"> ○ Whenever possible, explain why tasks must be done and the plan to accomplish a task ○ Be alert to detect the spread of rumors. Stop rumors by replacing them with the truth ○ Build morale and esprit de corps by publicizing information concerning successes of your unit ○ Keep your unit informed about current legislation and regulations affecting their pay, promotion, privileges, and other benefits <p>- Set The Example</p> <ul style="list-style-type: none"> • A leader who shows professional competence, courage and integrity sets high personal standards for himself before he can rightfully demand it from others. Your appearance, attitude, physical fitness and personal example are all on display daily for the Marines and Sailors in your unit. Remember, your Marines and Sailors reflect your image! • Techniques for setting the example are to: <ul style="list-style-type: none"> ○ Show your subordinates that you are willing to do the same things you ask them to do ○ Maintain an optimistic outlook ○ Conduct yourself so that your personal habits are not open to criticism ○ Avoid showing favoritism to any subordinate ○ Delegate authority and avoid over supervision, in order to develop leadership among subordinates ○ Leadership is taught by example 	
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- Ensure That The Task Is Understood, Supervised, and Accomplished

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

- Train Your Marines And Sailors As A Team

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

	<p>that the purpose is clear to all members of the command</p> <ul style="list-style-type: none"> o Train your team based on realistic conditions o Insist that every person understands the functions of the other members of the team and the function of the team as part of the unit <p>- Make Sound And Timely Decisions</p> <ul style="list-style-type: none"> • The leader must be able to rapidly estimate a situation and make a sound decision based on that estimation. Hesitation or a reluctance to make a decision leads subordinates to lose confidence in your abilities as a leader. Loss of confidence in turn creates confusion and hesitation within the unit. • Techniques to develop this principle include: <ul style="list-style-type: none"> o Developing a logical and orderly thought process by practicing objective estimates of the situation o When time and situation permit planning for every possible event that can reasonably be foreseen o Considering the advice and suggestions of your subordinates before making decisions o Considering the effects of your decisions on all members of your unit <p>- Develop A Sense Of Responsibility Among Your Subordinates</p> <ul style="list-style-type: none"> • Another way to show your Marines you are interested in their welfare is to give them the opportunity for professional development. Assigning tasks and delegating authority promotes mutual confidence and respect between leader and subordinates. It also encourages subordinates to exercise initiative and to give wholehearted cooperation in accomplishment of unit tasks. When you properly delegate authority, you demonstrate faith in your Marines and increase authority, and increase their desire for greater responsibilities. 	
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	<ul style="list-style-type: none"> • To develop this principle you should: <ul style="list-style-type: none"> ○ Operate through the chain of command ○ Provide clear, well thought out directions ○ Give your subordinates frequent opportunities to perform duties normally performed by senior personnel ○ Be quick to recognize your subordinates' accomplishments when they demonstrate initiative and resourcefulness ○ Correct errors in judgment and initiative in a way, which will encourage the individual to try harder ○ Give advice and assistance freely when your subordinates request it ○ Resist the urge to micro manage ○ Be prompt and fair in backing subordinates ○ Accept responsibility willingly and insist that your subordinates live by the same standard - Employ Your Command Within its Capabilities <ul style="list-style-type: none"> • A leader must have a thorough knowledge of the tactical and technical capabilities of the command. Successful completion of a task depends upon how well you know your unit's capabilities. If the task assigned is one that your unit has not been trained to do, failure is very likely to occur. Failures lower your unit's morale and self-esteem. Seek out challenging tasks for your unit, but be sure that your unit is prepared for and has the ability to successfully complete the mission. • Techniques for development of this principle are to: <ul style="list-style-type: none"> ○ Avoid volunteering your unit for tasks that are beyond their capabilities ○ Be sure that tasks assigned to subordinates are reasonable ○ Assign tasks equally among your subordinates ○ Use the full capabilities of your unit before requesting assistance - Seek Responsibilities And Take Responsibility <ul style="list-style-type: none"> • For professional development, you must 	
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	<p>actively seek out challenging assignments. You must use initiative and sound judgment when trying to accomplish jobs that are required by your grade. Seeking responsibilities also means that you take responsibility for your actions. Regardless of the actions of your subordinates, the responsibility for decisions and their application falls on you.</p> <ul style="list-style-type: none"> • Techniques in developing this principle are to: <ul style="list-style-type: none"> ○ Learn the duties of your immediate senior, and be prepared to accept the responsibilities of these duties ○ Seek a variety of leadership positions that will give you experience in accepting responsibility in different fields ○ Take every opportunity that offers increased responsibility ○ Perform every task, no matter whether it is top secret or seemingly trivial, to the best of your ability ○ Stand up for what you think is right. Have courage in your convictions ○ Carefully evaluate a subordinate's failure before taking action against that subordinate ○ In the absence of orders, take the initiative to perform the actions you believe your senior would direct you to perform if present <p>Interim Summary: We just finished discussing the 11 Marine Corps Leadership Principles; now let's talk about the six troop leading steps.</p>	
<p><u>TIME</u></p>	<p><u>DISCUSSION</u></p> <p><u>KEY POINT 4</u></p> <p>1. Why do you think the Marine Corps has six troop leading steps?</p> <p>- The six troop leading steps are a logical thought process, which aid in the planning for and execution of a given mission. The thought process assists unit leaders in making the best use of</p>	<p><u>REMARKS /</u> <u>NOTES</u></p>

time, facilities, and personnel. The degree of consideration for each step varies with the mission and time available.

2. What acronym is used to guide the leader through the six troop leading steps? Please provide a brief description of each step.

- Acronym:

- Begin planning
- Arrange for reconnaissance and coordination
- Make reconnaissance
- Complete plan
- Issue order
- Supervise

- **Begin planning:** A leader should begin planning as soon as he is assigned a mission to accomplish. After receiving the order, the leader should plan the proper use of available time using "reverse planning." Reverse planning requires the leader to consider the scheduled time of the last action he must complete (usually the time of attack) and work backwards to the receipt of the order.

- **Arrange for reconnaissance and coordination:** Reconnaissance is an investigation of a route or a specific area. This can either be done physically on the ground to be investigated or visually from a map. During this step the leader selects a route and prepares a schedule for his reconnaissance. His route and schedule should allow him to cover as much terrain as the available time allows.

- **Make reconnaissance:** The next step is to make the reconnaissance. In some cases the leader may be unable to make a physical reconnaissance because of time constraints or to ensure surprise. If this is the case, the leader should at least conduct a map reconnaissance. It is during this step that the leader completes his estimate of the situation.

- **Complete plan:** After completing the reconnaissance, the leader reviews the preliminary plan and decides on a course of action. The plan

	<p>should be simple and should not endanger Marines or equipment any more than what is necessary to accomplish the mission. After selecting a course of action, the leader prepares notes to be used in issuing the order.</p> <p>- <u>Issue order</u>: Before issuing the order, the leader should orient subordinates from a vantage point. If this is not possible, they should be oriented using maps, sketches, aerial photos or terrain models. The order must include sufficient information for subordinates to carry out the mission, should the leader become a casualty. Each subordinate should be assigned specific tasks. The leader must ensure the plan is understood by soliciting questions or asking questions of subordinates.</p> <p>- <u>Supervise</u>: Supervise is the most important troop leading step. During this step the leader ensures the order is carried out as intended. Often the leader will position himself with the subordinate who has the most difficult task or with the least experienced subordinate leader. Throughout the execution of the plan, the leader must continue to analyze the situation and be prepared to quickly adjust the plan if necessary.</p>	
<p><u>TIME</u></p>	<p><u>SUMMARY/CONCLUSION</u></p> <p>Today we have discussed leadership, the 14 Marine Corps Leadership Traits, 11 Marine Corps Leadership Principles, and the six troop leading steps. I am confident that you now have a better understanding of the fundamentals of Marine Corps Leadership.</p> <p>Closing Statement: "You are the commanders; your men will look to you and act as you do. Let no officer keep to himself or his brother officers, but circulate daylong among his men. Let them see you and see you unafraid. Where there is work to do, turn your hand to it first; the men will follow. Some of you, I see, have erected tents. Strike them at once. We will all sleep as I do, in the open. Keep your men busy. If there is no work, make it up, for when soldiers have time to talk, their talk turns to fear. Action, on the other hand, produces the appetite for more action." - Steven Pressfield, Gates of Fire: An Epic</p>	<p><u>REMARKS /</u> <u>NOTES</u></p>

	Novel of the Battle of Thermopylae. <u>END OF DISCUSSION</u>	
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GUIDED DISCUSSION 2: HAZING

<u>TIME</u>	<u>INTRODUCTION</u>	<u>REMARKS /</u> <u>NOTES</u>
	<p>Good morning my name is _____ today we will be talking about Hazing.</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) No personal attacks (7) PARTICIPATION BY ALL!!!!!! <p>Gain Attention</p> <p>The following is an excerpt from a newspaper article concerning events that took place at Gowragi Patrol Base, Afghanistan in September 2011. The names of the accused have been changed to protect their identity.</p> <p><u>Marine suicide tied to hazing in Afghanistan.</u></p> <p>Lcpl Harry Lew shot himself in the head while stationed at Gowragi Patrol Base, Afghanistan</p> <p>A military court hearing for three Marines, accused of hazing a colleague who later committed suicide in Afghanistan, is now concentrating on whether the trio intended to harm him or simply discipline him.</p> <p>The Marines are charged with 'wrongfully humiliating and demeaning' 21-year-old Lcpl Harry Lew, of Santa Clara, California, who shot himself with a M249 machine gun in the Helmand province of Afghanistan in April.</p> <p>The court heard that Lcpl Lew had been caught sleeping while on watch duty multiple times, at the remote Gowragi Patrol Base close to Taliban positions.</p>	

Before he shot himself, Lcpl Lew wrote a note to his mother on his arm, which said: 'May hate me now, but in the long run this was the right choice.'

Sgt Patrick Jones, Lcpl Edward Rodriguez and Lcpl James Anderson face an Article 32 hearing, the military justice equivalent of a grand jury proceeding.

The hearing got under way at Marine Corps Base Hawaii at Kaneohe Bay, where the three are based, to determine whether there's enough evidence for them to go to trial.

The court heard that Lcpl Lew had regularly fallen asleep while on watch at Gowragi Patrol Base, close to Taliban positions.

Lcpl Anderson was accused of kicking and punching Lcpl Lew in the head, while Lew was wearing a Kevlar helmet. He is also charged with threatening Lew with harm.

The Platoon Commander, 1stLt Donald Wargo testified yesterday that he didn't think Anderson was hazing Lcpl Lew when he punched and kicked Lew's body armour after the Marine was caught sleeping on watch.

1stLt Wargo told the court: 'I think Lcpl Anderson lost his temper. I think he was upset with Lcpl Lew because his sleeping on post which jeopardizes everyone's lives.'

According to the cruelty and maltreatment charge against Lcpl Rodriguez, he allegedly ordered Lcpl Lew 'to do pushups, side planks, leg lifts with a sandbag, while wearing full personal protective equipment and pouring sand onto his face'.

Lcpl Rodriguez is also charged with assault for kicking Lew in the head and stomping on his back.

Sgt Jones and Lcpl Rodriguez are also accused of dereliction for failing to supervise and ensure the welfare of Marines under their care.

Key points for this discussion will be:

	<p>(1) Definition of hazing (2) Marine Corps policy and program on hazing (3) How hazing can affect a Marine and his/her unit</p> <p>Learning Objective: After this guided discussion, you will have a better understanding of what hazing is and what the Marine Corps policy is regarding hazing.</p>	
<p><u>TIME</u></p>	<p><u>DISCUSSION</u></p> <p><u>KEY POINT 1</u></p> <p>1. What is hazing?</p> <ul style="list-style-type: none"> - The practice of playing unpleasant tricks on someone or forcing someone to do unpleasant things. Hazing is done as part of a ritual that people (such as college students) must go through before they are allowed to become members of a group (such as a fraternity). - Conduct by one military member to another, regardless of Service or rank that causes suffering or exposure to an activity which is cruel, abusive, humiliating, oppressive, demeaning, or harmful. Soliciting or coercing another to perpetrate any such activity is also considered hazing. - Any form of initiation or congratulatory act that involves physically striking another to inflict pain. - Verbally berating another. - Encouraging another to excessively consume alcohol. - Encouraging another to engage in illegal, harmful, demeaning or dangerous acts. Soliciting or coercing another to engage in hazing. <p>2. What are some things that would you consider to be hazing?</p> <ul style="list-style-type: none"> - Below are a few examples of things you may here Marines say: 	<p><u>REMARKS /</u> <u>NOTES</u></p>

	<ul style="list-style-type: none"> • Fashion Show • Pinning on Chevrons • Blood Stripes • Funneling • Shellback • Pink Bellies • Tapings • Psychological Sit-Up • Ordnance Kiss • E-tool qualification <p>Interim Summary: We just finished discussing the topic of hazing; now let's talk about the Marine Corps policy regarding hazing.</p>	
<p><u>TIME</u></p>	<p><u>KEY POINT 2</u></p> <p>1. Do you think that the Marine Corps tolerates hazing?</p> <p>- Hazing is prohibited and will not be tolerated in the Marine Corps.</p> <p>2. Please explain the Marine Corps policy regarding hazing?</p> <p>- References:</p> <ul style="list-style-type: none"> • MCO 1700.28A • ALMAR 005/12 <p>- No Marine or Service member attached to a Marine command, including Marine detachments, may engage in hazing or consent to acts of hazing being committed upon them.</p> <p>-No commander or individuals in supervisory positions may, by act, work, deed, or omission, condone or ignore hazing if they know or reasonable should have known that hazing may or did occur.</p> <p>- It is the responsibility of every Marine to ensure that hazing does not occur in any form at any level. Every Service member has the responsibility to make the appropriate authorities</p>	<p><u>REMARKS /</u> <u>NOTES</u></p>

<p>aware of each violation of this policy.</p> <p>- Commanders or individuals in supervisory positions are responsible for ensuring that all events conducted within their organizations or commands comply with this policy.</p> <p>3. If a Marine or Sailor engages in a hazing event, are their actions punishable under the UCMJ?</p> <p>- Any violation, attempted violation, or solicitation of another to violate the Marine Corps Order, will subject involved members to potential administrative or disciplinary action under Article 92 of the Uniform Code of Military Justice (UCMJ).</p> <p>-This does not preclude charging those who have engage in acts of hazing under other applicable Article of the UCMJ to include, but not limited to:</p> <ul style="list-style-type: none"> • Article 80 (attempt) • Article 81 (conspiracy) • Article 92 (violation of a lawful general order) • Article 93 (cruelty and maltreatment) • Article 124 (maiming) • Article 128 (assault) • Article 133 (conduct unbecoming an officer and gentlemen) • Article 134 (indecent assault, drunk and disorderly conduct, and/or solicitation). <p>4. What does it mean to have your new rank "pinned" on? To earn your "blood stripe"? If I allow you to "pin" my new chevrons or to help me earn my "blood stripe", does that make it okay for you to do it?</p> <p>- Actual or implied consent to acts of hazing are not a defense for violating the Marine Corps Order.</p> <p>Interim Summary: We just finished the Marine Corps' policy on hazing; now let's discuss how hazing can affect a Marine and his or her unit.</p>	
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<u>TIME</u>	<u>DISCUSSION</u>	<u>REMARKS /</u>
	<u>KEY POINT 3</u>	<u>NOTES</u>
	<p>1. What would you have done if you were in Lcpl Lew's squad and you found him sleeping on post on several different occasions?</p> <p>Discuss responses.</p> <p>2. Lcpl Anderson was accused of kicking and punching Lcpl Lew in the head, while Lew was wearing a Kevlar helmet. Would you consider that hazing or disciplining the Marine?</p> <ul style="list-style-type: none"> - Article 93 (cruelty and maltreatment) - Article 128 (assault) <p>3. Cpl Jones and Lcpl Rodriguez were accused of dereliction for failing to supervise and ensure the welfare of Marines under their care. Do you agree with the charges?</p> <ul style="list-style-type: none"> - No Marine or Service member attached to a Marine command, including Marine detachments, may engage in hazing. - No commander or individuals in supervisory positions may, by act, work, deed, or omission, condone or ignore hazing. - It is the responsibility of every Marine to ensure that hazing does not occur in any form at any level. <p>4. Do you think that Lcpl Lew's leadership violated any of the Marine Corps Leadership Principles? If so, which one or ones?</p> <ul style="list-style-type: none"> - Possible answers to Leadership Principles: <ul style="list-style-type: none"> • Know your Marines and look out for their welfare • Train your Marines as a team 	

<u>TIME</u>	<u>SUMMARY/CONCLUSION</u>	<u>REMARKS /</u> <u>NOTES</u>
	<p>Today we have discussed a definition of hazing, the Marine Corps Policy regarding hazing and how hazing can affect a Marine and his/her unit. I am confident that you now have a better you will have a better understanding of what hazing is and what the Marine Corps policy is regarding hazing.</p> <p>Closing Statement: Hazing is contrary to our ethos of "taking care of our own" and violates the high standards of virtuous conduct and soldierly repute earned by Marines who have served our Corps honorably since its inception. Hazing violates our institutional character and disrespects our most precious asset, our Marines and Sailors. Hazing will absolutely not be tolerated in our unit.</p> <p><u>END OF DISCUSSION</u></p>	

GUIDED DISCUSSION 3: COMMITMENT

<u>TIME</u>	<u>INTRODUCTION</u>	<u>REMARKS /</u> <u>NOTES</u>
	<p>Good morning my name is _____ today we will be talking about Commitment.</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>Medal of Honor Citation: Private First Class Harold C. Agerholm, USMC, 4t Battalion, 10t Marine Regiment, 2d Marine Division. Born: 29 January 1925, Racine, WI. Departed: Yes</p> <p>"For conspicuous gallantry and intrepidity at the risk of his life above and beyond the call of duty while serving with the 4th Battalion, 10th Marines, 2d Marine Division, in action against enemy Japanese forces on Saipan, Marianas Islands, 7 July 1944. When the enemy launched a fierce, determined counterattack against our positions and overran a neighboring artillery battalion, Pfc. Agerholm immediately volunteered to assist in the efforts to check the hostile attack and evacuate our wounded. Locating and appropriating an abandoned ambulance jeep, he repeatedly made extremely perilous trips under heavy rifle and mortar fire and single-handedly loaded and evacuated approximately 45 casualties, working tirelessly and with utter disregard for his own safety during a grueling period of more than 3 hours. Despite intense, persistent enemy fire, he ran out to aid 2 men whom he believed to be wounded Marines, but was himself mortally wounded by a Japanese sniper while carrying out his hazardous mission. Pfc. Agerholm's brilliant initiative, great personal valor and self-sacrificing efforts in the face of almost certain</p>	

	<p>death reflect the highest credit upon himself and the U.S. Naval Service. He gallantly gave his life for his country.”</p> <p><u>Medal of Honor Citation for Pfc Angerholm</u></p> <p>Key points for this discussion will be:</p> <ul style="list-style-type: none"> (1) Definition of commitment (2) Discuss behavior characteristics displayed by committed Marines (3) Discuss the Oaths of Enlistment and Office <p>Learning Objective: After this guided discussion, you will have a better understanding of what commitment means and how the Oaths of Enlistment and Office defines our commitment to our country and our Corps.</p>	
<u>TIME</u>	<p><u>DISCUSSION</u></p> <p><u>KEY POINT 1</u></p> <p>1. What does the word “commitment” mean to you?</p> <ul style="list-style-type: none"> - A pledge or promise; obligation - 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>2. Who thinks Pfc. Agerholm displayed commitment? Why would you say he was committed? Who was he committed to?</p> <p>Interim Summary: We just finished defining commitment; now let’s talk about behavior characteristics displayed by committed Marines.</p>	<u>REMARKS / NOTES</u>
<u>TIME</u>	<u>DISCUSSION</u>	<u>REMARKS / NOTES</u>

KEY POINT 2**1. What are some behavior characteristics you think a committed Marine would display?**

- Commitment is the promise or pledge to complete a goal. It requires you to identify with that goal and is demonstrated by your actions to support that goal.

- Characteristics of behavior displayed by a committed Marine include but are not limited to the examples below:

- **Competence**: Maintaining and improving one's skill level to support the team. Commitment to moving toward a standard of excellence second to none.
- **Teamwork**: Individual effort in support of other team members in accomplishing the team's mission. Marines take care of their own. All worthwhile accomplishments are the result of team effort.
- **Selflessness**: Marines take care of their subordinates, families, and fellow Marines before themselves. The welfare of our country and our Corps is more important than our individual welfare.
- **Concern for people**: The Marine Corps is the custodian of this nation's future; her young people. We exist to defend the nation, but just as importantly, we are in the business of creating honorable citizens. Everyone has value, regardless of race, nation or origin, religion, or gender. Concern includes a commitment to improving the level of education, skill, self-esteem, and quality of life for Marines and their families. On the battlefield, a Marine is the fiercest of all warriors, and the most benevolent of conquerors.

Interim Summary: We just finished discussing behavior characteristics displayed by committed Marines; now let's talk about the Oaths of Enlistment and Office.

<u>TIME</u>	<u>DISCUSSION</u>	<u>REMARKS /</u> <u>NOTES</u>
	<p data-bbox="305 329 516 363"><u>KEY POINT 3</u></p> <p data-bbox="305 401 1263 793">1. How many of you have heard the following oath? "I, [<u>State your name</u>], do solemnly swear 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; 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." Have you ever taken this oath? Where?</p> <ul data-bbox="305 835 1224 968" style="list-style-type: none"> - Oath of Enlistment (Enlisted) - Take this oath at Military Entrance Processing Station (MEPS) prior to going to Boot Camp <p data-bbox="305 1003 1263 1360">2. Who can tell the group who the following oath pertains to? "I, [<u>State your name</u>], do solemnly swear 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; that I take this obligation freely without mental reservation or purpose of evasion; that I will well and faithfully discharge the duties of the office on which I am about to enter. So help me God."</p> <ul data-bbox="305 1402 818 1436" style="list-style-type: none"> - Oath of Office (Officers) <p data-bbox="305 1472 1208 1541">3. Do you think the oaths represent a Marine's commitment to our country, to our Corps? Why?</p> <ul data-bbox="305 1583 1247 1883" style="list-style-type: none"> - Marines pledge themselves completely to the Constitution of the United States. From the day they first raise their hand and throughout their honorable service, the oath every Marine takes is a promise and a reminder of their commitment to defend our nation and its interests. - The oath that accompanies commissionings, enlistments, and promotions should not be taken 	

	<p>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. What a Marine is actually doing is "pledging his/her means, his/her talent, his/her very life to his/her country.</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 a civilian to that of Marine. 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>	
<u>TIME</u>	<p><u>SUMMARY/CONCLUSION</u></p> <p>Today we have defined commitment, discussed behavior characteristics displayed by committed Marines and the Oaths of Enlistment and Office. I am confident that you now have a better understanding of what commitment means and how the Oaths of Enlistment and Office defines our commitment to our country and our Corps.</p> <p>Closing Statement: Commitment is the spirit of determination found in every Marine. It is what compels Marines to serve our nation and the Corps, and to continue on when others quit. Commitment doesn't take breaks and it cannot be faked. It measures and proves one's desire, dedication and faithfulness. Being a United States Marine represents the highest level of commitment.</p> <p><u>END OF DISCUSSION</u></p>	<p><u>REMARKS /</u> <u>NOTES</u></p>
	<p><u>RESOURCES</u></p> <ul style="list-style-type: none"> - Leading Marines (MCI 0037) - MCWP 6-11 Leading Marines - http://www.cmohs.org/ 	

GUIDED DISCUSSION 4: TROOP LEADING STEPS

<u>TIME</u>	<u>INTRODUCTION</u>	<u>REMARKS /</u> <u>NOTES</u>
	<p>Good morning my name is _____ today we will be talking about Troop Leading Steps.</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>Navy Cross Citation: First Lieutenant Chesty Puller, USMC while in service of the Guardia Nacional de Nicaragua. Awarded for actions during the Second Nicaraguan Campaign from February 16 to August 19, 1930.</p> <p>The President of the United States of America takes pleasure in presenting the Navy Cross to First Lieutenant Lewis B. "Chesty" Puller, United States Marine Corps, for distinguished service in the line of his professional while commanding a Nicaraguan National Guard patrol. First Lieutenant Lewis B. Puller, United States Marine Corps, successfully led his forces into five successful engagements against superior numbers of armed bandit forces; namely, at LaVirgen on 16 February 1930, at Los Cedros on 6 June 1930, at Moncotal on 22 July 1930, at Guapinol on 25 July 1930, and at Malacate on 19 August 1930, with the result that the bandits were in each engagement completely routed with losses of nine killed and many wounded. By his intelligent and forceful leadership without thought of his own personal safety, by great physical exertion and by suffering many hardships, Lieutenant Puller surmounted all obstacles and dealt five successive and severe blows against organized banditry in the Republic of Nicaragua.</p>	

	<p style="text-align: center;"><u>Chesty Puller: Medal Citations</u></p> <p>Key points for this discussion will be:</p> <ol style="list-style-type: none"> (1) Discuss the six troop leading steps (2) Discuss Begin planning (3) Discuss Arrange for reconnaissance (4) Discuss Make reconnaissance (5) Discuss Complete the plan (6) Discuss Issue the order (7) Discuss Supervise activities (8) Discuss how following the troop leading steps could be applied to life outside the Marine Corps <p>Learning Objective: After this guided discussion, you will have a better understanding of the six troop leading steps and how the troop leading steps could be applied life outside the Marine Corps.</p>	
<p><u>TIME</u></p>	<p><u>DISCUSSION</u></p> <p><u>KEY POINT 1</u></p> <p>1. Who remembers our six troop leading steps? Why do you think the Marine Corps uses these steps? What is the acronym we use to help us remember the steps?</p> <p>- The six troop leading steps are a logical thought process, which aid in the planning for and execution of a given mission. The thought process assists unit leaders in making the best use of time, facilities, and personnel. The degree of consideration for each step varies with the mission and time available.</p> <p>- Acronym:</p> <ul style="list-style-type: none"> • <u>B</u>egin planning • <u>A</u>rrange for reconnaissance • <u>M</u>ake reconnaissance • <u>C</u>omplete plan • <u>I</u>ssue order • <u>S</u>upervise <p>Interim Summary: We just finished discussing the</p>	<p><u>REMARKS /</u> <u>NOTES</u></p>

	six troop leading steps; now let's talk about the first step in BAMCIS.	
<u>TIME</u>	<u>DISCUSSION</u> <u>KEY POINT 2</u> 1. What is the first thing you need to do once you receive an order? - A leader should begin planning as soon as he/she is assigned a mission to accomplish. After receiving the order, the leader should plan the proper use of available time using reverse planning. 2. Who has heard of the term reverse planning and can explain what it means? - Reverse planning: requires the leader to consider the scheduled time of the last action he/she must complete (usually the time of attack) and work backwards to the receipt of the order. 2. What are some things you need to consider when you begin planning? - Plan use of available time. - Initial estimate of the situation (METT): <u>M</u> ission <u>E</u> nemy (SALUTE / DRAWD) <u>S</u> ize <u>D</u> efend <u>A</u> ctivity <u>R</u> einforce <u>L</u> ocation <u>A</u> ttack <u>U</u> nit <u>W</u> ithdraw <u>T</u> ime <u>D</u> elay <u>E</u> quipment <u>T</u> errain and Weather (KOCOA) <u>K</u> ey Terrain <u>O</u> bservation and Fields of Fire <u>C</u> over and Concealment <u>O</u> bstacles <u>A</u> venues of Approach	<u>REMARKS /</u> <u>NOTES</u>

	<p><u>T</u>roops and Fire Support Available (POME) Preliminary Plan Decide: <u>P</u>oint <u>O</u>f <u>M</u>ain <u>E</u>ffort</p> <p>Interim Summary: We just finished discussing the first step of the troop leading steps; now let's talk about the <u>A</u>rrange for reconnaissance step.</p>	
<u>TIME</u>	<p><u>DISCUSSION</u></p> <p><u>KEY POINT 3</u></p> <p>1. Who can tell the group what the second step in BAMCIS is? What do you need to consider while conducting the second step?</p> <p>- <u>A</u>rrange reconnaissance:</p> <ul style="list-style-type: none"> • Reconnaissance is an investigation of a route or a specific area. This can either be done physically on the ground to be investigated or visually from a map. During this step the leader selects a route and prepares a schedule for his/her reconnaissance. His/her route and schedule should allow him/her to cover as much terrain as the available time allows. <p>Interim Summary: We just finished discussing the second step of the troop leading steps; now let's talk about the <u>M</u>ake reconnaissance step.</p>	<u>REMARKS / NOTES</u>
<u>TIME</u>	<p><u>DISCUSSION</u></p> <p><u>KEY POINT 4</u></p> <p>1. Who can tell the group what the "M" in BAMCIS stands for?</p> <p>- <u>M</u>ake reconnaissance</p> <p>2. What are the two types of reconnaissance a leader can conduct?</p> <p>- Types of reconnaissance:</p>	<u>REMARKS / NOTES</u>

	<ul style="list-style-type: none"> • Physical • Map <p>- In some cases the leader may be unable to make a physical reconnaissance because of time constraints or to ensure surprise. If this is the case, the leader should at least conduct a map reconnaissance.</p> <p>- It is during this step that the leader completes his estimate of the situation.</p> <p>Interim Summary: We just finished discussing the third step of the troop leading steps; now let's talk about the <u>C</u>omplete plan step.</p>	
<u>TIME</u>	<u>DISCUSSION</u> <u>KEY POINT 5</u> 1. You have completed the reconnaissance step of BAMCIS, who can tell the group what needs to take place next? - <u>C</u> omplete the plan - The leader reviews the preliminary plan and decides on a course of action. The plan should be simple and should not endanger Marines or equipment any more than what is necessary to accomplish the mission. Interim Summary: We just finished discussing the fourth step of the troop leading steps; now let's talk about the <u>I</u> ssue order step.	<u>REMARKS /</u> <u>NOTES</u>
<u>TIME</u>	<u>DISCUSSION</u> <u>KEY POINT 6</u> 1. You have completed the plan, what do you think is the next step in the process? - <u>I</u> ssue the order - Before issuing the order, the leader should orient subordinates from a vantage point. If this	<u>REMARKS /</u> <u>NOTES</u>

	<p>is not possible, they should be oriented using maps, sketches, aerial photos or terrain models. The order must include sufficient information for subordinates to carry out the mission, should the leader become a casualty.</p> <p>2. What type of order do we use to brief our Marines and Sailors? Who remembers the acronym we use?</p> <ul style="list-style-type: none"> - Five-paragraph order - Acronym: <p><u>O</u>rientation</p> <p><u>S</u>ituation</p> <ul style="list-style-type: none"> A. General B. Enemy Force (SALUTE/DRAWD) C. Friendly Force: <ul style="list-style-type: none"> Higher Adjacent Supporting D. Attachments and Detachments E. Assumptions <p><u>M</u>ission: Who, What, When, Where, Why (5 W's)</p> <p><u>E</u>xecution: Give Tasks and Point of Main Effort</p> <p><u>A</u>dministration and Logistics</p> <ul style="list-style-type: none"> Beans Bullets Bandages Bad Guys <p><u>C</u>ommand and Signal</p> <p>Interim Summary: We just finished discussing the fifth step of the troop leading steps; now let's talk about the last step.</p>	
<p><u>TIME</u></p>	<p><u>DISCUSSION</u></p> <p><u>KEY POINT 7</u></p> <p>1. Once the order has been issued, what do you think we, as leaders, need to do next? Do you think this step is important? Why?</p>	<p><u>REMARKS /</u> <u>NOTES</u></p>

	<p>- <u>S</u>upervise</p> <p>- The most important troop leading step. The leader ensures the order is carried out as intended. Often the leader will position him/herself with the subordinate who has the most difficult task or with the least experienced subordinate leader. Throughout the execution of the plan, the leader must continue to analyze the situation and be prepared to quickly adjust the plan if necessary.</p> <p>Interim Summary: We just finished discussing the last step of the troop leading steps; now let's talk about how following the troop leading steps could be applied to life outside the Marine Corps.</p>	
<p><u>TIME</u></p>	<p><u>DISCUSSION</u></p> <p><u>KEY POINT 8</u></p> <p>1. We've discussed the six troop leading steps today; do you think these steps can be applied to life outside the Marine Corps? How?</p> <p>Discuss Responses.</p> <p>2. Do you think you could apply BAMCIS when purchasing a vehicle? How do you think we could use the six steps in buying a new car or truck?</p> <p>- <u>B</u>egin planning: I need a vehicle to get around and my budget can support a care payment.</p> <p>- <u>A</u>rrange reconnaissance:</p> <ul style="list-style-type: none"> • What resources will I use to do my research (make a reconnaissance)? • Will I use magazine articles to get reviews on vehicles? • Check web sites for prices. • Go to dealers to test drive. • Apply for financing. <p>-<u>M</u>ake reconnaissance:</p> <ul style="list-style-type: none"> • What kind of care do I want? 	<p><u>REMARKS /</u> <u>NOTES</u></p>

	<ul style="list-style-type: none"> • Research consumer web sites. • Compare prices. • Do I buy new or used? • What is my budget limit? • What kind of financing do I qualify for? (Bank, credit union, dealer, etc.) • What incentives are available? • Compare insurance policies? <p>- Complete the plan: I pre-qualified for a low finance rate through my credit union and will be able to get a good deal for a car that fits my needs and my budget.</p> <p>- Issue the order: I plan to go to the dealership on Saturday morning and attempt to buy my new car, but I will not allow myself to be coerced into something I do not like or cannot afford. My pre-qualified credit union loan will give me leverage to get the best deal possible.</p> <p>- Supervise: I bought the vehicle that fits my needs and my budget. Now I have to formalize my insurance and register the vehicle on base.</p>	
<p><u>TIME</u></p>	<p><u>SUMMARY/CONCLUSION</u></p> <p>Today we have discussed the six troop leading steps and how the troop leading steps could be applied life outside the Marine Corps. I am confident that you now have a better understanding of the six troop leading steps and how the troop leading steps could be applied life outside the Marine Corps</p> <p>Closing Statement: "Small unit leadership, unit cohesion, an expeditionary mindset, education, the spirit of innovation and fidelity form the foundation of our Corps. These timeless qualities enable Marines to respond and adapt, and are fundamental to how we approach warfighting. Semper Fidelis – "Always Faithful" – to each other and to our Nation – the willingness to sacrifice ourselves for others and the mission is more than just our motto; it is in our DNA!"</p> <p>-James F. Amos, General, U.S. Marine Corps, Commandant of the Marine Corps</p>	<p><u>REMARKS /</u> <u>NOTES</u></p>

	<u>END OF DISCUSSION</u>	
	REFERENCES: - 35th Commandant of the Marine Corps: Commandant's Planning Guidance 2010 - Leading Marines (MCI 0037)	

GUIDED DISCUSSION 5: HONOR

<u>TIME</u>	<u>INTRODUCTION</u>	<u>REMARKS /</u> <u>NOTES</u>
	<p>Good morning my name is _____ today we will be talking about Honor.</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>Medal of Honor Citation for Private First Class James Anderson JR, Company F, 2d Battalion, 3d Marine Regiment, 3d Marine Division. Born: 22 January 1947, Los Angeles, Calif. Departed: Yes</p> <p>"For conspicuous gallantry and intrepidity at the risk of his life above and beyond the call of duty. Company F was advancing in dense jungle northwest of Cam Lo in an effort to extract a heavily besieged reconnaissance patrol. Pfc. Anderson's platoon was the lead element and had advanced only about 200 meters when they were brought under extremely intense enemy small-arms and automatic weapons fire. The platoon reacted swiftly, getting on line as best they could in the thick terrain, and began returning fire. Pfc. Anderson found himself tightly bunched together with the other members of the platoon only 20 meters from the enemy positions. As the fire fight continued several of the men were wounded by the deadly enemy assault. Suddenly, an enemy grenade landed in the midst of the Marines and rolled alongside Pfc. Anderson's head. Unhesitatingly and with complete disregard for his personal safety, he reached out, grasped the grenade, pulled it to his chest and curled around it as it went off. Although several Marines received shrapnel from the grenade, his body absorbed the major force of the explosion. In this singularly heroic act, Pfc.</p>	

	<p>Anderson saved his comrades from serious injury and possible death. His personal heroism, extraordinary valor, and inspirational supreme self-sacrifice reflected great credit upon himself and the Marine Corps and upheld the highest traditions of the U.S. Naval Service. He gallantly gave his life for his country."</p> <p><u>MOH Citation for Anderson, James, Jr.</u></p> <p>Key points for this discussion will be:</p> <ul style="list-style-type: none"> (1) Definition of honor (2) Discuss behavior characteristics displayed by honorable Marines (3) Discuss a scenario <p>Learning Objective: After this guided discussion, you will have a better understanding of the definition of honor and characteristics of an honorable Marine.</p>	
<u>TIME</u>	<u>DISCUSSION</u>	<u>REMARKS / NOTES</u>
	<p><u>KEY POINT 1</u></p> <p>1. What does the word "honor" mean to you?</p> <ul style="list-style-type: none"> - Honesty, fairness, or integrity in one's beliefs and actions - 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>2. What does the following quote mean to you? "Greater love has no one than this: to lay down one's life for one's friends." Do you think PFC Anderson's actions were honorable? Why?</p> <ul style="list-style-type: none"> - Quote from the Bible, John 15:13 (New International Version) 	

	<p>Interim Summary: We just finished defining honor; now let's talk about some behavior characteristics displayed by honorable Marines.</p>	
<u>TIME</u>	<p><u>DISCUSSION</u></p> <p><u>KEY POINT 2</u></p> <p>1. What are some characteristics you think an honorable Marine possesses?</p> <p>- The Marine Corps is a unique institution, not just to the military, but to the nation and the world. As the guardians of the standards of excellence for our society, Marines must possess the highest sends of gallantry in serving the United States of America and embody responsibility to duty above self.</p> <p>- Characteristics of behavior displayed by honorable Marines include, but are not limited to examples listed below:</p> <ul style="list-style-type: none"> • <u>Integrity:</u> Demonstrating the highest standards of consistent adherence to correct, legal, and ethical conduct. • <u>Responsibility:</u> Accepting the consequences for decisions and actions. Coaching right decisions of subordinates. A chain is only as strong as the weakest individual link, but a battalion of Marines is more like a cable. Together we are stronger than any individual strand, but one strand may hold us together in a crisis if it is strong enough. One Marine taking responsibility for a situation may save the day. • <u>Honesty:</u> Telling the truth in a word and action or clarifying possible misunderstanding or misrepresentation caused by silence or inaction. Respecting other's property and demonstrating fairness in all actions. Marines do not lie, cheat, or steal! • <u>Tradition:</u> Demonstrating respect for the customs, courtesies, and traditions developed 	<p><u>REMARKS /</u> <u>NOTES</u></p>

	<p>over many years for good reason, which produce a common Marine Corps history and identity. Respect for the heritage and traditions of others, especially those we encounter in duty around the world.</p> <p>Interim Summary: We just finished discussing behavior characteristics displayed by honorable Marines; now let's talk about a scenario.</p>	
<u>TIME</u>	<p><u>DISCUSSION</u></p> <p><u>KEY POINT 3</u></p> <p>1. Scenario: While walking through the first deck barracks passageway, you come across a wallet with another Marine's I.D. card and \$400 in it. You do not know the Marine, what do you do with the wallet?</p> <p>Discuss Responses.</p> <p>2. Scenario continued: You pick up the wallet and put it in your pocket, what do you do next?</p> <p>- Hopefully you will hear something along these lines: "I would pick up the wallet and since I don't know the Marine, I would go to the Duty Hut and give it to the Duty NCO. I would make sure he/she makes a logbook entry so the wallet could be returned to its rightful owner."</p> <p>- You want to drive the point home that the individual, who discovered the wallet and turned it in, displaced all the characteristics you just talked about.</p>	<u>REMARKS / NOTES</u>
<u>TIME</u>	<p><u>SUMMARY/CONCLUSION</u></p> <p>Today we have defined honor, discussed behavior characteristics displayed by honorable Marines, and a scenario. I am confident that you now have a better understanding of the definition of honor and characteristics of an honorable Marine.</p> <p>Closing Statement: "War, not peace, produces virtue. War, not peace, purges vice. War and preparation for war call forth all that is noble and honorable in a man. It unites him with his brothers and binds them in selfless love,</p>	<u>REMARKS / NOTES</u>

	<p>eradicating in the crucible of necessity all which is base and ignoble. There in the holy mill of murder the meanest of men may seek and find that part of himself, concealed beneath the corrupt, which shines forth brilliant and virtuous, worthy of honor before the gods. Do not despise war, my young friend, nor delude yourself that mercy and compassion are virtues superior to andreia, to manly valor.”</p> <p>- Steven Pressfield, Gates of Fire: An Epic Novel of the Battle of Thermopylae</p> <p><u>END OF DISCUSSION</u></p>	
	<p><u>RESOURCES</u></p> <ul style="list-style-type: none"> - Leading Marines (MCI 0037) - MCWP 6-11 Leading Marines - http://www.cmohs.org/ 	

GUIDED DISCUSSION 6: COURAGE

<u>TIME</u>	<u>INTRODUCTION</u>	<u>REMARKS/NO</u>
	<p>Good morning my name is _____ today we will be talking about Courage.</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>Medal of Honor Citation for Corporal Lee H Phillips, USMC, Company E, 2d Battalion, 7th Regiment, 1st Marine Division. Born: 3 February 1930, Stockbridge, Ga. Departed: Yes</p> <p>"For conspicuous gallantry and intrepidity at the risk of his life above and beyond the call of duty while serving as a squad leader of Company E, in action against enemy aggressor forces. Assuming the point position in the attack against a strongly defended and well-entrenched numerically superior enemy force occupying a vital hill position which had been unsuccessfully assaulted on 5 separate occasions by units of the Marine Corps and other friendly forces. Cpl. Phillips fearlessly led his men in a bayonet charge up the precipitous (a very steep rock face or cliff) slope under a deadly hail of hostile mortar, small-arms, and machine gun fire. Quickly rallying his squad when it was pinned down by a heavy and accurate mortar barrage, he continued to lead his men through the bombarded area and although only 5 members were left in the casualty ridden unit, gained the military crest of the hill where he was immediately subjected to an enemy counterattack. Although greatly outnumbered by an estimated enemy squad, Cpl. Phillips boldly engaged the hostile force with hand grenades and rifle fire and exhorting his gallant group of marines to follow</p>	<p><u>TES</u></p>

him, stormed forward to completely overwhelm the enemy. With only 3 men now left in his squad, he proceeded to spearhead an assault on the last remaining strongpoint which was defended by 4 of the enemy on a rocky and almost inaccessible portion of the hill position. Using 1 hand to climb up the extremely hazardous precipice, he hurled grenades with the other and with 2 remaining comrades succeeded in annihilating the pocket of resistance and in consolidating the position. Immediately subjected to a sharp counterattack by an estimated enemy squad, he skillfully directed the fire of his men and employed his own weapon with deadly effectiveness to repulse the numerically superior hostile force. By his valiant leadership, indomitable fighting spirit and resolute determination in the face of heavy odds, Cpl. Phillips served to inspire all who observed him and was directly responsible for the destruction of the enemy stronghold. His great personal valor reflects the highest credit upon himself and enhances and sustains the finest traditions of the U.S. Naval Service.”
Cpl. Phillips was killed in action 27 November 1950.

Medal of Honor Citation for Lee H. Phillips

Key points for this discussion will be:

- (1) Definition of courage
- (2) Discuss behavior characteristics displayed by courageous Marines
- (3) Discuss a scenario

Learning Objective: After this guided discussion, you will have a better understanding courage and behavior characteristics displayed by courageous Marines.

<u>TIME</u>	<u>DISCUSSION</u>	<u>REMARKS /</u> <u>NOTES</u>
	<p data-bbox="305 264 516 296"><u>KEY POINT 1</u></p> <p data-bbox="305 333 993 365">1. What does "courage" mean to you?</p> <ul style="list-style-type: none"> <li data-bbox="305 407 1187 506">- The quality of mind or spirit that enables a person to face difficulty, danger, pain, etc., without <u>fear</u>; bravery. <li data-bbox="305 543 1243 846">- 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 data-bbox="305 884 1167 989">2. Do you think there are different types of courage? Which one do you think Cpl Phillips displayed?</p> <ul style="list-style-type: none"> <li data-bbox="305 1031 1149 1129">- Physical courage is courage in the face of physical pain, hardship, death, or threat of death. <li data-bbox="305 1167 1263 1266">- Moral courage is the ability to <u>act rightly</u> in the face of popular opposition, <u>shame</u>, <u>scandal</u>, or discouragement. <p data-bbox="305 1304 1187 1436">Interim Summary: We just finished defining courage; now let's talk about what behavior characteristics may be displayed by courageous Marines.</p>	

<u>TIME</u>	<u>DISCUSSION</u>	<u>REMARKS /</u> <u>NOTES</u>
	<p data-bbox="305 268 516 296"><u>KEY POINT 2</u></p> <p data-bbox="305 342 1187 407">1. What are some behavior characteristics you think a courageous Marine may display?</p> <p data-bbox="305 447 1243 543">- Behavior characteristics displayed by a courageous Marine include, but are not limited to the examples listed below:</p> <ul data-bbox="358 590 1268 1388" style="list-style-type: none"> <li data-bbox="358 590 1268 821">• <u>Self-Discipline:</u> Marines hold themselves responsible for their own actions and others responsible for their actions. Marines are committed to maintaining physical, moral, and mental health. They continually pursue fitness through exercise, as well as life-long learning. <li data-bbox="358 867 1240 999">• <u>Patriotism:</u> Devotion to and defense of ones' country. The feely chosen, informed, willingness to support and defend the Constitution of the United States. <li data-bbox="358 1045 1248 1213">• <u>Loyalty:</u> Steady reliability to do one's duty in service to the United States of America, the Unites States Marine Corps, one's command, fellow Marines, other service members, citizens, family, and self. <li data-bbox="358 1260 1268 1388">• <u>Valor:</u> Boldness and determination in facing danger in battle, and the daily commitment to excellence and honesty in actions small and large. <p data-bbox="305 1430 1208 1526">2. Did you think Cpl Phillips displayed any of the characteristics we just discussed? Which ones?</p> <p data-bbox="305 1572 1240 1669">Interim Summary: We just finished discussing characteristics of behavior displayed by courageous Marines; now let's examine a scenario.</p>	

<u>TIME</u>	<u>DISCUSSION</u>	<u>REMARKS /</u> <u>NOTES</u>
	<p><u>KEY POINT 3</u></p> <p>Scenario: LCpls Johnson and Frolick did everything together. They even joined the Marine Corps together, and after graduating boot camp they were assigned to the same unit. During a small battle in a town outside of Camp Fallujah, Iraq LCpl Frolick was wounded and lay in the middle of the road motionless.</p> <p>1. If you were LCpl Johnson and saw your LCpl Frolick injured and in the middle of the road, what would you do?</p> <p>Scenario continued: When LCpl Johnson noticed his buddy lying in the middle of the road, without hesitation and thought for his own safety, he dashed out and pull him to safety. Shortly thereafter the Platoon Sergeant told LCpl Johnson, "next time you need to wait for the all clear or cease fire before running out under fire. You could have been killed!"</p> <p>2. If you were LCpl Johnson would you have done the same thing? Would you have waited for the "all clear or cease fire" before you ran out to your friend? What kind of courage would you say LCpl Johnson displayed?</p> <p>Discuss responses.</p>	
	<p><u>SUMMARY/CONCLUSION</u></p> <p>Today we have defined courage, discussed behavior characteristics displayed by courageous Marines, and discussed a scenario. I am confident that you now have a better understanding of courage and behavior characteristics displayed by courageous Marines.</p> <p>Closing Statement: "Nothing fires the warrior's heart more with courage than to find himself and his comrades at the point of annihilation, at the brink of being routed and overrun, and then to dredge not merely from one's own bowels or guts but from one's discipline and training the</p>	<p><u>REMARKS /</u> <u>NOTES</u></p>

		presence of mind not to panic, not to yield to the possession of despair, but instead to complete those homely acts of order which Dienekes had ever declared the supreme accomplishment of the warrior: to perform the commonplace under far-from-commonplace conditions.”	
		- Steven Pressfield, Gates of Fire: An Epic Novel of the Battle of Thermopylae	
		<u>END OF DISCUSSION</u>	
		<u>RESOURCES</u>	
		- Leading Marines (MCI 0037)	
		- MCWP 6-11 Leading Marines	
		- http://www.cmohs.org/	