

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



GREEN BELT

Revised 2015

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LESSON PLAN

BAYONET TECHNIQUES

MCCS-GREEN-2021

GREEN 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-GREEN-2021

TOTAL LESSON TIME: 2 hours

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

PERSONNEL REQUIRED: One instructor and assistants

FACILITIES: Soft footed training area

REVIEW COURSE MATERIALS:
 Review Lesson Plan

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

MATERIALS/EQUIPMENT:
 Rifle/Training Rifle
 Bayonet Trainer
 Wooden Bayonet Trainer
 Flak Jacket
 Helmet
 Mouthpiece

SETUP AND PLANNING:
 Reserve Training Area
 Conduct Rehearsals

INTRODUCTION**(3 MIN)**

1. **GAIN ATTENTION**. Our Corps was born in the fire and blood of revolution and has been forged and tempered in over 230 years of conflict and defense of the Nation. The fighting that took place in battles such as Bloody Ridge, Bairoko and Okinawa was "Close-In" fighting; fighting consisting of grenades, firing rounds while closing, bayoneting and even knife fighting. The success of those who went before us was not achieved without the fog of war. We should understand these stresses and be prepared to handle them.

2. **OVERVIEW**. Good morning, my name is _____. This lesson will cover bayonet techniques and the fog of war.

3. **POSITIONS**

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

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

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

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

BODY**(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

<p>INSTRUCTOR NOTE: Demonstrate only one technique at a time. Do not explain the steps or open the class for questions.</p>
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INTERIM TRANSITION: Go to practice position one.

3. IMITATE

a. Disrupt And Thrust While Closing With A Moving Aggressor.

(1) Assume the modified basic warrior stance approximately 30 to 40 feet away from the aggressor.

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

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

FAULT CHECK: Allow students to practice approach and close with a moving apponent until they become proficient.

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

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

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

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

b. **Buttstroke Offline With a Stationary Aggressor.** This technique is used if your thrust is interrupted by the aggressor's weapon. Interruption is defined as your weapon being entangled or knocked offline.

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

(2) Execute your approach and close on the aggressor.

(3) While closing, execute a straight thrust. This thrust is interrupted by the aggressor's weapon (such as front-sight assemblies catching on each other).

(4) Once your weapon has been interrupted, move forward right while executing a horizontal or vertical buttstroke.

FAULT CHECK: Ensure Marines step at a 45 degree angle to the right with their right foot.

(5) Step forward with your left foot executing a slash, followed by a straight thrust.

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

4. PRACTICE

INSTRUCTOR NOTE: Fault check student proficiency and safety.

TRANSITION: We have learned bayonet techniques, are there any questions? We must also understand the elements of the fog of war.

5. **TIE-IN (FOG OF WAR)**. What do we mean by the "fog of war?" This expression describes both the literal fog created by the dust, smoke, and debris of the battlefield, and more importantly the mental fog of confusion and uncertainty created by lack of knowledge of the enemy, the chaotic noise, mental and physical fatigue, and fear.

a. What significance does this stress have to the individual Marine? As with the condition of risk and fear, the individual must be able to function in an environment that may appear confusing and chaotic. By focusing his/her attention on the task at hand, on working with fellow Marines, and on the leader's commands, the individual will overcome this stress. Additionally, good intelligence can help to clear some of the fog of war.

b. What significance does the "fog of war" have to you, the leader? The leader must be aware of the problems caused by the confusion of battle. Tired as he or she may be, they must realize that their Marines are equally tired. They must have yet additional strength to see that commands are obeyed and essential tasks accomplished. They must help cut through the fog and confusion of combat by keeping orders clear, simple, audible, and understood, ensuring that the unit continues to function as a team. Most of all, they must make certain that their Marines never become confused about their own unit's ability to fight. Leaders must ensure their units are a cohesive force on the battlefield regardless of the chaos and confusion.

c. The above fog of war can be mitigated or overcome by the following training yourself and your Marines constantly, realistically, tough and as a team. This applies both before and during combat. Ensure you have a unit that is cohesive, disciplined, and has a high state of morale. This comes only from good training and positive leadership.

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

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

SUMMARY

(10 MIN)

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

INSTRUCTOR NOTE: Provide follow-on instructions.

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LESSON PLAN

CHOKES

MCCS-GREEN-2023

GREEN 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-GREEN-2023

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. All Marines must know when would be the right or wrong time to use these techniques.

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

3. **POSITIONS**

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

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

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

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

BODY**(30 MIN)**

1. **EXPLAIN**

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

b. **Principles.** The principles for chokes are the two types of chokes: blood chokes and air chokes. This choke will also apply the fundamentals of counters to strikes.

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

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

(3) **Counters to Strikes.** When executing the side choke you will be countering the aggressor's strike. You must move out of the way of the punch, block the attacking arm, and follow on with the choke.

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

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

2. **DEMONSTRATE**

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

INTERIM TRANSITION: Go to practice position one.

3. **IMITATE**

a. **Side Choke.** The side choke is effective when deflecting the aggressor's punch when you are facing each other.

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

(2) The aggressor executes a rear hand punch. Execute a forward left angle of movement and block the aggressor's arm inboard with your left forearm.

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

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

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

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

4. PRACTICE

INSTRUCTOR NOTE: Fault check student proficiency and safety.

TRANSITION: We have learned chokes, are there any questions? Every Marine must also understand right versus wrong.

5. **TIE-IN (RIGHT VERSUS WRONG)**. Marines should set the example in every aspect of their lives and constantly hold themselves to the highest personal standards, whether it is as a leader or as follower. If a Marine continuously sets the example, he or she will be successful in all aspects of life. If a Marine religiously pursues attainment of all of the leadership traits, he or she will unequivocally set a good example.

a. Sometimes doing what is right is not the easiest path to follow. Certain situations arise in which the best course of action cannot be clearly decided as being the right or wrong thing to do. A good example is the well-known dilemma of stealing a loaf of bread to feed a hungry family. Your response to these dilemmas will depend upon your upbringing and exposure to morals and ethics. What may be right and justified in one culture or sub-culture may be inappropriate or illegal in another. It is in this fine distinction that many Marines find themselves confused.

b. Consider the young Marine who was brought up in the inner city with regular exposure to drugs and violence. After accession into the Marine Corps, this individual gets caught smoking marijuana and is repeatedly disciplined for fighting.

While drugs and violence against peers may have been the norm in the inner city, it was emphasized in training that it is illegal, and has no place in the Marine Corps. In such cases, Marines need to know those common cultural norms of society as a whole and the Marine Corps regulations override any pre-existing sub-cultural norms. This is not to say all crime in the Marine Corps is attributable to a lack of moral and ethical training, but simply that with specific training, the Marine will know a particular action is right or wrong.

c. The basic Marine Corps definition of integrity, "Marines do not lie, cheat or steal, nor tolerate those who do," must be the foundation of every Marine's professional ethics. When officers and NCO's deviate from the standards of conduct, it makes correcting other Marines nearly impossible. In a letter to Professor Carl Montor, Admiral Arleigh Burke summed up the importance of integrity:

First you find yourself overlooking small infractions that you would have corrected on the spot in the past. Soon you are a participant in these infractions. "After all," you say, "Everybody's doing it." All too soon you find yourself trapped: You no longer can stand on a favorite principle because you have strayed from it. Finding no way out, you begin to rationalize, and then you are hooked. The important fact is, the men [and women] who travel the path outlined above have misused the very basic quality and characteristic expected of a professional military man [or woman], or any other professional man [or woman] for that matter: They have compromised their integrity.

d. Perhaps one of the most difficult tests of integrity is peer pressure. Everyone has been in a situation where "everyone" is doing something wrong, and the pressure to join in is great. One may think, "If I don't join in, then I will lose respect among my peers, or not gain it." This is untrue in the professional environment. We as Marines, have the moral obligation to do what is right. This means not surrendering to peer pressure when it may involve illegal or immoral decisions. Every Marine starts out his or her career with unblemished integrity, and it is up to the individual to either maintain or tarnish that integrity. Once one's integrity has been compromised, it is very difficult to regain it. Doing the right thing will not always make you the most popular Marine in the squad bay, but it will give you a clean conscience and command the respect of others. It is obvious that down the road respect is far more important than winning any popularity contest. In short, integrity and "doing the right thing" go hand in hand.

e. It is easy to sit back and say you would do the right thing by keeping a friend from driving drunk, or turning a peer

over to the authorities for committing a violent crime. But what about doing the right thing when no one is in immediate or even remote jeopardy of being hurt? Surely, doing the wrong thing by not turning someone in for cheating on a test is better than ostracizing yourself from your group of friends, isn't it? Not in the Corps! Even fulfilling a promise is no justification for moral wrong doing.

f. Again, we are Marines and are subject to a stronger set of morals and ethics than most civilian organizations. When a Marine deviates from this moral path it is the responsibility of his fellow Marines to help him back onto the path, or risk himself becoming no different from the cheater. Furthermore, whether we realize it or not, most rules have a purpose. "The law is the last result of human wisdom acting upon human experience." (Samuel Johnson, *Miscellanies*, I, 223).

g. Cheating or bending the rules may not have immediate ramifications to the individual, but down the road it could create dire consequences. What about the platoon commander who cheats on a call for fire package, only to find himself in a combat situation in desperate need of supporting arms? How about the young Lance Corporal that lies constantly and gets away with it, and then finds that a lie about a seemingly unimportant situation gets someone killed or injured. The more we do the wrong thing, the harder it becomes to recognize right from wrong. Conversely, once we bill ourselves as moral and ethical leaders, doing the right thing becomes second nature. This is the point where you will have earned your self-respect and the undying respect of your peers.

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

TRANSITION: We have discussed right versus wrong, are there any questions?

SUMMARY

(10 MIN)

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

INSTRUCTOR NOTE: Provide follow-on instructions.

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QUANTICO, VIRGINIA 22134

LESSON PLAN

THROWS

MCCS-GREEN-2024

GREEN BELT

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

UNITED STATES MARINE CORPS

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INSTRUCTOR PREPARATION GUIDE

LESSON TITLE: Throws

LESSON DESIGNATOR: MCCS-GREEN-2024

TOTAL LESSON TIME: 1 hour 30 minutes

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

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. Throws allow Marines to take any aggressor to the deck in a combat scenario. Many others skills are also vital to effective combat leadership.

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

3. **POSITIONS**

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

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

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

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

BODY**(75 MIN)**

1. **EXPLAIN**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

2. **DEMONSTRATE**

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

INTERIM TRANSITION: Go to practice position one.

3. **IMITATE**

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

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

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

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

(4) At the same time, hook your right arm under the back of the aggressor's right arm, pinching his triceps with your biceps, 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 be a proficient combat leader.

5. TIE-IN (COMBAT LEADERSHIP). Combat leadership is the application of leadership traits and principles under conditions of extreme stress caused by enemy fire or the high probability of direct physical contact with the enemy. It is not necessary to have experienced combat to understand the essential requirements for leading men under stress. However, it is a fundamental responsibility of the leader to be mentally prepared for the experience of battle, and to adequately prepare one's Marines for this event.

a. **What is Combat?** For our purposes, combat will be defined as engaging the enemy with individual or crew served weapons; being exposed to direct or indirect enemy fire; and otherwise undergoing a high probability of direct contact with enemy personnel and firepower, to include the risk of capture. All Marines, regardless of MOS, must be prepared to succeed in combat. The fluid nature of modern combat operations demands everyone on the battlefield be ready to fight and provide the necessary leadership.

b. **Effective Combat Leadership.** Effective combat leadership is the knowledge and application of the unchanging concepts of human behavior in battle, and a mastery of the ever-changing tactics, doctrine, equipment, and weapons necessary for combat. Preparation for combat leadership is accomplished through study and training. As a Marine warrior and a serious student of our Martial Art, it is critical you develop this mental discipline to compliment your physical disciplines.

c. **Who is a Combat Leader?** Everyone is a potential combat leader regardless of rank or MOS and should be prepared for that eventuality. Combat may be just around the corner, and tomorrow each of us could find ourselves in a combat leadership position. Let's read from Sgt James Sorensen's diary when he was a rifle squad leader during WWII in Company A, 1st Battalion, 2nd Marines.

Briefly, the First Battalion did not fare too well before they departed from Guadalcanal. 'A' Co. left San Diego with a total of 196, including corpsmen, in the company; when relieved from Guadalcanal, there were about 47 of the original company still remaining. In three attacks to the west of Matanikan, between Point Cruz and Kohumbona, 'A' Co. was assigned as lead

Company in the Battalion attack on November 2, 10 & 11, and took a large number of casualties.

By the time 'A' Company was relieved, all the officers had been killed or wounded; the First Sergeant was killed and the Gunnery Sergeant wounded; two of the four platoon sergeants had been wounded and more than half of the corporals and sergeants in the company had been killed or wounded. For a time, the CO of 'A' Company was Sergeant Burgess.

d. Regardless of how well a unit or aircrew is trained, leaders must "steel" themselves for the first action. The first time a unit comes under fire or meets the enemy is a very crucial time. A unit hit by enemy fire for the first time tends to become disorganized, and consequently less effective. The men hit the deck, take cover, and wait for somebody to do something. Generally, everyone, including fire team leaders, squad leaders, and platoon leaders, react in this manner. This is the baptism of fire; what may be the most important moments in the life of the individual Marine and the unit.

e. If the unit or aircrew fails to react properly and overcome its initial fears, its failure will be reflected for a long time in future actions. Confidence at this point is essential, for it becomes contagious. The Marines in the unit must have confidence in themselves, their comrades, and their leaders. At this crucial moment, if leaders at all levels supply the drive and enthusiasm needed to weld the unit together as a team again, the Marines under their command will react accordingly. If Marines are well disciplined and have been trained for this moment, all that is necessary is the igniting spark of leadership that will get the team moving again quickly. Each leader must commence carrying out the troop leading steps.

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

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

SUMMARY

(10 MIN)

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

<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 STRIKES

MCCS-GREEN-2025

GREEN 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-GREEN-2025

TOTAL LESSON TIME: 1 hour 45 minutes

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

PERSONNEL REQUIRED: One instructor and assistants

FACILITIES: Soft footed training area

REVIEW COURSE MATERIALS:
 Review Lesson Plan

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

MATERIALS/EQUIPMENT:
 Mouthpiece

SETUP AND PLANNING:
 Reserve Training Area
 Conduct Rehearsals

INTRODUCTION**(5 MIN)**

1. **GAIN ATTENTION**. In a close combat situation, an aggressor may attempt to strike you with punches or kicks. When an aggressor uses a strike, you must avoid the strike and put yourself in an offensive position to attack the aggressor. In the same way, force protection will counter terrorist activities.
2. **OVERVIEW**. Good morning, my name is _____. This lesson will cover counters to strikes and force protection.
3. **POSITIONS**

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

4. **SAFETY**. To prevent injury, ensure the following:
 - a. Start slowly and increase speed with proficiency.
 - b. Never execute techniques at full force or full speed.
 - c. When executing strikes, ensure the joints are kept slightly bent to avoid hyperextension.
 - d. Techniques will be performed on a soft-footed area.
 - e. Students being thrown will execute proper break falls.
 - f. Ensure calf on calf contact is made during training.
 - g. Practice fit-ins when learning throws. To execute a fit-in, stop just before throwing the aggressor to the deck.

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

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

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

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

(1) **Move**. The first step in countering a strike is to move out of the way of the impact of the strike. Movement should remove you from the point of your aggressor's strike and put you

in a position to attack. Movement is executed at approximately a 45-degree angle to the front or rear. Movement always starts and ends in the basic warrior stance, with the toe of your lead foot pointing toward the aggressor.

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

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

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

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

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

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

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

2. **DEMONSTRATE**

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

INTERIM TRANSITION: Go to practice position one.

3. **IMITATE**

a. **Counter to a Round Punch.** The counter to a round punch is used when the aggressor throws a round punch with their rear hand.

(1) Start facing the aggressor in the basic warrior stance. The aggressor executes a round punch by extending his right arm in an arcing motion toward your face.

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

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

(4) Over hook the aggressor's right arm with your left arm at or slightly above the elbow. Control his arm by pinching it between your bicep and torso.

(5) At the same time, execute an inside/reverse knife hand strike to the right side of the aggressor's neck with your right hand.

(6) Grab the back of the aggressor's neck with your right hand, apply downward pressure, and execute a vertical knee strike to a vulnerable target area with your right leg.

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

(8) Return to the basic warrior stance.

b. **Counter to a Round Kick.** The counter to a round kick is used when the aggressor throws a round kick with his rear leg.

(1) Start facing the aggressor in the basic warrior stance. The aggressor executes a round kick by extending his right leg in an arcing motion above waist level.

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

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

(4) Wrap your left arm over the aggressor's attacking leg, at or below the knee and trap it between your bicep and torso.

(5) Forcefully grasp and push the aggressor's upper torso with your right hand to off balance him.

INSTRUCTOR NOTE: In a combative engagement execute a chin jab/palm heel strike or eye gouge. Have the students practice fit-ins as many times as necessary to become proficient.

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

(7) Return to the basic warrior stance.

4. PRACTICE

INSTRUCTOR NOTE: Fault check student proficiency and safety.

TRANSITION: We have learned counters to strikes, are there any questions? Every Marine must also practice force protection.

5. **TIE-IN (FORCE PROTECTION)**. Force protection is the process by which individuals and units minimize risk from external dangers. It consists of a series of measures that minimize the risk from terrorist threats, accidental injury, and damage to property and equipment. The force protection measures dealing with terrorism consist of anti-terrorism and counter-terrorism measures.

a. **Anti-Terrorism**. Anti-terrorism measures are designed to prevent a terrorist attack. Anti-terrorism measures include criminal information and intelligence gathering, threat assessments, crime prevention measures, operational security measures, personal protection, physical security measures, and crisis management planning.

b. **Counter-Terrorism**. Counter-terrorism measures are taken in response to a terrorist incident. First follow the crisis management steps developed as part of the anti-terrorist planning. Identify if the threat is a terrorist one and not criminal (non-terrorist) in nature. Be prepared for follow-on or diversionary attacks. Establish communications, prepare for prolonged operations, develop a media plan and follow up with an after-action report.

c. Force protection measures are not limited to those concerned with terrorism. Every Marine should practice sound personal protective measures such as avoiding patterns and blending into the local surroundings to avoid drawing attention to yourself. Marines should be constantly aware of their surroundings no matter where they are or their circumstances. Liberty conduct, personal safety, operational risk management and

preventative maintenance are all force protection measures that ensure that every Marine and his equipment are all combat ready to answer a 911 call.

TRANSITION: We have discussed force protection, are there any questions?

SUMMARY

(10 MIN)

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

INSTRUCTOR NOTE: Provide follow-on instructions.

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

LESSON PLAN

LOWER BODY STRIKES

MCCS-GREEN-2026

GREEN 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-GREEN-2026

TOTAL LESSON TIME: 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:
 Striking Pad

SETUP AND PLANNING:
 Reserve Training Area
 Conduct Rehearsals

INTRODUCTION**(5 MIN)**

1. **GAIN ATTENTION**. The legs provide the most powerful weapons of the body to execute strikes because they use the largest muscles of the body. Legs are also less prone to injury than arms. The power with which the legs can be used can inflict serious damage upon an aggressor. Marines must also understand how to handle detainees.

2. **OVERVIEW**. Good morning, my name is _____. This lesson will cover lower body strikes and EPW/detainee handling.

3. **POSITIONS**

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

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

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

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

BODY**(30 MIN)**

1. **EXPLAIN**

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

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

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

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

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

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

(1) Striking Surface. The striking surface for each lower body strike will maximize the damage given to the aggressor while minimizing the damage taken. The striking surface for the push kick is the ball of your foot.

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

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

2. **DEMONSTRATE**

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

INTERIM TRANSITION: Go to practice position one.

3. **IMITATE**

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

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

(2) Always keep your hands up to protect yourself, and keep in mind it is difficult to change the direction of a kick after it is initiated.

(3) Make contact on the aggressor's abdomen with the ball of your right foot, thrusting your hips forward to generate power.

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

4. **PRACTICE**

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

TRANSITION: We have learned lower body strikes, are there any questions? We will now discuss EPW/detainee handling.

5. **TIE-IN (EPW/DETAINEE HANDLING)**. Enemy prisoners of war are one of the most valuable sources of information for intelligence gathering. These steps should be performed in a quick manner and taken to the Marines chain of command as soon as possible. The acronym is "five S's and a T".

a. **Search**. Prisoners of war are thoroughly searched for weapons and documents as soon as they have been captured. Items should be tagged and immediately sent to the platoon commander. This will also include searching the dead.

b. **Segregate**. Prisoners are segregated into groups: officers, NCO's, privates, deserters, civilians and females. This prevents leaders from organizing escapes and issuing orders to subordinates.

c. **Silence**. Silence is essential. Prisoners must not be allowed to talk to one another. An example method available to the Marine is using duct tape or gags to cover the EPW's mouth. The Marine must ensure the EPW's are able to breath, hydrate and are treated humanely.

d. **Speed.** Speed is required in getting prisoners to the platoon commander. Timely information secured from prisoners is essential.

e. **Safeguard.** Prisoners are safeguarded as they are moved. They are restrained, but not abused. They are not given cigarettes, food, or water until authorized by assigned interrogators. EPW's must not only be safeguarded from the enemy, but also from friendlies.

f. **Tag.** It is important all tags are filled out properly. There are four components to tagging an EPW.

(1) The date and time of capture of the enemy.

(2) The place where you captured the enemy, given in grid coordinates.

(3) The name of the capturing unit.

(4) The circumstances in which the EPW was captured.

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

TRANSITION: We have discussed EPW/detainee handling, are there any questions?

SUMMARY

(10 MIN)

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

INSTRUCTOR NOTE: Provide follow-on instructions.

UNITED STATES MARINE CORPS
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24191 GILBERT ROAD
QUANTICO, VIRGINIA 22134

LESSON PLAN

UNARMED MANIPULATIONS

MCCS-GREEN-2028

GREEN 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-GREEN-2028

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**. Unarmed manipulations allow the Marines to gain control of a situation when confronted by an aggressor. When confronted by difficult situations within your unit, you are also armed with tools and techniques to allow you to best handle the situation. One of these tools is the Informal Resolution System (IRS).

2. **OVERVIEW**. Good morning, my name is _____. This lesson will cover unarmed manipulations and the informal resolution system.

3. **POSITIONS**

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

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

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

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

BODY**(75 MIN)**

1. **EXPLAIN**

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

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

(1) **Use of Force**. You will not always need to use deadly force when confronted with an aggressor. Peacekeeping and

humanitarian operations require you to operate within the continuum of force. In these scenarios the aggressor does not actively attack you and the threat remains low, but he continues to openly defy verbal commands. You will need to control the aggressor, gain compliance, and deescalate the situation without causing serious bodily harm or death.

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

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

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

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

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

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

2. **DEMONSTRATE**

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

INTERIM TRANSITION: Go to practice position one.

3. **IMITATE**

a. **Enhanced Pain Compliance from a Reverse Wristlock**. This technique applies two points of pain to enhance control and leverage while applying a reverse wristlock.

(1) Start by executing a reverse wristlock.

(2) Maintain control the aggressor's right hand with your right hand and use your left hand to push down and apply pressure on the aggressor's radial nerve.

(3) When pressure is added to the radial nerve, do not loosen your right hand's grip on the reverse wristlock.

INSTRUCTOR NOTE: Ensure students apply slow steady pressure.

b. **Enhanced Pain Compliance from a Basic Wristlock.** This technique applies two points of pain to enhance control and leverage while applying a basic wristlock.

(1) Start by executing a basic wristlock.

(2) Maintain control the aggressor's left hand with your right hand and grab his elbow with your left hand palm up.

(3) Apply pressure into the aggressor's ulna nerve, just above the elbow, with your left thumb.

(4) Pull up on the aggressor's elbow with your left hand and push down on his hand with your right hand.

INSTRUCTOR NOTE: Ensure students apply slow steady pressure.

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

(1) Start by executing a reverse wristlock with your right hand. Continue to rotate the aggressor's hand until his palm is facing up. Ensure you keep the aggressor's hand close to your chest.

(2) Grab the meaty portion of the aggressor's thumb and with your left hand. Grab as much of his palm as possible.

(3) Collapse the aggressor's right arm by striking and applying pressure to the inner portion of his elbow with your right hand.

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

(5) Pull the aggressor's elbow to your chest with your right hand and bring your left arm high into his armpit.

(6) Place your right hand on top of your left and keep your elbows tight. His fingers should be pointing towards you.

(7) Apply upward pressure with your left arm and downward pressure on the aggressor's wrist to maintain control over the aggressor.

INSTRUCTOR NOTE: Ensure students apply slow steady pressure.

d. **Enhanced Pain Compliance from a Wristlock Come-Along.**

This technique applies two points of pain to enhance control and leverage while applying a wristlock come-along.

(1) Start by executing either a basic or reverse wristlock come-along.

(2) Maintain control of the aggressor's hand with your inside hand and lock the aggressor's elbow with your forearms.

(3) Use your outside hand to bend the fingers away from each other, in opposite directions.

INSTRUCTOR NOTE: Ensure students apply slow steady pressure.

e. **Controlling Techniques.** Controlling techniques are used to control an aggressor who grabs your arm or wrist.

(1) Opposite Side Grab

(a) Begin with the aggressor grabbing your right wrist with his right hand.

(b) Trap the aggressor's right hand in place on your right wrist with the palm of your left hand.

(c) Rotate your right hand clockwise to reach up and grasp the aggressor's right forearm while maintaining downward pressure on his trapped right hand with your left hand.

(d) Apply pressure in and down with both hands until the aggressor is forced to one knee and is effectively controlled.

(2) Same Side Grab

(a) Begin with the aggressor grabbing your right wrist with his left hand.

(b) Rotate your right palm up so your palm is toward your face.

(c) Grab the backside of the aggressor's hand with your right hand, palm up, wrapping the fingers around the meaty portion of his thumb.

(d) Rotate the aggressor's palm down and outboard until control is achieved.

4. PRACTICE

INSTRUCTOR NOTE: Fault check student proficiency and safety.

TRANSITION: We have learned unarmed manipulations, are there any questions? We will now discuss the informal resolution system.

5. **TIE-IN (INFORMAL RESOLUTION SYSTEM)**. This system was designed so that whenever possible, conflicts arising from offensive or unwelcomed behavior can be resolved at the lowest possible level. The IRS is designed to address behaviors that could potentially become sexual harassment or other types of behaviors that are inappropriate but do not constitute an offense under the UCMJ. Training in the IRS should be part of normal leadership training for all Marines.

a. **Mission**. The goal of the informal resolution system is to provide necessary information and skills to encourage/facilitate resolving interpersonal conflicts in the unit at the lowest possible level. It does so by emphasizing our core values of Honor, Courage, and Commitment.

b. **Responsibilities**. IRS also emphasizes people's responsibility to be a role model of appropriate behavior and confront inappropriate behavior when observed or brought to their attention. It is not appropriate and is unauthorized to use the IRS to resolve conflicts that are criminal in nature. Do not ignore discrimination, sexual harassment, or other inappropriate behavior when it is encountered or observed.

c. **Roles**. Each individual involved may be categorized as the recipient, offender, third party, or commander/leader.

(1) **Recipient**: One who feels offended/harassed.

(2) **Offender**: One who may have offended/harassed another.

(3) **Third Party**: One approached by recipient or by offending person or who observes inappropriate behavior.

(4) Commander/Leader: Anyone who has subordinates, regardless of grade or rank, and who is approached by any of the above three reporting inappropriate behavior (or who himself observes inappropriate behavior).

d. **Behavior Zones**. The following zones are based on "reasonable person" standards.

(1) Red. Always unacceptable behavior includes seeking sexual favors in return for favorable evaluation, making supervisory decisions based on race/gender, "hate" mail, rape, and assault. Clearly criminal behavior must be reported through official channels. Non-criminal red zone, if resolved and the recipient does not desire further action, should merely be reported for supervisor's information.

(2) Yellow. Inappropriate behavior includes racial/sexual slurs, comments, jokes, sexually suggestive touching. If repeated, especially after being told of its offensiveness, yellow behaviors turn to red, and becomes definitely unacceptable.

(3) Green. Acceptable behavior includes counseling on performance or military appearance, normal social interaction, touching which could not reasonably be perceived in a sexual or threatening way, and friendly conversation.

e. **Resolution Options**. Review options under the IRS, and take action to resolve the conflict. The recipient is encouraged to confront the offender directly in person, in writing, or through a third party. The third party can be the supervisor, a co-worker, or someone outside of the workplace. The offender should be informed that the behavior is offensive or unwelcomed and should be stopped.

(1) Direct. In direct resolution, the recipient attempts to resolve conflict directly with offending person. This is the preferred method of resolving conflict.

(2) Written. Another option is to give a written notification to the offender. This can be a simple hand written note, a letter, or even an email. The note may be read or delivered by the recipient.

(3) Third Party. To use an informal third party, the recipient enlists the informal assistance of some other person to help resolve the conflict. This person will serve as an unbiased mediator to help resolve the problem.

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

TRANSITION: We have discussed the informal resolution system, are there any questions?

SUMMARY

(10 MIN)

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

INSTRUCTOR NOTE: Provide follow-on instructions.

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

LESSON PLAN

KNIFE TECHNIQUES

MCCS-GREEN-2029

GREEN 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-GREEN-2029

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**. True knife fighting in combat can be one of the most gruesome and feared activities in the profession of arms. In this lesson, we will not only teach you knife fighting techniques to use in battle, but we will also teach you how to manage fear that often accompanies warfare.

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

3. **POSITIONS**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

2. **DEMONSTRATE**

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

INTERIM TRANSITION: Go to practice position one.

3. **IMITATE**

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

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

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

(3) At the same time, block the aggressor's right arm with your left arm over and in front of your head. Your arm is bent so your forearm makes contact perpendicular to the aggressor's forearm.

(4) At the same time, execute a vertical thrust directly into the aggressor's neck.

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

b. **Block for a Forward Strike with Follow-On Techniques.**

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

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

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

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

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

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

4. **PRACTICE**

INSTRUCTOR NOTE: Fault check student proficiency and safety.

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

5. **TIE-IN (DEALING WITH FEAR).** Regardless of how well you or your Marines are trained for combat, the first shock of realizing the enemy actually intends to kill you is a powerful factor every Marine will have to face. Until this threshold is crossed and your Marines become accustomed to functioning under fire, the leader must act decisively to ignite the confidence and individual actions that will transform fear into an aggressive unit response.

a. **Sources of Fear**

(1) The possibility of being killed, wounded or captured is always present.

(2) The noise and sights of combat have a traumatic, shocking impact upon the senses, causing confusion, and a sense of chaos that becomes particularly unnerving (the fog of war).

(3) The apprehension you might not "measure up" as a Marine under fire or let your buddies down.

(4) Anticipation of the unexpected, constant anxiety about the enemy's location, strength, or intentions. If the enemy succeeds in creating a situation that was totally unexpected, he may have a decisive advantage. This is the element of "surprise" in reverse.

(5) Fatigue itself is a source of fear. As individuals become physically exhausted, they may begin to perceive themselves to be helpless or unable to continue to fight.

b. **Conditions that Stimulate Fear**

(1) The unexpected. Whenever the enemy actions appear as a surprise, it will have a powerful impact upon your Marines. Being surprised by the enemy has been described as causing the "will that controls fear to sag and crumble." At such moments, leaders must exert a strong influence upon their Marines to maintain control over the unit's actions.

(2) The unknown. There is a tendency to think that the enemy is much greater in strength or ability than he really may be. Do not allow yourself to be deceived as to enemy strength or capabilities through exaggerated impressions.

(3) A feeling of helplessness. It is the leader who must prevent the anxiety of helplessness from taking hold of himself and his subordinates. The leader must act to direct and inspire the response against the enemy. Everyone has a job that must be accomplished and it is the leader who must see that everyone is doing what must be done. Action is key to preventing this feeling of helplessness from taking hold. Keep your Marines engaged and instill a sense of pride and confidence in them.

c. **EFFECTS OF FEAR**. Extreme fear brings out our instinct for self-preservation. Survival is a very strong motivation and will generally be a priority concern. In combat, killing the enemy helps remove the threat to your life. The alternative of not killing the enemy increases the likelihood that he will kill

you. Physically, the body reacts when threatened or there is anticipation of danger.

(1) Physiological reactions include trembling, pounding heart, irrational laughter, and sweating.

(2) Psychological reactions include the inability to make decisions, over-fixation with minor details, and displaying lack of confidence.

d. **Overcoming Fear**. Many experts have attempted to answer this question and each focuses attention on the following areas:

(1) Identity. Our identity as Marines conveys a special meaning to our fellow Marines; one Marine will not let another Marine down. The presence felt when another Marine is counting on you to do a particular job is usually sufficient to overcome most fears.

(2) Discipline. Everyone is afraid in combat, but this fear has to be controlled so the mission can be accomplished. All Marines must have the will power to force fear out of their minds or to overcome it and replace it with action. Concentrate on your job and actively support your fellow Marines. Everything we do as Marines reflects on the quality of our discipline, something we recognize as essential to success in combat.

(3) Esprit de Corps. We are a Brotherhood of Marines. Fierce pride in our Corps and our unit is a source of enduring strength. "The Few, The Proud, The Marines" is more than a recruiting slogan; it's a way of life.

(4) Tradition. As Marines, we fight and win. Every Marine must have knowledge of and pride in our history and traditional values. With this, we will do no less than the Marines who have come before us.

(5) Training. Training develops confidence in our leadership, our fellow Marines, and ourselves. It builds morale, discipline, esprit, pride, and develops physical stamina and teamwork.

e. **Leader's Role**. Fear must be recognized and dealt with promptly. Fear is infectious and can destroy the effectiveness of a unit. Extreme reaction to fear occurs when the individual confronts a situation in which death appears to be imminent. During such instances, two basic forms of behavior have been observed. Though leaders share the same risks and fears, they must be able to overcome their own fears, and provide the leadership necessary to achieve success in combat. They must understand the conditions that stimulate fear, and be able to

inspire confidence and courageous actions by their Marines. What actions can you, a leader of Marines, take to help overcome fear?

(1) Be confident and decisive. Don't let fear be reflected in your looks or actions.

(2) Ensure your Marines are able to recognize the causes and reactions of fear. It is important knowledge that will enable Marines to help their buddy.

(3) Instill a sense of unit cohesion, a belief in the Band of Brothers concept, and develop esprit.

(4) Do not tolerate self-pity.

(5) Talk to your Marines and encourage them, particularly just before a battle.

(6) Do not tolerate rearward movement, especially when under fire, without your order.

(7) Take physical corrective action as necessary.

(8) If a subordinate appears to be losing control, help him regain control through direct personal leadership and then let him continue to march.

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

TRANSITION: We have discussed dealing with fear, are there any questions?

SUMMARY

(10 MIN)

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

INSTRUCTOR NOTE: Provide follow-on instructions.

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

LESSON PLAN

WEAPONS OF OPPORTUNITY

MCCS-GREEN-2031

GREEN 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-GREEN-2031

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. Marines must also be able to deal with fatigue.

2. **OVERVIEW**. Good morning, my name is _____. This lesson will cover weapons of opportunity and dealing with fatigue.

3. **POSITIONS**

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

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

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

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

BODY**(45 MIN)**

1. **EXPLAIN**

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

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

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

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

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

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

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

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

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

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

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

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

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

2. DEMONSTRATE

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

INTERIM TRANSITION: Go to practice position one.

3. IMITATE

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

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

(2) Execute a forward angle of movement to get inside the arc of the attack. Step in forcefully to prevent the aggressor from developing power and stop their momentum.

(3) At the same time, block the aggressor's right forearm with your left forearm and his weapon with your weapon. If you are close enough, you may block the aggressor's arm with your weapon.

(4) Control the aggressor's right arm with your left arm or hand and execute at least three effective follow-on strikes with your weapon of opportunity to kill the aggressor.

b. **Block for a Forward Strike With Follow-On Strikes.** This technique is used when the aggressor executes a forward strike with a knife or weapon of opportunity.

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

(2) Execute a forward left angle of movement to get inside the arc of the attack. Step in forcefully to prevent the aggressor from developing power and stop their momentum.

(3) At the same time, block the aggressor's right forearm with your left forearm and his right biceps with your weapon.

(4) Control the aggressor's right arm with your left arm or hand and execute at least three effective follow-on strikes with your weapon of opportunity to kill the aggressor.

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

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

(2) Execute a forward right angle of movement to get inside the arc of the attack. Step in forcefully to prevent the aggressor from developing power and stop their momentum.

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

(4) Control the aggressor's right arm with your left arm or hand and execute at least three effective follow-on strikes with your weapon of opportunity to kill the aggressor.

d. **Block for a Straight Thrust With Follow-On Strikes.** This technique is used when the aggressor executes a straight thrust with a knife or weapon of opportunity.

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

(2) Execute a forward right angle of movement to the outside of the aggressor's left foot.

(3) At the same time, block the aggressor's weapon or forearm with your weapon perpendicular to his.

(4) Reach across the block and grasp the aggressor's right forearm with your left hand.

(5) Control the aggressor's right arm and execute at least three effective follow-on strikes with your weapon of opportunity to kill the aggressor.

4. **PRACTICE**

INSTRUCTOR NOTE: Fault check student proficiency and safety.

TRANSITION: We have learned weapons of opportunity, are there any questions? We will now discuss dealing with fatigue.

5. **TIE-IN (DEALING WITH FATIGUE)**. Fatigue is defined as "extreme tiredness; exhaustion, weariness from physical exertion, or mental weariness from stress; a debilitating tiredness brought

on by exhaustion." There are three forms of fatigue. Fatigue of the body is affected by such issues as physical conditioning, weight of gear worn and carried, and environment-dictated work-rest cycles. Fatigue of the spirit is a mixture of demoralization and hopelessness that may be more difficult to control. Fatigue of the mind is synonymous with sleep deprivation.

a. **Recognizing Fatigue.** What are some key indicators of fatigue?

(1) Reckless disregard for the safety of the individual or the safety of fellow Marines.

(2) Excessive caution or unwillingness to expose oneself to even the slightest risk.

(3) Failure to fire weapons.

(4) Lack of concern for the cleanliness of weapons, the condition of vehicles, or other essential equipment.

(5) Lack of attention to aircraft maintenance/flight procedures.

(6) Lack of concern for personal cleanliness, such as refusal to shave, wash, eat, or drink.

b. **Effects of Fatigue.** What happens to Marines if fatigue is ignored?

(1) As individuals become more fatigued their mental condition can deteriorate from mere weariness to causing a Marine to become a psychological casualty. Rest is a preventive cure that works to keep psychiatric casualties from occurring.

(2) There is no doubt troops can endure the fatigue induced by battle for only so long before they falter. Commanders at any level who try to ignore fatigue are courting with disaster. We as Marines separate the mental and physical aspects of combat. This is, of course, an artificial division as the mental and physical aspects constantly interact. Therefore, physical fatigue, hunger, disease, thirst, and the stress of adverse climatic conditions can reduce the physical state of the warrior to such an extent his will to fight is severely weakened.

(3) The leader is not immune to fatigue. As he/she becomes increasingly tired, he/she may lose the ability to make decisions rapidly, and may become more easily confused, disoriented, and ultimately ineffective. Leaders must understand the effects of fatigue on themselves and on their Marines and know when to provide rest.

(4) Extreme fatigue can lead to a break down in morale, discipline, and can cause panic.

c. **Overcoming Fatigue.** In virtually every documented account of battle, the exhausting effects of even short bursts of fighting are stressed. Only the physically fit combatant will be able to endure such fatigue.

(1) Develop Combat Fitness in yourself and your Marines. This should be a graduated realistic program that develops muscular and aerobic endurance, strength coupled with speed for power, balance and coordination.

(2) Promote a healthy lifestyle. Ensure your Marines understand basics of sanitation and hygiene, as well as how a healthy lifestyle promotes greater fitness.

(3) Ensure physical training ties into the mental and character disciplines in order to develop mental toughness.

(4) In combat maximize the amount of rest you and your Marines receive.

(5) Train with your gear, but take only what you need. Pack smart. Pack light.

(6) Do not confuse quality of life (QOL) with troop welfare. No leader should begrudge his subordinates decent living and working conditions in garrison or aboard ship.

(7) Understand troop welfare is not giving Marines what they want but what they need and the best form of troop welfare is tough realistic training.

TRANSITION: We have discussed dealing with fatigue, are there any questions?

SUMMARY

(10 MIN)

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

<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

GROUND FIGHTING

MCCS-GREEN-2032

GREEN 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-GREEN-2032

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 core values.

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

3. **POSITIONS**

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

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

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

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

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

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

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

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

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

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

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

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

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

2. **DEMONSTRATE**

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

INTERIM TRANSITION: Go to practice position one.

3. **IMITATE**

a. **Armbar from the Mount**. This technique is used to break the aggressor's arm from the mount position.

(1) Begin mounted on the aggressor. Keep all of your weight on the aggressor to control his movement and prevent him from escaping.

(2) The aggressor attempts to choke or push you off of him with both arms straight.

(3) Place both palms in the center of the aggressor's chest. Your right arm will weave over the aggressor's left and your left arm under his right. Place the majority of your weight on your two hands pinning the aggressor to the ground.

(4) Keep your right hip/upper inside thigh in constant contact with the aggressor's left triceps. Turn your body to face left and swing your right leg over the aggressor's head.

(5) Pull your feet in toward your buttocks to trap his body and pinch your knees together to trap his arm. Hug his left arm to your chest and sit back with your upper body to straighten and lock out the aggressor's arm.

(6) Maintain pressure against the aggressor's neck with the back of your right foot and against his side with your left foot underneath his armpit. Your legs are on either side of the aggressor's left arm and his palm is facing the sky.

(7) Use your hips to apply pressure into the aggressor's elbow in the direction of his left pinky. Fall back quickly and thrust your hips up to break the aggressor's arm and/or elbow.

INSTRUCTOR NOTE: Ensure students apply slow steady pressure.

(8) Return to the basic warrior stance.

b. **Armbar from the Guard.** This technique is used to break the aggressor's arm from the guard position.

(1) Begin lying on your back with the aggressor in your guard. Keep your legs locked around the aggressor's waist to control his movement and prevent him from escaping.

(2) The aggressor attempts to choke or push you off of him with both arms straight.

(3) Trap the aggressor's hands on your chest by crossing your hands and grabbing both of his wrists.

(4) With the cutting edge of your right heel, strike the outside of the aggressor's left thigh and quickly move your head to your left and swivel your hips to your right. Maintain positive control of the aggressor's left arm.

(5) Bring your right leg up, hook the aggressor's neck and head, and exert downward pressure to roll him over on his back. You should end up sitting up with your legs over the aggressor.

(6) Pull your feet in toward your buttocks to trap his body and pinch your knees together to trap his arm. Hug the aggressor's left arm to your chest and sit back with your upper body to straighten and lock out the aggressor's arm.

(7) Maintain pressure against the aggressor's neck with the back of your right foot and against his side with your left foot underneath his armpit. Your legs are on either side of the aggressor's left arm and his palm is facing the sky.

(8) Use your hips to apply pressure into the aggressor's elbow in the direction of his left pinky. Fall back quickly and thrust your hips up to break the aggressor's arm and/or elbow.

INSTRUCTOR NOTE: Ensure students apply slow steady pressure.

(9) Return to the basic warrior stance.

4. PRACTICE

INSTRUCTOR NOTE: Fault check student proficiency and safety.

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

5. **TIE-IN (MARINE CORPS VALUES)**. Today we will discuss what makes Marines different; our "Core Values." They govern our behavior towards one another and everyone else. They guide the actions of a warrior both on and off the battlefield. As a civilian, you may be able to get by with a weak commitment to your values or without having any values at all. As a Marine, you cannot because in the end you will fail without them. The Marine Corps Core Values are Honor, Courage, and Commitment. They are the foundation of each Marine's character. Our character is that part of us which separates us from others; it is our spirit, and our soul. Our Core Values give direction to our actions. If we live by them we will always make the right decision and take the right path. Why are our Core Values important?

a. **Honor**. Each day we will have to guard against lying, cheating or stealing in order to keep our reputation, and that of the Corps, untarnished. As men and women of honor we must be able to keep our reputation untarnished. We understand our actions must be above reproach and our conduct exemplary. The core value of honor has three elements that make the bedrock of our character.

(1) First, Marines are trustworthy. This element of honor is what ties each of us together. We trust each other to do the right thing, be honest in our dealings and truthful with each other. This trust will lead us to rely on each other in combat and trust each other with our lives. The warrior understands

that trust is a fragile thing that must be handled with care because once lost, it is difficult to restore.

(2) Second, Marines respect human dignity. We respect each other and understand the diversity of people who make up our Nation and Corps contribute to our strength and greatness. As warriors we are prepared to devastate aggressors with overwhelming force while at the same time respecting other people and their cultures.

(3) Third, Marines are accountable. Marines take responsibility for themselves, their duties, their actions, and their mistakes. They do not blame others for their shortcomings, nor do they shirk their obligations because they are unpleasant.

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

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

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

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

SUMMARY

(10 MIN)

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

INSTRUCTOR NOTE: Provide follow-on instructions.

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

LESSON PLAN

ANATOMY AND PHYSIOLOGY

MCCS-GREEN-2033

GREEN 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: Anatomy and Physiology

LESSON DESIGNATOR: MCCS-GREEN-2033

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**. The human body is equipped with offensive and defensive functions. For example, the brain and spinal cord, which control the functioning of the body, are protected and housed by the skull and vertebrae. The rib cage protects our internal organs such as the heart and lungs. The human body, however, is not impervious to attack. There are points of weakness on the body that are vulnerable to attack.
2. **OVERVIEW**. Good morning, my name is _____. The purpose of this lesson is to teach you how anatomy and physiology applies to martial arts. We will be covering the target areas, pressure points and weapons of the body.
3. **LEARNING OBJECTIVES**. This is a lesson purpose class with no associated learning objectives.
4. **METHOD/MEDIA**. This lesson will be taught by the informal lecture method.
5. **EVALUATION**. This class is lesson purpose and will not be evaluated.
6. **SAFETY/CEASE TRAINING**. In the case of a fire alarm you will exit the classroom and the class commander will get a head count and report to the instructor.

BODY**(45 MIN)**

1. **TARGET AREAS OF THE BODY**. There are five major target areas of the body: Head, Neck, Torso, Groin, and Extremities.

- a. **The Head**

- (1) Cranium. The cranium or skull houses and protects the brain. The cranium is made up of eight dense bones, which are fused together, therefore, is not a good target. However, a powerful blow delivered with a weapon such as a club, can cause a concussion, unconsciousness, or death.

- (2) Ears

- (a) Anatomy. The ear consists of three major parts: the external ear, the middle ear, and the internal ear. The external auditory canal allows external sound vibrations to pass into the skull. The opening to this canal is called the external auditory meatus. The eardrum lies at the innermost part of the external ear, next to the middle ear. Sound waves transform into

mechanical impulses within the middle ear and internal ear. The internal ear controls equilibrium and balance.

(b) Results of an Attack. When the ears are struck, immobilizing effects can occur due to air being trapped and forced down the external auditory canal and into the eardrum. The eardrum can burst causing extreme pain, loss of hearing, or bleeding from the mouth or ear. In addition, balance can be disrupted and a loss of equilibrium could occur. A cupped hand strike is particularly effective on the ears.

(3) Nose

(a) Anatomy. The nose is comprised of cartilage and two nasal bones fused at the mid-line to form the bridge of the nose.

(b) Results of an Attack. Strikes to this region can cause watering of the eyes and nose bleeding. The bone and cartilage can easily break if struck at a 45-degree angle or straight on with dominant force.

(4) Mandible

(a) Anatomy. The mandible (jaw) is attached to the skull by a hinged joint called the temporomandibular joint (TMJ).

(b) Results of an Attack. The mandible can be dislocated when struck downward or upward at a 45-degree angle. The preferred target area is the tip of the mandible (chin). Hitting the jaw can cause unconsciousness because the vagus nerve running up against the socket behind the jaw controls some motor function and neurological functions of the body including regulating breathing and heart rate. Striking the side of the mandible near the TMJ may break the joint.

b. **The Neck**

(1) Sides of the Neck

(a) Anatomy. The sides of the neck contain the sternocleidomastoid muscles and numerous arteries and veins. The Sternocleidomastoid muscle is responsible for supporting and flexing the head. Beneath this muscle lies the carotid artery and jugular vein. The carotid artery feeds oxygen-enriched blood from the heart to the brain; the jugular vein returns oxygen-depleted blood from the brain to the heart. The carotid sinus is located at the juncture of the carotid arteries and regulates blood pressure.

(b) Results of an Attack. Effects of a strike to this area range from dizziness, unconsciousness, and death due to

a complete collapse of the bloodlines carrying blood to and from the brain. Striking the carotid sinus can fake the body into shutting down, and it can stop the heart.

(2) Throat

(a) Anatomy. The front of the neck or throat region contains the esophagus and the trachea. The esophagus is a straight, collapsible tube that allows food to enter the digestive system. Directly in front of the esophagus is the trachea, which is the air tube, leading to the lungs. The larynx serves as the opening to the trachea. The jugular notch is located at the base of the neck in the notch formed at the center of the clavicle.

(b) Results of an Attack. When the front of the neck is struck, cartilage can puncture the trachea, disrupting breathing. Pressure applied to the jugular notch with a quick stabbing motion serves as a distraction technique. Strikes to this area can cause serious damage including shock, unconsciousness, and even death.

(3) Back of the Neck

(a) Anatomy. The vertebrae house and protect the spinal cord. There are 7 cervical vertebrae immediately behind the skull that are identified as C1-C7. C1 is the top most vertebrae which forms the joint connecting the skull and the spine.

(b) Results of an Attack. Over-rotating the neck can misalign the vertebrae and damage the spinal cord. This will disrupt the neurological functions controlled by the spine in this area, including respiratory functions. Strikes to the back of the neck (cervical vertebrae) where the base of the skull meets the spine can have a devastating effect causing paralysis or even death.

c. The Torso

(1) Spinal Column

(a) Anatomy. The spinal column is made of 33 vertebrae that are divided into five regions (cervical, thoracic, lumbar, sacral, coccyx). It supports the structure of the body and protects the spinal cord, which combines with the brain to form the central nervous system.

(b) Results of an Attack. If the spinal column is damaged it will result in extreme pain and loss of mobility. This could also sever the spinal cord, resulting in paralysis.

Shock, cardiac arrest, unconsciousness, and death could be the result.

(2) Thorax

(a) Anatomy. The thorax (ribcage) consists of 12 pairs of ribs that house the major internal organs of the torso. They are connected to the thoracic vertebrae and the sternum. The last two pairs are called floating ribs because they are not connected to the sternum. The xiphoid process is a small brittle extension of the lower part of the sternum.

(b) Results of an Attack. Strike to this area with a can cause intense pain and loss of motor function. The floating ribs and xiphoid process are more susceptible to damage because they are not supported. Fractured bones may cause damage to internal organs.

(3) Internal Organs

(a) Anatomy. The major internal organs of the torso include the lungs, heart, liver, spleen and kidneys. The lungs primary function is to transport oxygen to the bloodstream and excrete carbon dioxide. The heart is a pear shaped, muscular organ, responsible for pumping blood through the body by repeated, rhythmic contractions. The liver plays a major role in metabolism and has a number of functions in the body, including glycogen storage and drug detoxification. The spleen destroys old red blood cells and holds a reservoir of blood. The kidneys are located just under the bottom ribs on either side of the spinal column. They filter waste from the blood and excrete it as urine.

(b) Results of an Attack. Damage to the lungs will disrupt or stop breathing. Damage to the heart can cause shock, unconsciousness, and death. Strikes to the kidneys, liver and spleen will cause severe pain and disrupt bodily function.

d. The Groin

(1) Groin

(a) Anatomy. The groin is the region where the legs meet the torso. It includes the lower abdomen and inner thighs. This is a good target area because it contains large arteries and nerves, making it highly sensitive. The pelvis supports the weight of the entire upper body.

(b) Results of an Attack. An attack can be quickly debilitating, due to the large number of sensitive nerves. A groin attack is found painful by both genders, and can be incapacitating. A powerful strike can fracture the pubic bone, resulting in immediate loss of mobility.

(2) Coccyx

(a) Anatomy. The coccyx, commonly referred to as the tailbone, is the final segment of the human vertebral column. It provides an attachment for muscles, such as the gluteus maximus, and serves as a shock absorber when the person sits down.

(b) Results of an Attack. Strikes to the tailbone at an upward angle can result in severe pain and paralysis, immediately disabling an opponent.

e. The Extremities(1) Joints

(a) Anatomy. Two primary types of joints in the body are hinge joints and ball and socket joints. The elbows and knees are hinge joints that will only bend in one direction. The shoulders and hips are ball and socket joints that have range of motion in all directions. The wrists and ankles are complex joints with many bones and a wide range of motion.

(b) Results of an Attack. Joints can be manipulated by forcing them in the opposite direction they are designed to bend or by forcing them beyond their natural range of motion. Applying the correct pressure will cause pain compliance allowing the control of the subject. Striking or forcefully bending a joint can damage tissue, causing intense pain and loss of functionality.

(2) Muscles

(a) Anatomy. The three types of muscles are skeletal, smooth and cardiac. Skeletal muscle or "voluntary muscle" is anchored by tendons to bone and is used to affect skeletal movement such as locomotion and in maintaining posture. Smooth muscle or "involuntary muscle" is found within the walls of organs and structures. Unlike skeletal muscle, smooth muscle is not under conscious control. Cardiac muscle is also an "involuntary muscle" but is found only within the heart.

(b) Results of an Attack. Skeletal muscles can be separated from the bone or squeezed with the fingers to cause pain. In addition, muscles can be struck with any weapon available to cause massive bruising and tearing which will result in pain serving to weaken an opponent.

(3) Bones

(a) Anatomy. The bones in the arms are the humerus (upper arm), radius (thumb side), and ulna (pinky side). The clavicle (collarbone) acts as a strut for the arm and supports

movement. The bones of the legs are the femur (thighbone), tibia (shinbone), and fibula. The femur is the longest and strongest bone in the body.

(b) Results of an Attack. A powerful strike with a hard object can bruise or fracture a bone. This will result in extreme pain and loss of functional in the limb. Broken bones in the lower body will prevent mobility.

(4) Nerves

(a) Anatomy. The radial and ulnar nerves travel along the radial and ulna bones, respectively, and make excellent striking areas. The femoral nerve (inside of thigh) and peroneal nerve (outside of thigh) are good targets especially since targets below the waist are not usually covered with body armor.

(b) Results of an Attack. A powerful blow to a nerve can cause a temporary paralysis of the nerve, causing pain and serving to weaken an opponent. Effectiveness will vary due to individual sensitivity and pain tolerances.

2. PRESSURE POINTS OF THE BODY. There are many pressure points on the body. We will discuss the nose, eyes, mastoid process, and brachial plexus.

a. Nose

(1) Anatomy. The nose is positioned right across several nerves of the face and head. The infra-orbital nerve is located at the base of the nose.

(2) Results of an Attack. Pressure applied beneath the nose and above the upper lip at an upward angle can produce pain compliance.

b. Eyes

(1) Anatomy. The eyes are soft tissue set into sockets in the skull called orbital fissures.

(2) Results of an Attack. The eyes are vulnerable because they are extremely sensitive to touch and could easily be gouged. Dirt and debris can be thrown into the eyes of an opponent as a distraction. Attacking the eyes may result in watering, involuntary closing, pain, and even shock.

c. Mastoid Process

(1) Anatomy. The mastoid process is the point of attachment for many neck muscles, located behind the ear.

(2) Results of an Attack. Pressure applied at an upward angle to the mastoid process results in pain, which can be used to gain compliance.

d. **Brachial Plexus**

(1) Anatomy. A plexus is a point at which several nerves combine. The brachial plexus is in the shoulder at its juncture to the torso, underneath the collarbone. It can be accessed underneath the armpit.

(2) Results of an Attack. Pressure applied upward into the armpit can cause pain and can be used to gain compliance.

3. WEAPONS OF THE BODY. The arms and legs are the two primary weapons of the body. They are each broken down into secondary weapons. Although not generally a weapon, the head can be used to strike or bit an opponent if necessary.

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

(1) The Hands. The hands are the instant response weapons of the body. The primary technique of the hands is striking but they can also be used for choking, grabbing, and wielding a weapon.

(2) The Elbows. The elbow does not have all the functions of the hands, but can deliver a higher volume of force at close range. The bones of the elbows are larger and harder than those in the hands, making a stronger striking surface.

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

(1) The Feet. The feet are not easily employed as weapons during an engagement. It takes training, coordination, and skill to use the feet as weapons. The primary techniques used are kicks and stomps. They produce more force than any weapons of the arms because the lower body and hips are larger and more powerful. The shins may also be utilized for a striking surface.

(2) The Knees. The largest amount of power can be delivered from knee strikes. The striking surfaces of the knee are larger than the feet, and the weight of the leg along with the drive of the hips produce the power of the strike. Knee strikes can be used on various target areas of the body and dropping the knee on an opponent is affective.

During this period of instruction we have covered the target areas of the body, weapons of the body, and pressure points of the body. I am now confident that you all understand how anatomy and physiology applies to martial arts.

INSTRUCTOR NOTE: Provide follow-on instructions.

UNITED STATES MARINE CORPS
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24191 GILBERT ROAD
QUANTICO, VIRGINIA 22134

LESSON PLAN

MARTIAL CULTURE STUDY: THE SPARTANS

MCCS-GREEN-2034

GREEN BELT

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

UNITED STATES MARINE CORPS

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

INSTRUCTOR PREPARATION GUIDE

LESSON TITLE: Martial Culture Study: The Spartans

LESSON DESIGNATOR: MCCS-GREEN-2034

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

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

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

a. Early Sparta can only be traced by legends and myths passed down from generation to generation. One of these legends was that of Lacedaemon, the son of Zeus whom married Sparta, the daughter of Eurotas. The earliest date historians believe Sparta existed is approximately 1200 BC. Until 7th century BC, Sparta was a very cultured society that supported the military arts. In 776 BC the King of Sparta died. The King's widow made a deal with Lycurgus, brother of the King. Lycurgus would kill her unborn child upon birth and marry her to become the King of Sparta. Lycurgus agreed to this. Upon the child's birth, he fled the country instead of killing it. Lycurgus traveled to Crete, Asia, Egypt, and Libya in order to study their culture and military. When he returned, his nephew that he had saved became the King of Sparta.

b. Lycurgus presented a constitution that he had written to

the people of Sparta. It required a great amount of sacrifice, but after much persuasion the constitution was accepted. Lycurgus' last request was that it never be changed until his return. The constitution forbade the use of silver and gold, but accepted the use of iron as money. The constitution also required that all lands be re-divided equally, and houses could only be built with axes and saws, in order to keep the dwellings modest. The laws of the constitution caused a decline in the arts and set the stage for the militaristic Spartan society that we are familiar with today.

2. TRAINING METHODS

a. A Spartan's training started at birth. When a Spartan family gave birth to a son, elders would view the child to see if it was physically perfect. If the child was not, then he was left outside of the city to die of exposure. From an early age, the boys were taught to be content with plain food and not to be afraid of the dark or of being left alone. All citizens of Sparta were allowed to discipline a youth regardless of whose son it was. Furthermore, every Spartan child referred to Spartan Warriors as father. This system helped to keep the community tight and kept boundaries from being formed between families and clans. The only drawback to this was that Spartans were very skeptical of outsiders and you could never become a citizen unless your parents were citizens.

b. At age 7, children left their families and entered the Agoge, which is the Spartan system of military education. This weakened family loyalties while increasing group solidarity among peers who would serve together in the military. The Agoge was equivalent of boot camp, but lasted until the Spartan turned twenty years old. During the training the boys were formed into units and teams. Once the unit was formed, each boy voted on the units chain of command. This was a valuable lesson for the boys. It taught them that if they wanted to be a leader they had to earn the respect of their peers.

(1) Flogging was one of the training tools that were used during Agoge. Flogging was used as a way to discipline the students if caught doing something unacceptable as well as build the young students pain tolerance. The students would also train in the disciplines of boxing, wrestling, and pankration. Students were encouraged to steal by their drill instructors during survival training, just as long as they didn't get caught; if they did get caught they were dealt with harshly. When they turned twenty, they became instructors at the Agoge.

(2) When they turned twenty-one, and had successfully completed their training, they became Spartan Warriors and citizens of Sparta. Though they earned their place in society, they never stopped training. What separated the Spartans from

the rest of Greece was that their life and society revolved around the warrior. The training of a Spartan warrior never stopped, unlike other Greek city-states where the armies were composed of a citizen army that would train for a week or two and return to their shops and farms.

c. Spartan hoplites (foot soldiers) were armored with bronze cuirasses (torso armor), leg greaves, helmet, and a tunic that left the right arm and shoulder free for action in combat. The Spartan's main weapon was the dory (spear). They were armed with a xiphos (short sword) or kopis (curved sword) as a secondary weapon. The xiphos was capable of being thrust through gaps in the enemy's shield wall and armor, whereas the kopis was a hacking weapon. The Spartan army fought using the phalanx. The Spartans employed the phalanx in a single line, in files of 8 to 12 men to push and break through enemy formations. After pushing the enemy back, Spartans would use the shorter xiphos to thrust into breaks in the enemy line and kill them. Due to their extensive training, stamina, and "pushing ability" Spartan phalanxes were nearly impenetrable.

3. VALUES SYSTEM

a. The Spartans believed that in order to lead warriors they must have a high level of education. Sparta had the highest literacy rate in all of Greece. Spartan women were allowed to receive an education and used this to teach the young Spartans how to read and write. The Spartans also spent time working on their speaking skills in order to sway the government and councils opinions in the favor of Sparta.

b. The Spartans also believed that legacy was very important. Each Spartan youth was assigned a mentor who was not their father. This mentor would help mold the youth into a Spartan warrior. Mentors would tell the stories of heroic Spartans, which helped to improve the Spartans performance spiritually, due to the fear of letting their forefathers down. We as Marines do the same through our Warrior Studies.

c. Character was held to the highest standard by Spartans. The students of the Agoge were taught and constantly reminded of the use of proper manners, especially while in the public eye. A good example of their manners was a famous anecdote told by a Greek: "An old man at the Olympic Games stumbled around the arena looking for a seat while everyone laughed at him. When he came to the Spartan section of the arena the entire section stood to give him a seat, and there was universal applause in the arena." The moral of the anecdote is that all Greeks know how to act, but only the Spartans act on it.

4. LEGACY BATTLES

a. The peak of Spartan civilization was during 480 BC at the battle of Thermopylae. During this time the Persian Empire was on the verge of conquering the entire world. The Greeks needed a way to slow down the Persian advance until they could assemble a suitable army. The solution was three hundred hand picked Spartan warriors. Although they were accompanied by several thousand hoplites from various other city-states, this was still a very small army compared to the millions of Persians that were advancing toward Greece. Once the three hundred Spartans were chosen, the army was assembled. King Leonidas chose Thermopylae as his defensive position due to its location on the Grecian peninsula. Thermopylae was a pass in the rocky terrain that forced the Persians to funnel through only a few hundred at a time. Through the use of natural terrain, the Spartans fought at the pass till the death. The exact number of Persians that were killed is unknown but according to historians, for every one Spartan that died ten Persians went with him. Because of these Spartans, the Persian advance was delayed in time for the Greeks to assemble a suitable defense, ultimately stopping the Persians from conquering Greece.

b. In 371 BC, the Spartans battled the Thebans in the Battle of Leuctra. The Spartan phalanx was the normal depth of eight to twelve men deep, with the elite fighters and the king of Sparta standing on the right wing. The Thebans massed in a fifty person deep phalanx on the left wing, to fight against the Spartan right. The shallower and weaker center and right wing columns were drawn back into an Echelon formation. The Thebans smashed the Spartan right wing, as its twelve-deep formation could not sustain the impact of the fifty person deep column. The Spartan right was hurled back with a loss of about 1,000 men including king Cleombrotus I. Historians believe that the Thebans then attacked the Spartans in the flank. Seeing their right wing beaten, the rest of the Peloponnesians, who were essentially unwilling participants, retired and left the Thebans in possession of the field. The echelon and flanking maneuvers represented an innovation in tactics and were highly effective against the Spartans. The Theban victory shattered Sparta's immense influence over the Greek peninsula which Sparta had gained since its victory in the Peloponnesian War and was reduced to a second-rate power among the Greek city-states.

5. DISCUSSION

<p>INSTRUCTOR NOTE: Conduct a guided discussion. Questions and answers should be allowed to flow freely. Have additional questions prepared to stimulate the guided discussion.</p>
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a. How does the historical background of the Spartans compare to the Marine Corps today?

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

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

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

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

SUMMARY

(10 MIN)

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

INSTRUCTOR NOTE: Provide follow-on instructions.

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

LESSON PLAN

FREE SPARRING

MCCS-GREEN-2035

GREEN 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-GREEN-2035

TOTAL LESSON TIME: 2 hours 30 minutes

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

PERSONNEL REQUIRED: Referee, RSO, Corpsman

FACILITIES: Soft footed training area

REVIEW COURSE MATERIALS:
 Review Lesson Plan

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

MATERIALS/EQUIPMENT:
 Mouthpiece
 Head gear
 16 oz. Boxing Gloves
 Groin Protection
 Shin Protection

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

INTRODUCTION**(5 MIN)**

1. **GAIN ATTENTION**. Standing striking is the free sparring event for green belt. Many different strikes and counters to strikes have been introduced up to this point and within the green belt syllabus. This free sparring event gives Marines the opportunity to concentrate and really begin to develop the critical components of movement, distance, and timing in an engagement. Weapons should also be incorporated at this level. Maturity and control play an increasing role in ensuring participant's safety throughout each level of training.

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

3. **SAFETY**. Safeties will be cover later in this lesson.

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

BODY**(2 HRS 15 MIN)**

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

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

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

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

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

appropriate amount of violence for any given situation along the continuum of force.

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

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

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

e. **Target Areas**. The authorized target areas for this event are the front of the torso and the inside and outside of the thighs. Marines will not strike the head, neck, back, groin, or knees.

f. **Techniques**. The authorized techniques are the upper and lower body strikes within each belt level. Marines will not use elbow strikes, knees, stomps, or takedowns at this level. Marines must practice proper fundamentals such as the basic warrior stance and angles of movement. Fighters should not drop their hands, hugging their midsection, because it leaves the head unprotected and instills bad habits.

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

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

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

(1) **Fighters**. All Marines are personally responsible for their safety and the safety of the other fighter. Marines must be in a full duty status to participate in free sparring. If there is any question as to whether or not a Marine is physically

qualified to participate, they will see a corpsman or medical officer.

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

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

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

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

b. Safety Gear. The safety gear required for striking standing only is head gear, mouth piece, 16 ounce (minimum) boxing gloves, groin protection, and shin protection. Females must also wear a flak jacket for added protection for the female anatomy. When adding weapons, all the gear required for pugil sticks must be used.

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

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

e. Hands Out Procedures. If a fighter cannot safely continue in a free sparring event they will put both hands

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

f. **Unsafe Conditions**. It is the referee's, and RSO's, responsibility to immediately stop the fight if they see any unsafe condition such as a defenseless fighter, safety gear problems, or if a fighter is injured. A fighter is defenseless if they appear unable or unwilling to intelligently defend themselves by exposing their back, falling to the ground, dropping their weapons, or dropping their hands. If any safety gear is unserviceable, missing, or not fitted properly the fight must be stopped to correct the problem. If a fighter appears to be injured, by screaming or yelling, the fight must be stopped. Once the unsafe condition is corrected, the referee will restart the fight.

TRANSITION: We have practiced free sparring, are there any questions? We will now discuss _____.

4. **WARRIOR STUDY**

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

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

SUMMARY

(10 MIN)

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

INSTRUCTOR NOTE: Provide follow-on instructions.

Appendix A: TIE-IN GUIDED DISCUSSIONS

GUIDED DISCUSSION 1: COMBAT STRESS

<u>TIME</u>	<u>INTRODUCTION</u>	<u>REMARKS /</u> <u>NOTES</u>
	<p>Good morning my name is _____ today we will be talking about combat stress and different ways to mitigate or overcome combat stress.</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 Bruce W. Carter, USMC, Company H, 2d Battalion, 3d Marine Regiment, 3d Marine Division. Born: 7 May 1950, Schenectady, N.Y. 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 grenadier with Company H in connection with combat operations against the enemy. PFC Carter's unit was maneuvering against the enemy during Operation Idaho Canyon and came under a heavy volume of fire from a numerically superior hostile force. The lead element soon became separated from the main body of the squad by a brush fire. PFC Carter and his fellow Marines were pinned down by vicious crossfire when, with complete disregard for his safety, he stood in full view of the North Vietnamese Army soldiers to deliver a devastating volume of fire at their positions. The accuracy and aggressiveness of his attack caused several enemy casualties and forced the remainder of the soldiers to retreat from the immediate area. Shouting directions to the Marines around him, PFC Carter then commenced leading them</p>	

	<p>from the path of the rapidly approaching brush fire when he observed a hostile grenade land between him and his companions. Fully aware of the probable consequences of his action but determined to protect the men following him, he unhesitatingly threw himself over the grenade, absorbing the full effects of its detonation with his body. PFC Carter's indomitable courage, inspiring initiative, and selfless devotion to duty upheld the highest traditions of the Marine Corps and the U.S. Naval Service. He gallantly gave his life in the service of his country.</p> <p style="text-align: center;"><u>Medal of Honor Citation PFC Bruce W. Carter</u></p> <p>If you are able to show a video, recommend you show one of the two videos below. Eugene Sledge is the author of the book "With the Old Breed: At Peleliu and Okinawa".</p> <p><u>https://www.awesomestories.com/asset/view/Eugene-Sledgehammer-Sledge-Battle-of-Peleliu</u></p> <p><u>https://www.awesomestories.com/asset/view/Eugene-Sledge-Battle-of-Okinawa1</u></p> <p>Key points for this discussion will be:</p> <ol style="list-style-type: none"> (1) Define combat stress (2) Discuss stresses one can expect to experience in combat (3) Discuss different ways to mitigate and overcome the stresses of combat <p>Learning Objective: After this guided discussion, you will have a better understanding of combat stress and different ways to mitigate or overcome combat stress.</p>	
<u>TIME</u>	<p style="text-align: center;"><u>DISCUSSION</u></p> <p style="text-align: center;"><u>KEY POINT 1</u></p> <p>1. In your own words, who can describe "combat stress"? Do you think the individual we discussed earlier experienced some form of combat stress?</p> <p>- The mental, emotional, or physical tension, strain, or distress resulting from exposure to combat-related conditions. Combat stress is the</p>	<u>REMARKS /</u> <u>NOTES</u>

net result of many stressors (e.g., fear of death, fear of failure, other intensive painful emotions [like grief], uncertainty, boredom, worry about what is happening back home, and the many physical and mental demands of combat duties) at any given time.

- Combat stress, sometimes called combat and operational stress or combat and operational stress reaction, is a common response to the mental and emotional effort active duty personnel exercise when facing tough and dangerous situations. Combat stress is similar to the muscle fatigue and soreness experienced after a tough physical workout.

-Combat stress is not an illness and may be experienced by active duty personnel during both peace and war, due to stressful conditions during training, deployment, humanitarian missions, government support missions, and other assignments.

-The expected and predictable emotional, intellectual, physical, and/or behavioral reactions of Service members who have been exposed to stressful events in combat or noncombat military operations. Combat stress reactions vary in quality and severity as a function of operational conditions, such as intensity, duration, rules of engagement, leadership, effective communication, unit morale, unit cohesion, and perceived importance of the mission.

- The combat environment is characterized by long periods of routine activity that tend to create a false feeling of security. When combat actually occurs, it is frequently sudden, unexpected, and characterized by extremely violent action, savage behavior and intense danger. Everyone on the battlefield, including headquarters and service support personnel, must be prepared for combat at any time.

- If you show the video clip on Peleliu you may want to mention the following: E. B. Sledge describes his experiences as a PFC on Peleliu:

"For us, combat was a series of changing events characterized by confusion, awesome violence,

	<p>gripping fear, physical stress and fatigue, fierce hatred of the enemy, and overwhelming grief over the loss of friends. We endured vile personal filth in a repulsive environment, saturated with the stench of death and decay...In combat I saw little, knew little, and understood still less about anything that occurred outside K 3/5. We had our hands full fighting and trying to survive moment to moment."</p> <p>Interim Summary: We just finished defining combat stress and discussing how combat stress reactions vary in quality and severity as a function of operational conditions. Now let's talk about stresses one can expect to experience in combat.</p>	
<p><u>TIME</u></p>	<p><u>DISCUSSION</u></p> <p><u>KEY POINT 2</u></p> <p>1. What stresses have you or do you expect to experience in combat?</p> <p>- Some examples of things you may hear Marines say:</p> <ul style="list-style-type: none"> • Extreme risk and fear. • The "fog of war." • Discomfort and fatigue. • Casualties. • Boredom. <p>2. What is meant by the "fog of war?"</p> <p>- This expression describes both the literal fog created by the dust, smoke, and debris of the battlefield, and more importantly the mental fog of confusion and uncertainty created by lack of knowledge of the enemy, the chaotic noise, mental and physical fatigue, and fear.</p> <p>3. Have any of you experienced the "fog of war"? What significance do you think the "fog of war" has on an individual Marine?</p> <p>- As with the condition of risk and fear, the individual must be able to function in an environment that may appear confusing and chaotic. By focusing his/her attention on the task at hand,</p>	<p><u>REMARKS /</u> <u>NOTES</u></p>

on working with fellow Marines, and on the leader's commands, the individual will overcome this stress. Additionally, good intelligence can help to clear some of the fog of war.

4. What significance do you think the "fog of war" has to you, as a leader?

- The leader must be aware of the problems caused by the confusion of battle. Tired as he or she may be, they must realize that their Marines are equally tired. They must have yet additional strength to see that commands are obeyed and essential tasks accomplished. They must help cut through the fog and confusion of combat by keeping orders clear, simple, audible, and understood, ensuring that the unit continues to function as a team. Most of all, they must make certain that their Marines never become confused about their own unit's ability to fight. Leaders must ensure their units are a cohesive force on the battlefield regardless of the chaos and confusion.

5. Do you think taking and seeing casualties has an impact on individual Marines? Are there ways we can train our Marines to deal with this stress?

- Seeing a fellow Marine go down has a traumatic impact upon the individual. Combat is a brutal event and casualties are to be expected. The shock of seeing buddies wounded or killed, and the possibility that it may happen to one's self adds to the fear and apprehension of survivors; it increases the reluctance to take risks and obey the leader. How individuals respond after they take casualties is a key indicator of the effectiveness of their training, self-discipline, and preparation for combat.

- Proper care for your wounded has a great effect upon morale. Every Marine must be assured that if he is hit, his fellow Marines will take care of him. There is an unwritten contract among Marines that if one is wounded and unable to fend for oneself, another Marine will come to one's aid and do all they can to help.

- During the assault, Marines cannot stop to aid a fallen buddy, and each Marine must know this. Casualties are the job of the

corpsman. This is the reason corpsmen are not armed with rifles or machine guns. It is their job to look after the wounded, not to fight. Most corpsmen are "gung-ho" and many want to employ weapons other than their T/O 9mm pistol; this should not be allowed, as they may tend to fire rather than take care of the wounded.

- At the very first opportunity, casualties should be looked after by their leaders and comrades. Every Marine must be accounted for. Dead and wounded are removed from the combat area as soon as possible.

6. What do you think the presence of dead and wounded Marines, for a prolonged period of time, does to individuals?

- The presence of dead and wounded for a prolonged period of time hurts the morale of survivors. It is important to always care for casualties and impart confidence that whatever the cost, your fellow Marines will do all that can be done under the circumstances. If combat prevents the prompt evacuation of casualties, they should be moved to a position of relative safety and receive care until they can be evacuated.

7. How and why can boredom be a factor in combat?

- Boredom is not something one would expect to find during combat. However, the combat environment is often composed of long periods of inactivity that often lead to careless behavior, thereby reducing everyone's chances of survival when combat next occurs. Leaders must not allow idleness or slovenly and careless behavior to happen. When enemy contact appears remote, every action must be oriented toward improving the unit's readiness to defeat the enemy. Training does not cease in combat, it continues and intensifies.

Interim Summary: We just finished discussing stresses one can expect to experience in combat. Now let's talk about some different ways to mitigate and overcome the stresses of combat.

<u>TIME</u>	<u>DISCUSSION</u>	<u>REMARKS /</u> <u>NOTES</u>
	<p data-bbox="305 268 516 298"><u>KEY POINT 3</u></p> <p data-bbox="305 340 1263 441">1. How do you think that we, as leaders, can help ourselves and our Marines/Sailors mitigate or overcome the stresses we discussed earlier?</p> <ul style="list-style-type: none"> <li data-bbox="305 483 1263 1029">- Tough, realistic training <ul style="list-style-type: none"> <li data-bbox="357 525 1263 1029">• The history of elite combat units such as the Marine Corps has proven again and again that the harder troops train, and the more closely their training reflects their operational mission, the more confident they will be in themselves and each other, and the more resilient they will be to combat stress. Making training shorter or easier leaves Marines less prepared, and less able to cope with severe stress without sustaining a stress injury. But just as athletic coaches must guard against physical injuries during training, Marine leaders must guard against stress injuries as they push their Marines in training. <li data-bbox="305 1071 1263 1575">- Maintain unit cohesion <ul style="list-style-type: none"> <li data-bbox="357 1113 1263 1575">• Marine leaders already know that highly cohesive, well-disciplined units are more effective in combat and other military operations. Units with a high degree of mutual trust, loyalty, and pride also tend to experience fewer stress injuries in combat. Pay special attention to new additions to the unit, such as individual augments, FAPs, or members of other military units and services assigned to augment a Marine unit. Strangers to the unit are at higher risk for stress injuries, themselves, but they also make other unit members feel less safe and confident. <li data-bbox="305 1617 1263 1890">- Ensure adequate sleep <ul style="list-style-type: none"> <li data-bbox="357 1659 1263 1890">• Rare individuals can function adequately on less than 6-8 hours of sleep per night; most people cannot. Sleep deprivation – defined as receiving less than the quantity of sleep required by the brain and body to rest and recharge – is cumulative and potentially deadly. Sleep-deprived Marines make poorer 	

decisions, have slower reflexes, regulate their actions and emotions more poorly, and are more susceptible to being damaged by intense or prolonged stress than Marines who have had enough sleep. Friendly fire incidents and accidents of all kinds can be traced to sleep deprivation. Make sure you and your Marines get at least 6 hours of sleep each day. When 6 hours of sleep per day is not operationally feasible, schedule and enforce make-up sleep as soon as possible.

- Limit unnecessary exposure to terror and horror
 - Although the use or witnessing of deadly force can be necessary in military operations, exposure to deadly force of any kind is potentially toxic to Marines' minds and brains. Being responsible for others' deaths, witnessing death and its aftermath up close, and nearly being killed oneself are all potentially toxic stressors for anyone. The greater and more prolonged Marines' exposures to such stressors, the greater their risk for COSI. Therefore, limit Marines' exposure to deadly force and its aftermath whenever possible. If possible, do not allow Marines to watch others die, and do not allow them to gawk at gory scenes, however mesmerizing they may be. If your Marines must see, hear, or smell death up close for some reason (for example, to participate in personnel retrieval), warn them in advance about what they will experience in vivid detail. As much as possible, protect your Marines from identifying personally with the dead and dying. Choose your most mature and experienced Marines for tasks that involve high exposure to blood and gore. Provide as much rest and recuperation as possible between exposures to deadly force and its aftermath.
- Keep your Marines informed
 - Marines who are forewarned are also forearmed. When Marines know what to expect – and what actually happens meets their expectations – their heart rates remain lower, and they are less likely to be

damaged by the stress of their experiences. Share information freely up and down the chain of command. Anticipate. Rehearse. It is always the unexpected that is most damaging to the mind and brain.

- Hold regular "hot wash" After-Action Reviews (AARs)

- Marine leaders are already familiar with the hot wash or After-Action Review (AAR) as a tool for gathering and sharing information with their Marines after significant actions or events, in order to promulgate lessons learned and to improve future performance. These same AARs can also be effective tools for Marine leaders to help their Marines achieve a common understanding of what happened and why it happened, and what purpose was served by their actions and sacrifices. Open and honest two-way discussions during a small-unit AAR can help reduce excessive feelings of guilt or shame, and help restore lost confidence in peers or leaders. AARs can also help identify which Marines in the unit are experiencing persistent stress injury symptoms. Helping Marines make sense of their combat experiences, restoring their confidence in themselves and each other, and ensuring that seriously stress-injured Marines get immediate help all promote readiness and healing and prevent long-term disability.

- Maintain physical fitness

- Marines who are physically fit, and who engage in regular strenuous exercise, are more resilient to extreme stress. In any given situation, physically fit Marines' heart rates will be lower, and their capacities to endure stress will be greater.

- Reduce unnecessary stress during operations

- Marine leaders sometimes heap additional stress on their Marines during training to toughen them up and make them stronger. But avoid stressing Marines unnecessarily during deployment because all stress is cumulative, and you never know what unavoidable, severe stress may be just around the corner. Reduce

	<p>or eliminate unnecessary stress during operational deployments.</p> <ul style="list-style-type: none"> - Ensure rest and recuperation after intense and prolonged actions <ul style="list-style-type: none"> • Continuous exposure to mortal danger, day after day, takes a toll on every Marine, even though signs of strain may not become apparent until after more than 6 months of continuous deployment. In order to prevent fatigue stress injuries, ensure adequate down time in a relatively safe location after long or tough actions. Sleep, rest, and recreation restore depleted internal resources and make Marines ready for the next challenge they will face. - Encourage time for spiritual renewal <ul style="list-style-type: none"> • Marines also need time to strengthen and renew their spiritual lives, whatever their faith group may be. By encouraging and giving opportunities to Marines to participate in individual and collective worship, Marines can be strengthened and renewed in their spiritual lives which will enhance their physical and mental acuity, and their resiliency to extreme stress. - Honor the fallen <ul style="list-style-type: none"> • Losses through death or serious injury, besides reducing the fighting strength of a unit, also reduce the resiliency of its members because of the grief most of them experience after a loss. Grief is a wound – an injury to the mind, brain, and spirit – that takes time to heal and cap sap internal resources until it does heal. Promote the healing of your Marines' grief by honoring the fallen through ceremonies and memorials of their courage and sacrifice. 	
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<u>TIME</u>	<u>SUMMARY/CONCLUSION</u>	<u>REMARKS /</u> <u>NOTES</u>
	<p>Today we have defined combat stress, discussed stresses one can expect to experience in combat, and mitigating and overcoming the stresses of combat. I am confident that you now have a better understanding of combat stress and different ways to mitigate or overcome combat stress.</p> <p>Closing Statement: The Marine Corps' success as a fighting force is dependent on leadership that maintains a balanced focus between mission accomplishment and troop welfare. The small-unit leader is the key to building and maintaining high unit morale and peak efficiency. He achieves this in part by knowing his troops and understanding their strengths and weaknesses. To maintain that same level of morale and efficiency in combat, the small-unit leader must understand how to recognize, prevent, and even personally contend with reactions to combat stress when it occurs in his unit.</p> <p><u>END OF DISCUSSION</u></p>	
	<p><u>REFERENCES</u></p> <ul style="list-style-type: none"> - MCRP 6-11C - US Marine Corps, Martial Arts Center of Excellence. Instructor Outline. Bayonet Techniques. Green Belt. MAIA1000 - Leaders Guide - Combat Operational Stress - http://mccscp.com/combat-operational-stress 	

GUIDED DISCUSSION 2: SPOUSAL ABUSE

<u>TIME</u>	<u>INTRODUCTION</u>	<u>REMARKS/NO</u>
	<p>Good morning my name is _____ today we will be discussing a domestic violence scenario where your courage and loyalty will be challenged.</p> <p>The ground rules for this discussion are:</p> <ul style="list-style-type: none"> (7) No personal attacks on anyone's opinions (8) Allow each participant to express themselves (9) Drinking coffee and soda is allowed (10) Make head calls at your leisure, just don't interrupt the group (11) Keep your language clean as not to offend others (12) PARTICIPATION BY ALL!!!!!! <p>Gain Attention</p> <p>You are a Sgt in charge of a small supply section. Over the past several months, a number of incidents have come to your attention leading you to believe that a Cpl who works as a clerk in another section is suffering physical abuse at the hands of his wife, a Sgt. The Sgt works elsewhere on the base. You recently approached the Cpl's NCOIC regarding the matter. The NCOIC made it very clear that this was none of your business and that he would handle any problems in his section.</p> <p>A few days later, you noticed the Cpl with obvious bruising on his face. Concerned that the incidents were becoming more frequent and more serious, you speak to his NCOIC once more to see if the situation has been addressed. He was more approachable this time. However, he assured you that your information must be wrong because he had spoken with the Cpl and been assured that everything was fine.</p> <p>Key point for this discussion will be:</p> <ul style="list-style-type: none"> (4) Discuss a domestic violence scenario where your courage and loyalty will be challenged. <p>Learning Objective: After this guided discussion,</p>	<p><u>TES</u></p>

	<p>you will have a better understanding of how domestic violence/abuse diminishes the reputation and prestige of the Marine Corps and how you do not have any duty to protect or loyalty to another Marine who is failing to uphold the standards of our Corps.</p>	
<u>TIME</u>	<p><u>DISCUSSION</u></p> <p><u>KEY POINT 1</u></p> <p>1. Has a crime or violation of the Uniform Code of Military Justice (UCMJ) occurred here? Should you do or say anything about your suspicion of domestic violence?</p> <p style="padding-left: 40px;">a. No, it's none of my business what the couple does at home.</p> <p style="padding-left: 40px;">b. Yes, but it's the Cpl's NCOIC who needs to take care of it.</p> <p style="padding-left: 40px;">c. Maybe, and it's my responsibility to report my suspicions.</p> <p>- <u>Correct Answer:</u> c</p> <p>- <u>Discussion:</u> While you do not know for certain whether or not there is a domestic violence situation here, you are obligated to report your suspicion. The only way to know for sure is for it to be properly investigated. That means reporting it to the chain of command. The Cpl's NCOIC is a good start. The fact that he took offense to your involvement initially suggests that either the situation had gone unnoticed, or the supervisor was not willing to take the required action and report it himself. Every Marine has an obligation to report abuse, whether known or suspected. The Marine Corps Personal Services Manual, MCO 1700.24B explains abuse, and who or where to direct reports.</p> <p>2. Should you have continued to pursue the issue with the Cpl's NCOIC the second time?</p> <p style="padding-left: 40px;">a. No, it's not my responsibility anymore; I reported it to the Marine's NCOIC and</p>	<p><u>REMARKS/NO</u></p> <p><u>TES</u></p>

have done my part.

b. No, I should begin to investigate what's really going on between the Cpl and Sgt myself.

c. Yes, if I suspect the situation has not changed, I am obligated to report it.

- **Correct Answer:** c

- **Discussion:** You were correct to continue your involvement. In this case the Cpl's NCOIC may have changed his attitude about the situation, yet was failing to take the corrective action required given the information (bruises on the Cpl's face). Therefore, if you believe it has continued and the supervisor has failed to properly report it, you have an obligation to also report it to the chain of command, so that the situation could be properly investigated and help given to any victim in this case. In this case you reported it to the alleged victim's chain of command with no real result. Therefore, you should report it to your own chain of command, for example, your staff noncommissioned officer in charge. The MCO provides some other resources in addition to your own section chain of command. Only the commander can initiate an investigation. Do not take it upon yourself to investigate the details of this situation. It is every Marine's responsibility to look out for the health and welfare of all Marines, and their families in the case of domestic abuse/violence. Simply stated domestic abuse/violence is contrary to our Core Values of Honor, Courage, and Commitment and cannot be tolerated within the Marine Corps.

3. Since you and the Cpl's spouse are the same rank, is it disloyal for you to report your suspicions about her?

a. Yes, it's really none of my business. She's a Sgt too, so she wouldn't be doing anything wrong anyway.

b. No, my loyalty is not to an individual Marine, but to the unit and Marine Corps.

- **Correct Answer:** b

	<p>- <u>Discussion:</u> In situations such as this, Marines can often feel conflicted as to what is the right thing to do. Some would say reporting your suspicion makes you disloyal to your fellow Marines, in this case another Sgt. However; the reality is that domestic violence is not acceptable in the Marine Corps or any military service. It detracts from a Marine's performance and negatively impacts the efficient functioning and morale of the unit. Ultimately, domestic violence/abuse diminishes the reputation and prestige of the Marine Corps and negatively affects individuals, families and the community. Therefore, you do not have any duty to protect or loyalty to another Marine who is failing to uphold the standards of our Corps.</p>	
<p><u>TIME</u></p>	<p><u>SUMMARY/CONCLUSION</u></p> <p>Today we discussed a domestic violence scenario where your courage and loyalty were be challenged. I am confident that you now have a better understanding of how domestic violence/abuse diminishes the reputation and prestige of the Marine Corps and how you do not have any duty to protect or loyalty to another Marine who is failing to uphold the standards of our Corps.</p> <p>Closing Statement: Marines respect themselves and others. Acts of domestic abuse especially acts of domestic violence that violate punitive articles under the Uniform Code of Military Justice (UCMJ) and are criminal offenses under federal or state law, are unacceptable behavior and will not be tolerated in our unit.</p> <p><u>END OF DISCUSSION</u></p>	<p><u>REMARKS/NOTES</u></p>
	<p><u>RESOURCES</u></p> <p>- Discussion Material for Small Unit Leaders: <i>Issues of Garrison Ethics and Leadership</i>. Lejeune Leadership Institute, Marine Corps University, Quantico, Virginia 22134-5067. 2009.</p> <p>- Department of Defense Directive (DoD) 6400.1</p> <p>- Family Advocacy Program (FAP)</p>	

	<ul style="list-style-type: none">- SECNAVINST 1852.3B, Family Advocacy Program- Under Secretary of Defense Memo dtd 22 Oct 04 Establishing Law Enforcement and Command Responses to Domestic Violence Involving Military Members on Active Duty- MCO 1700.24B, Marine Corps Personal Services Manual.	
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GUIDED DISCUSSION 3: 86,400 SECONDS

<u>TIME</u>	<u>INTRODUCTION</u>	<u>REMARKS /</u> <u>NOTES</u>
	<p>Good morning my name is _____ today we will be talking about _____.</p> <p>The ground rules for this discussion are:</p> <ol style="list-style-type: none"> (1) No personal attacks on anyone's opinions (2) Allow each participant to express themselves (3) Drinking coffee and soda is allowed (4) Make head calls at your leisure, just don't interrupt the group (5) Keep your language clean as not to offend others (6) PARTICIPATION BY ALL!!!!!! <p>Gain Attention</p> <p>Imagine there is a bank that credits your account \$86,400 every day. It carries no balance and every evening it deletes what you don't use. What would you do with the \$86,400?</p> <p>(Allow members of the group to say what they would do with the money)</p> <p>Each of us has that bank account, it is called time. Every morning it credits you 86,400 seconds. And every evening it writes off what you don't use? It has no balance.</p> <p>Key points:</p> <ol style="list-style-type: none"> (1) Discuss the 11 Marine Corps Leadership Principles (2) Discuss managing your time wisely <p>Learning Objective: After this guided discussion, you will have a better understanding of the 11 Marine Corps Leadership Principles and how managing your time wisely supports the Marine Corps Leadership Principles.</p>	
<u>TIME</u>	<u>DISCUSSION</u> <u>KEY POINT 1</u>	<u>REMARKS /</u> <u>NOTES</u>

1. How many Leadership Principles does the Marine Corps have. Who can name them all?

- Know Yourself and Seek Self Improvement

- 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.
- You can improve yourself in many ways. To develop the techniques of this principle:
 - Make an honest evaluation of yourself to determine your strong and weak personal qualities
 - Seek the honest opinions of your friends or superiors
 - Learn by studying the causes for the success and failures of others
 - Develop a genuine interest in people
 - Master the art of effective writing and speech
 - Have a definite plan to achieve your goal

- Be Technically And Tactically Proficient

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

subordinates

- Know Your People And Look Out For Their Welfare

- This is one of the most important of the leadership principles. A leader must make a conscientious effort to observe his Marines and how they react to different situations. A Marine who is nervous and lacks self-confidence should never be put in a situation where an important decision must be made. This knowledge will enable you as the leader to determine when close supervision is required.
- To put this principle in to practice successfully you should:
 - Put your Marines welfare before you own
 - Be approachable
 - Encourage individual development
 - Know your unit's mental attitude; keep in touch with their thoughts
 - Ensure fair and equal distribution of rewards
 - Provide sufficient recreational time and insist on participation

- Keep Your Personnel 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 is accomplished only if time and security permits. Informing your Marines of the situation makes them feel that they are a part of the team and not just a cog in a wheel. Informed Marines perform better.
- 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:
 - Whenever possible, explain why tasks must be done and the plan to accomplish a task

	<ul style="list-style-type: none"> o Be alert to detect the spread of rumors. Stop rumors by replacing them with the truth o Build morale and esprit de corps by publicizing information concerning successes of your unit o 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"> o Show your subordinates that you are willing to do the same things you ask them to do o Maintain an optimistic outlook o Conduct yourself so that your personal habits are not open to criticism o Avoid showing favoritism to any subordinate o Delegate authority and avoid over supervision, in order to develop leadership among subordinates o Leadership is taught by example <p>- Ensure That The Task Is Understood, Supervised, and Accomplished</p> <ul style="list-style-type: none"> • 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: 	
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- o Issue every order as if it were your own
- o Use the established chain of command
- o Encourage subordinates to ask questions concerning any point in your orders or directives they do not understand
- o Question subordinates to determine if there is any doubt or misunderstanding in regard to the task to be accomplished
- o Supervise the execution of your orders
- o 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:
 - o Stay sharp by continuously studying and training
 - o Encourage unit participation in recreational and military events
 - o Do not publicly blame an individual for the team's failure or praise just an individual for the team's success
 - o Ensure that training is meaningful, and that the purpose is clear to all members of the command
 - 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

- Make Sound And Timely Decisions

- The leader must be able to rapidly estimate a situation and make a sound decision based on that estimation. Hesitation or a

reluctance to make a decision leads subordinates to lose confidence in your abilities as a leader. Loss of confidence in turn creates confusion and hesitation within the unit.

- Techniques to develop this principle include:
 - Developing a logical and orderly thought process by practicing objective estimates of the situation
 - When time and situation permit planning for every possible event that can reasonably be foreseen
 - Considering the advice and suggestions of your subordinates before making decisions
 - Considering the effects of your decisions on all members of your unit

- Develop A Sense Of Responsibility Among Your Subordinates

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

	<ul style="list-style-type: none"> o Give advice and assistance freely when your subordinates request it o Resist the urge to micro manage o Be prompt and fair in backing subordinates o Accept responsibility willingly and insist that your subordinates live by the same standard <p>- Employ Your Command Within its Capabilities</p> <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"> o Avoid volunteering your unit for tasks that are beyond their capabilities o Be sure that tasks assigned to subordinates are reasonable o Assign tasks equally among your subordinates o Use the full capabilities of your unit before requesting assistance <p>- Seek Responsibilities And Take Responsibility</p> <ul style="list-style-type: none"> • For professional development, you must actively seek out challenging assignments. You must use initiative and sound judgment when trying to accomplish jobs that are required by your grade. Seeking responsibilities also means that you take responsibility for your actions. Regardless of the actions of your subordinates, the responsibility for decisions and their application falls on you. • Techniques in developing this principle are to: 	
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	<ul style="list-style-type: none"> o Learn the duties of your immediate senior, and be prepared to accept the responsibilities of these duties o Seek a variety of leadership positions that will give you experience in accepting responsibility in different fields o Take every opportunity that offers increased responsibility o Perform every task, no matter whether it is top secret or seemingly trivial, to the best of your ability o Stand up for what you think is right. Have courage in your convictions o Carefully evaluate a subordinate's failure before taking action against that subordinate o 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 using your time wisely.</p>	
<p><u>TIME</u></p>	<p><u>DISCUSSION</u></p> <p><u>KEY POINT 2</u></p> <p>1. Who thinks managing your time wisely supports the Leadership Principles we discussed earlier? How?</p> <p>Discuss responses.</p> <p>2. Think back to the 86,400 seconds we talked about earlier. Do you make every second count? Ask yourself, am I doing everything I can to be a better Marine? A better leader?</p> <p>Discuss responses.</p> <p>3. Now think about your family, how could managing your time efficiently allow you to be a better parent to your children? A better spouse?</p> <p>Discuss responses.</p>	<p><u>REMARKS /</u> <u>NOTES</u></p>

<u>TIME</u>	<u>SUMMARY/CONCLUSION</u>	<u>REMARKS /</u> <u>NOTES</u>
	<p>Today we have discussed the 11 Marine Corps Leadership Principles and using your time wisely. I am confident that you now have a better understanding of the 11 Marine Corps Leadership Principles and how using your time wisely supports the Marine Corps Leadership Principles.</p> <p>Closing Statement: Each day you have a new account. If you fail to use those deposits, you can't go back. Live in the present. Live for today. The clock is running. Make the best of everything you have. Take responsibility for your life. Make a difference. Write down at the end of each day how you've made a difference. Don't watch the world go by. Life is not a dress rehearsal, you only get one shot. . .what are you going to do differently with your 86,400 seconds?</p> <p><u>END OF DISCUSSION</u></p>	

GUIDED DISCUSSION 4: FEAR

<u>TIME</u>	<u>INTRODUCTION</u>	<u>REMARKS /</u> <u>NOTES</u>
	<p>Good morning my name is _____ today we will be talking about fear and different ways to overcome it.</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 Raymond M. Clausen, USMC, Marine Medium Helicopter Squadron 263, Marine Aircraft Group 16, 1st Marine Aircraft Wing. Born: 14 October 1947, New Orleans, LA. Departed: Yes Place / Date: Republic of Vietnam, 31 January 1970.</p> <p>For conspicuous gallantry and intrepidity at the risk of his life above and beyond the call of duty while serving with Marine Medium Helicopter Squadron 263 during operations against enemy forces. Participating in a helicopter rescue mission to extract elements of a platoon which had inadvertently entered a minefield while attacking enemy positions, PFC Clausen skillfully guided the helicopter pilot to a landing in an area cleared by 1 of several mine explosions. With 11 Marines wounded, 1 dead, and the remaining 8 Marines holding their positions for fear of detonating other mines, PFC Clausen quickly leaped from the helicopter and, in the face of enemy fire, moved across the extremely hazardous mine laden area to assist in carrying casualties to the waiting helicopter and in placing them aboard. Despite the ever-present threat of further mine explosions, he continued his valiant efforts, leaving the comparatively safe area of the helicopter on 6 separate occasions to carry out his rescue</p>	

	<p>efforts. On 1 occasion while he was carrying 1 of the wounded, another mine detonated, killing a corpsman and wounding 3 other men. Only when he was certain that all Marines were safely aboard did he signal the pilot to lift the helicopter. By the courageous, determined and inspiring efforts in the face of the utmost danger, PFC Clausen upheld the highest traditions of the Marine Corps and of the U.S. Naval Service.</p> <p style="text-align: center;"><u>Medal of Honor Citation: PFC Raymond Clausen</u></p> <p>Key points for this discussion will be:</p> <ol style="list-style-type: none"> (1) Define fear (2) Discuss the conditions that stimulate fear (3) Discuss the effects of fear (4) Discuss recognizing fear (5) Discuss overcoming fear <p>Learning Objective: After this guided discussion, you will have a better understanding of fear and the different ways to overcome it.</p>	
<p><u>TIME</u></p>	<p><u>DISCUSSION</u></p> <p><u>KEY POINT 1</u></p> <p>1. What is fear? What does it mean to you?</p> <p>- Verb:</p> <ul style="list-style-type: none"> • To be afraid of (something or someone) • To expect or worry about (something bad or unpleasant) • To be afraid and worried <p>- Noun:</p> <ul style="list-style-type: none"> • An unpleasant emotion caused by being aware of danger : a feeling of being afraid • A feeling of respect and wonder for something very powerful <p>http://www.merriam-webster.com/dictionary/fear</p> <p>2. What do you think are some sources of fear, specifically for Marines? Do you think PFC Clausen was afraid? Why?</p> <p>- The possibility of being killed, wounded or</p>	<p><u>REMARKS /</u> <u>NOTES</u></p>

	<p>captured is always present.</p> <ul style="list-style-type: none"> - The noise and sights of combat have a traumatic, shocking impact upon the senses, causing confusion, and a sense of chaos that becomes particularly unnerving (the fog of war). - The apprehension that you might not "measure up" as a Marine under fire or let your buddies down. - Anticipation of the unexpected; constant anxiety about the enemy's location, strength, or intentions. Knowledge that if the enemy succeeds in creating a situation that was totally unexpected, he may have a decisive advantage. This is the element of "surprise" in reverse. - Fatigue itself is a source of fear. As individuals become physically exhausted, they may begin to perceive themselves to be helpless or unable to continue to fight. <p>Interim Summary: We just finished defining fear and the different sources of fear. Now let's talk about the conditions that stimulate fear.</p>	
<p><u>TIME</u></p>	<p><u>DISCUSSION</u></p> <p><u>KEY POINT 2</u></p> <p>1. What type of conditions do you think stimulate fear?</p> <ul style="list-style-type: none"> - The unexpected <ul style="list-style-type: none"> • Whenever the enemy actions appear as a surprise, it will have a powerful impact upon your Marines. Being surprised by the enemy has been described as causing the "will that controls fear to sag and crumble." At such moments, leaders must exert a strong influence upon their Marines to maintain control over the unit's actions. - The unknown <ul style="list-style-type: none"> • There is a tendency to think that the enemy is much greater in strength or ability than he really may be. Do not allow yourself to be deceived as to enemy strength or capabilities through exaggerated impressions. 	<p><u>REMARKS /</u> <u>NOTES</u></p>

	<p>- A feeling of helplessness</p> <ul style="list-style-type: none"> • It is the leader who must prevent the anxiety of helplessness from taking hold of himself and his subordinates. The leader must act to direct and inspire the response against the enemy. Everyone has a job that must be accomplished and it is the leader who must see that everyone is doing what must be done. Action is key to preventing this feeling of helplessness from taking hold. Keep your Marines engaged. <p>2. What do you think is the most powerful factor every Marine will have to face?</p> <p>- Regardless of how well you or your Marines are trained for combat, the first shock of realizing that the enemy actually intends to kill you is a powerful factor every Marine will have to face. Until this threshold is crossed and your Marines become accustomed to functioning under fire, the leader must act decisively to ignite the confidence and individual actions that will transform fear into an aggressive unit response.</p> <p>Interim Summary: We just finished discussing the conditions that stimulate fear. Now let's talk about the effects of fear.</p>	
<p><u>TIME</u></p>	<p><u>DISCUSSION</u></p> <p><u>KEY POINT 3</u></p> <p>1. Have you ever been afraid of anything? How did that fear affect you?</p> <p>- Discuss responses with students.</p> <p>2. What do you think are some of physiological reactions to fear? Psychological reactions?</p> <p>- Extreme fear brings out our instinct for self-preservation. Survival is a very strong motivation and will generally be a priority concern. In combat, killing the enemy helps remove that threat to your life. The alternative of not killing the enemy increases the likelihood that he will kill you.</p>	<p><u>REMARKS /</u> <u>NOTES</u></p>

<p>- Physically, the body reacts when threatened or there is anticipation of danger.</p> <ul style="list-style-type: none">• During World War II, General George S. Patton, USA, wrote a friend: "It is rather interesting how you get used to death. I have had to go inspect the troops every day, in which case you run a good chance...of being shot. I had the same experience every day, which is for the first half hour, the palms of my hands sweat and I feel very depressed. Then, if one hits near you, it seems to break the spell and you don't notice them anymore." <p>- Physiological reactions include:</p> <ul style="list-style-type: none">• Trembling• Pounding heart• Irrational laughter• Sweating <p>- Psychological reactions include:</p> <ul style="list-style-type: none">• Inability to make decisions• Over-fixation with minor details• Displaying lack of confidence <p>Interim Summary: We just finished discussing the effects of fear and the different way fear can affect you. Now let's talk about recognizing fear.</p>	
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<u>TIME</u>	<u>DISCUSSION</u>	<u>REMARKS /</u> <u>NOTES</u>
	<p data-bbox="305 268 516 296"><u>KEY POINT 4</u></p> <p data-bbox="305 338 1263 443">1. Can you recognize your own fear? Do you think it is important for leaders to recognize fear? Why?</p> <p data-bbox="305 485 1247 646">- The leader may not normally see these manifestations/reactions in peacetime. Fear must be recognized and dealt with promptly. Fear is infectious and can destroy the effectiveness of a unit.</p> <p data-bbox="305 688 1206 821">- Extreme reaction to fear occurs when the individual confronts a situation in which death appears to be imminent. During such instances, two basic forms of behavior have been observed.</p> <ul data-bbox="358 831 1263 1339" style="list-style-type: none"> <li data-bbox="358 831 1263 1094">• From <u>Combat Motivation</u> by Anthony Kellet. "We fought like rats, which do not hesitate to spring with all their teeth bared when they are cornered by a man infinitely larger than they are." (Statement of German soldier on Eastern Front during World War II describing how they reacted when overrun by Russian hordes. <li data-bbox="358 1146 1263 1339">• From <u>Men Against Fire</u> by S.L.A. Marshall, writing about soldiers on Omaha Beach in World War II. "They sat there dumbly in the line of fire, their minds blanked out, their fingers too nerveless to hold a weapon." This has been termed "freezing under fire." <p data-bbox="305 1381 1230 1507">Interim Summary: We just finished discussing recognizing fear and reasons why it is important for leaders to recognize fear. Now let's talk about some different ways to overcome fear.</p>	

<u>TIME</u>	<u>DISCUSSION</u>	<u>REMARKS /</u> <u>NOTES</u>
	<p data-bbox="305 268 516 300"><u>KEY POINT 5</u></p> <p data-bbox="305 342 1243 443">1. Do you think you can overcome your own fear? How do you think you and other can overcome their fears?</p> <p data-bbox="305 485 1166 579">- Many experts have attempted to answer this question and focus attention on the following areas:</p> <ul style="list-style-type: none"> <li data-bbox="358 590 1263 825">• Identity <ul style="list-style-type: none"> <li data-bbox="415 625 1263 825">o Our identity as Marines conveys a special meaning to our fellow Marines; one Marine will not let another Marine down. The "felt" presence of another Marine who is counting on you to do a particular job is usually sufficient to overcome most fears. <li data-bbox="358 867 1263 1272">• Discipline <ul style="list-style-type: none"> <li data-bbox="415 903 1263 1272">o Everyone is afraid in combat, but this fear has to be controlled so that the mission can be accomplished. All Marines must have the will power to force fear out of their minds or to overcome it and replace it with action. Concentrate on your job and actively support your fellow Marines. Everything we do as Marines reflects on the quality of our discipline, something we recognize as essential to success in combat. <li data-bbox="358 1314 1211 1518">• Esprit de corps <ul style="list-style-type: none"> <li data-bbox="415 1350 1211 1518">o We are a Brotherhood of Marines. Fierce pride in our Corps and our unit is a source of enduring strength. "The Few, The Proud, The Marines" is more than a recruiting slogan; it's a way of life. <li data-bbox="358 1560 1252 1728">• Tradition <ul style="list-style-type: none"> <li data-bbox="415 1596 1252 1728">o We fight and win. Every Marine must have knowledge of and pride in our history and traditional values. We will do no less than the Marines who have come before us. <li data-bbox="358 1770 1243 1902">• Training <ul style="list-style-type: none"> <li data-bbox="415 1806 1243 1902">o Training develops confidence in our leadership, our fellow Marines, and ourselves. It builds morale, discipline, 	

esprit, pride, and develops physical stamina and teamwork.

2. What significance does fear have to you, as a leader?

- Though leaders share the same risks and fears, they must be able to overcome their own fears, and provide the leadership necessary to achieve success in combat. They must understand the conditions that stimulate fear, and be able to inspire confidence and courageous actions by their Marines.

3. What actions do you think leaders can take to overcome fear?

- S.L.A. Marshall stated, "...even if they (the troops) have previously looked on him (the leader) as a father and believed absolutely that being with him was their best assurance of successful survival, should he then develop a dugout habit, show himself as fearful and too careful of his own safety, he will lose his hold on them no less absolutely."

- Actions the leader can take include:

- Be fearless, confident, and decisive. Don't let fear be reflected in your looks or actions.
- Ensure your Marines are able to recognize the causes and reactions of fear. It is important knowledge that will enable Marines to help their buddy.
- Instill a sense of unit cohesion, a belief in the "band of brothers" concept, and develop esprit.
- Do not tolerate self-pity.
- Talk to your Marines and encourage them, particularly just before a battle.
- Do not tolerate rearward movement especially when under fire without your order.
- Take physical corrective action as necessary.
- If a subordinate appears to be losing control, help him regain a positive control through direct personal leadership and then let him continue to march.

<u>TIME</u>	<u>SUMMARY/CONCLUSION</u>	<u>REMARKS /</u> <u>NOTES</u>
	<p>Today we have defined fear, discussed the conditions that stimulate fear, the effects of fear, recognizing fear, and overcoming fear. I am confident that you now have a better understanding of fear and the different ways to overcome it.</p> <p>Closing Statement: "Marines overcome our natural fear of injury and death and fight for three chief reasons: ^' First, we are well-trained and well-led. Second, we have convictions that will sustain us to the last sacrifice. Third, we fight for one another." - Lieutenant General Victor H. Krulak, USMC (Ret.)</p> <p><u>END OF DISCUSSION</u></p>	
	<p><u>RESOURCES</u></p> <ul style="list-style-type: none"> - MCWP 6-11 Leading Marines - Lieutenant General Victor H. Krulak, USMC (Ret.), <u>First To Fight: An Inside View of the U.S. Marine Corps</u> (Annapolis, MD: Naval Institute Press, 1984) - Student Outline, Knife Techniques, MAIA1030, Marine Corps Martial Arts Instructor, M02MME4. 	

GUIDED DISCUSSION 5: ALCOHOL ABUSE

<u>TIME</u>	<u>INTRODUCTION</u>	<u>REMARKS /</u> <u>NOTES</u>
	<p>Good morning my name is _____ today we will be talking about _____.</p> <p>The ground rules for this discussion are:</p> <ol style="list-style-type: none"> (1) No personal attacks on anyone's opinions (2) Allow each participant to express themselves (3) Drinking coffee and soda is allowed (4) Make head calls at your leisure, just don't interrupt the group (5) Keep your language clean as not to offend others (6) PARTICIPATION BY ALL!!!!!! <p>Gain Attention</p> <p>Ira Hamilton Hayes (January 12, 1923 - January 24, 1955) was a Pima Native American and United States Marine who was one of the six men immortalized in the iconic photograph of the flag raising on Iwo Jima during World War II.</p> <p>Hayes enlisted in the United States Marine Corps Reserve on August 24, 1942.</p> <p>Hayes had been trained at Marine Corps Recruit Depot San Diego, California, and went on to become a paratrooper at Marine Corps Base San Diego and had a codename of "Chief Falling Cloud". On December 2, 1942, he joined Company B, 3rd Parachute Battalion, Divisional Special Troops, U.S. 3rd Marine Division, at Camp Elliott, California. On March 14, 1943, Hayes sailed for New Caledonia with the 3rd Parachute Battalion. Hayes served a tour of duty there and first saw combat in the Bougainville Campaign.</p> <p>The Marine Corps parachute units were disbanded in February 1944, and Hayes transferred to Company E,</p>	

[2nd Battalion, 28th Marines](#), [U.S. 5th Marine Division](#) at [Camp Pendleton, California](#). Hayes agreed to serve a second tour of duty, and sailed to [Hawaii](#) in September 1944.

On February 19, 1945, the 5th Marine Division landed on [Iwo Jima](#). Hayes partook in the battle for the island and was among the Marines that took [Mount Suribachi](#) five days later on February 23, 1945.

The [raising of the second American flag on Suribachi](#) by five Marines: Ira Hayes, [Rene Gagnon](#), [Harlon Block](#), [Franklin Sousley](#) and [Mike Strank](#), and a Navy Corpsman, [John Bradley](#), was immortalized by photographer [Joe Rosenthal](#) and became an icon of the war. Overnight, Hayes became a national war hero, along with the two other survivors in the famous photograph, Rene Gagnon and John Bradley.

When Iwo Jima was secured by U.S. forces, Hayes was ordered to [Washington, D.C.](#). Together with the Navy Pharmacist's Mate John Bradley and Marine Private First Class Rene Gagnon, he was assigned to temporary duty with the Finance Division, U.S. Treasury Department, for appearances in connection with the Seventh [War Bond](#) Drive.

After the war, Hayes attempted to lead a normal civilian life. "I kept getting hundreds of letters. And people would drive through the reservation, walk up to me and ask, 'Are you the Indian who raised the flag on Iwo Jima?'" Although he rarely spoke about the flag raising, he spoke about his service in the Marine Corps with great pride.

After the war, Hayes was arrested 52 times for public [drunkenness](#). Referring to his [alcoholism](#), he once said: "I was sick. I guess I was about to crack up thinking about all my good buddies. They were better men than me and they're not coming back. Much less back to the [White House](#), like me."

On the morning of January 24, 1955, Hayes was found dead, lying in his own blood and vomit, near an abandoned adobe hut in Sacaton, Arizona. He had been drinking and playing cards at a bar on the reservation with his friends and brothers.

	<p>The Pinal County coroner concluded that Hayes' death was caused by <u>exposure</u> and <u>alcohol poisoning</u>.</p> <p>Hayes was memorialized by the Pima people and characterized as "a hero to everyone but himself". Ira Hayes is buried in Arlington Cemetery.</p> <p>Key points for this discussion will be:</p> <ol style="list-style-type: none"> (1) Determine that some Marines and Sailors choose to consume alcohol (2) Define a standard drink, being drunk, and binge drinking (3) Define responsible/low-risk drinking (4) Determine the difference between alcohol abuse and alcoholism (5) Determine where to go or refer Marines and Sailors for help <p>Learning Objective: After this guided discussion, you will have a better understanding of the benefits of being a responsible/low-risk drinker, and where to get help if you or one of your Marines has problems with alcohol.</p>	
<p><u>TIME</u></p>	<p><u>DISCUSSION</u></p> <p><u>KEY POINT 1</u></p> <p>1. How many of you like to have a drink every now and then?</p> <p>- If you drink, you may want to share with them that you drink. Intent is not to get them to stop drinking; it is to educate them about the benefits of being responsible/low-risk drinkers.</p> <p>- An important point to make is that drinking alcohol is a choice that everyone should make on their own, and we should respect the decisions of those who choose not to use alcohol.</p>	<p><u>REMARKS /</u> <u>NOTES</u></p>

	<p>- Informed adults have the right to choose whether to drink, or not; their choice should be respected, and should they choose not drink, they should not feel pressured to do so.</p> <p>- Alcohol is popular, socially accepted, and legal.</p> <p>2. Why do you drink? Others?</p> <ul style="list-style-type: none"> • To relax • To be more social, especially with members of the opposite sex • To have fun • To celebrate • To be the life of the party • Peer pressure • To relieve or cope with stress • To forget problems • To help them sleep <p>Interim Summary: We have established that some people in this group choose to drink alcohol; now let's define a standard drink, being drunk, and binge drinking.</p>	
<p><u>TIME</u></p>	<p><u>DISCUSSION</u></p> <p><u>KEY POINT 2</u></p> <p>1. What do you consider a standard drink? Is beer or wine safer to drink than liquor?</p> <p>- A standard drink is equal to 14.0 grams (0.6 ounces) of pure alcohol. Generally, this amount of pure alcohol is found in:</p> <ul style="list-style-type: none"> • 12-ounces of beer 	<p><u>REMARKS /</u> <u>NOTES</u></p>

	<ul style="list-style-type: none"> • 8-ounces of malt liquor • 5-ounces of wine • 1.5-ounces or a "shot" of 80-proof distilled spirits or liquor (e.g., gin, rum, vodka, or whiskey) <p>- One 12-ounce beer has about the same amount of alcohol as one 5-ounce glass of wine, or 1.5-ounce shot of liquor.</p> <p>- It is the amount of alcohol consumed that affects a person most, not the type of alcoholic drink.</p> <p>2. What does it mean to get "drunk"? What are some noticeable signs that someone has had too much to drink or that they are drunk?</p> <p>- Intoxicated with alcohol to the extent of losing control over normal physical and mental functions.</p> <p>- "Getting drunk" or becoming intoxicated results from drinking more alcohol than the body can break down, leaving the alcohol to circulate throughout the body.</p> <p>- Being in a temporary state in <u>which</u> one's physical and mental faculties are impaired by an excess of alcoholic <u>drink</u>.</p> <p>- Having a level of alcohol in the blood that exceeds a maximum prescribed by law.</p> <p>- Signs someone is drunk:</p> <ul style="list-style-type: none"> • Slurred, too-loud, or too-fast speech • Weakened balance • Slower reaction times • Staggering walk or inability to walk • Glossy appearance to eyes • Slower pupil response 	
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- Loss of consciousness
- Lower inhibitions
- Loss of fine motor coordination
- Inability to drive a car or complete complex tasks
- Total mental confusion

**3. Who has heard of the term "binge drinking"?
What does it mean? What kind of dangers can be
associated with binge drinking?**

- Binge drinking is defined as episodic excessive drinking. There is currently no worldwide consensus on how many drinks constitute a "binge".

- In the US, the term is often taken to mean consuming five or more [standard drinks](#) (male), or four or more drinks (female), on one occasion. One definition states that 5 drinks for men and 4 drinks for women must be consumed on one occasion at least once in a two-week period for it to be classed as binge drinking. This is colloquially known as the "5/4 definition", and depending on the source the timeframe can vary.
- In the [United Kingdom](#), binge drinking is defined as drinking more than twice the daily limit, that is, drinking eight units or more for men or six units or more for women (roughly equivalent to five or four American standard drinks, respectively)

- According to the National Institute on Alcohol Abuse and Alcoholism; Binge drinking means drinking so much within about 2 hours that blood alcohol concentration (BAC) levels reach 0.08g/dL. For women, this usually occurs after about 4 drinks, and for men, after about 5.

	<ul style="list-style-type: none"> • For men: No more than 4 drinks on any single day and no more than 14 drinks per week • For women: No more than 3 drinks on any single day and no more than 7 drinks per week <p>(Alcohol affects women more quickly than men, adjusting for weight, because men's bodies have a greater percentage of water by volume.)</p> <p>- Dangers of binge drinking:</p> <ul style="list-style-type: none"> • Death or injury due to falls, fires, drowning, or a drunk driving crash. • Pregnancy or sexually transmitted diseases due to unintended sexual activity. • Being the victim or perpetrator of date rape or other assault. • Death from alcohol poisoning. <p>- Refer to the following link to view statistics on binge drinking: http://www.intheknowzone.com/substance-abuse-topics/binge-drinking/statistics.html</p> <p>Interim Summary: We just finished defining a standard drink, getting drunk, and binge drinking; now let's define low-risk drinking.</p>	
<p><u>TIME</u></p>	<p><u>DISCUSSION</u></p> <p><u>KEY POINT 3</u></p> <p>1. In how many safety briefs have you heard the term "responsible drinking"? What do you think of when you are told to drink responsibly? Does it only pertain to drinking and driving?</p> <p>- Responsible drinking means that you never have to feel sorry for what has happened while you were</p>	<p><u>REMARKS /</u> <u>NOTES</u></p>

	<p>drinking.</p> <ul style="list-style-type: none"> - Responsible drinking is drinking that provides pleasure and relaxation without putting oneself or others at increased risk for negative consequences. - Is self-imposed limitation on time, place, and quantity when consuming alcohol. - Consolidated Substance Abuse Counseling Center (CSACC) definition: Responsible drinking is 1 drink for females and 2 drinks maximum for men. <p>2. Would being a responsible drinker mean that you are also a "low-risk drinker"?</p> <ul style="list-style-type: none"> - Low-risk drinking means drinking enjoyably, sociably, and sensibly. <p>3. What are some things that you can do to be considered a responsible/low-risk drinker?</p> <ul style="list-style-type: none"> - Some helpful tips: <ul style="list-style-type: none"> • Know your limits <ul style="list-style-type: none"> o Everybody is unique in its ability to tolerate alcohol. Listen to your body and respond in a way that nurtures it rather than abuses it • Choose a designated driver • Stay hydrated <ul style="list-style-type: none"> o Alcohol dehydrates and draws vitamins and minerals out of your body. Drink water, soda, or water with added vitamins to restore your lost vitamins. • Don't drink on an empty stomach <ul style="list-style-type: none"> o You will feel the effects of alcohol a lot faster if you drink on an empty stomach and increase the likelihood of feeling sick. • Remember what you are drinking <ul style="list-style-type: none"> o It can be very easy to drink too many 	
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	<p>flavored and/or fruity alcoholic drinks because the taste of the alcohol is masked by the sweetness of the additives</p> <ul style="list-style-type: none"> • Alternate between alcoholic drinks and non-alcoholic drinks • Avoid shots • Avoid drinking games • Drink slowly <ul style="list-style-type: none"> ○ Your liver can only handle about one serving of alcohol an hour • Stop drinking if you start to feel drunk <ul style="list-style-type: none"> ○ If you are drunk, switch to drinking water for a while. This will also help to ease the pain of hangover the next day. <p>Interim Summary: We just finished discussing what it means and how to be a responsible/low-risk drinker; now let's talk about the difference between alcohol abuse and alcoholism.</p>	
<p><u>TIME</u></p>	<p><u>DISCUSSION</u></p> <p><u>KEY POINT 4</u></p> <p>1. Is every Marine responsible when he/she drinks? Do we know people that abuse alcohol? What is the definition of alcohol abuse? What are some signs of alcohol abuse?</p> <p>- OPNAVINST 5350.4D: Alcohol Abuse: The use of alcohol to an extent that it has an adverse effect on performance, conduct, discipline, mission effectiveness, and/or user's health, or Department of the Navy, or leads to unacceptable behavior as evidenced by one or more alcohol-related misconduct."</p> <p>- Center for Disease Control: Alcohol abuse is a pattern of drinking that result in harm to one's health, interpersonal relationships, or ability to</p>	<p><u>REMARKS /</u> <u>NOTES</u></p>

	<p>work.</p> <ul style="list-style-type: none"> - Signs of alcohol abuse include the following: <ul style="list-style-type: none"> • Failure to fulfill major responsibilities at work, school, or home. • Drinking in dangerous situations, such as drinking while driving or operating machinery. • Legal problems related to alcohol, such as being arrested for drinking while driving or for physically hurting someone while drunk. • Continued drinking despite ongoing relationship problems that are caused or worsened by drinking. • Long-term alcohol abuse can turn into alcohol dependence. <p>2. Is alcohol abuse the same as alcoholism? What could be signs that someone suffers from alcoholism?</p> <ul style="list-style-type: none"> - No, they are not the same. Continued alcohol abuse could lead to alcoholism. - Alcoholism is a psychological or physiological reliance on alcohol. - OPNAVINST 5350.4D: Alcoholism: A chronic, progressive disease in which the individual is addicted to alcohol. Drinking and symptoms grow worse over time (same as alcohol dependence). For U.S. Marine Corps purposes, the term "alcohol dependence" is used. - Center for Disease Control: Alcoholism: Dependency on alcohol, also known as alcohol addiction and alcoholism, is a chronic disease. - The signs and symptoms of alcohol dependence/alcoholism include: <ul style="list-style-type: none"> • A strong craving for alcohol. 	
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	<ul style="list-style-type: none"> • Continued use despite repeated physical, psychological, or interpersonal problems. • The inability to limit drinking. <p>Interim Summary: We just finished discussing the difference between alcohol abuse and alcoholism; not let's talk how we can take care of our Marines and Sailors if we know that he/she has a problem with drinking.</p>	
<p><u>TIME</u></p>	<p><u>DISCUSSION</u></p> <p><u>KEY POINT 5</u></p> <p>1. Why do you think that Ira Hayes abused alcohol? Ask yourself if you or anyone you know can relate?</p> <p>- Quote from Ira Hayes regarding his alcoholism: "I was sick. I guess I was about to crack up thinking about all my good buddies. They were better men than me and they're not coming back."</p> <p>2. If you can relate with Ira Hayes, you may want to ask yourself if you have the integrity and moral courage to ask for assistance. Do you have the moral courage to go to your peer, senior Marine, and tell him/her that they should get some help?</p> <p>3. Do you wait until you or your buddy has an alcohol related incident before asking for help? Would it be better to ask for help prior to getting in trouble?</p> <p>- No incident = No disciplinary action</p> <p>4. What are some reasons why someone wouldn't want to get help?</p> <p>- Marines may be unwilling to seek help for fear of reprisal, shame, and the perceived negative impact on one's career.</p> <p>- Marines may also not be aware that their drinking behavior is problematic</p>	<p><u>REMARKS /</u> <u>NOTES</u></p>

5. Where can you go or send someone to get assistance? Guidance?

- Suggested Resources:
 - Chain of Command
 - Unit Substance Abuse Control Officer (SACO)
 - Get the name and contact information for your unit
 - Consolidated Substance Abuse Counseling Center (CSACC)
 - Provide the location and phone number for the CSACC on your base.
 - Military One Source
 - <http://www.militaryonesource.com/>

Guidance:

- [MARADMIN 520/01](#): Substance Abuse Prevention
- [OPNAVINST 5350.7](#): Drug and Alcohol Abuse Program Management for the Office of Chief of Naval Operations and CNO Claimancy
- [SECNAVINST 5300.28 D](#): Military Substance Abuse Prevention and Control
- [MCO P1700.24B](#): Marine Corps Personal Services Order
- [MCO P1900.16F](#): Marine Corps Separation Manual

6. Whether you are dealing with alcohol issues yourself or assisting a fellow Marine, do you think that any of the Marine Corps Leadership Traits apply? Marine Corps Leadership Principles?

- Leadership Traits that may apply:
 - Judgment
 - Integrity
 - Initiative
 - Courage

	<p>- Leadership Principles that may apply:</p> <ul style="list-style-type: none"> • Know yourself and seek self-improvement • Develop a sense of responsibility among your subordinates • Set the example • Know your Marines and look out for their welfare • Keep your Marines informed • Seek responsibility and take responsibility for your actions 	
<p><u>TIME</u></p>	<p><u>SUMMARY/CONCLUSION</u></p> <p>Today we have determined that some Marines and Sailors choose to consume alcohol, defined a standard drink, being drunk, binge drinking, and low-risk drinking determined the difference between alcohol abuse and alcoholism and where to go or refer Marines and Sailors for help. I am confident that you now have a better understanding of the benefits of being a responsible/low-risk drinker and where to get help if you or one of your Marines has problems with alcohol.</p> <p>Closing Statement: Asking for help could never be as detrimental to a Marine's career as a "driving under the influence" charge or, God-forbid, facing a vehicular manslaughter charge. It's never easy to admit one's weaknesses or faults; and this is especially true in such a tightly-woven group like the Corps, where things don't stay personal for long. However, in the grand scheme of things, and in life's ultimate checks and balances, being healthy, responsible, and successful far outweighs appearing to be perfect.</p> <p><u>END OF DISCUSSION</u></p>	<p><u>REMARKS /</u> <u>NOTES</u></p>