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

Martial Arts Instructor Course

Student Outline

Revised 2015

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UNITED STATES MARINE CORPS
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STUDENT OUTLINE

ANATOMY AND PHYSIOLOGY

MAIB1000

MARTIAL ARTS INSTRUCTOR COURSE

M02MMET

APPROVED BY: LtCol (Ret) Shusko, J. C. DATE: 1 June 2015

LEARNING OBJECTIVES

a. ENABLING LEARNING OBJECTIVES

(1) Given exam materials, identify vulnerable points on a human body in accordance with MCRP 3-02B. (MCCS-GREN-1028a)

(2) Given exam materials, identify a human body's primary weapons in accordance with MCRP3-02B. (MCCS-GREN-1028b)

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.

REFERENCES:

Gray's Anatomy, 13th Edition, Clemente, 1985

Marine Corps Martial Arts, MCRP 3-02B

Physiology of Sport and Exercise, 2nd Edition, Wilmore, Jack H.; D.L. Costill, ISBN: 0736062262

UNITED STATES MARINE CORPS
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STUDENT OUTLINE

PREPARE FOR INSTRUCTION

MAIB1005

MARTIAL ARTS INSTRUCTOR COURSE

M02MMET

APPROVED BY: LtCol (Ret) Shusko, J. C. DATE: 1 June 2015

LEARNING OBJECTIVES

a. TERMINAL LEARNING OBJECTIVES.

(1) Given a Master Lesson File, an instructional setting, and references; prepare for instruction in accordance with the Systems Approach to Training (SAT) Manual chapter 4 sections 4100 and 4300. (FSIC-IMPL-2101)

b. ENABLING LEARNING OBJECTIVES.

(1) Given exam materials, identify elements of preparation in accordance with the Systems Approach to Training (SAT) Manual chapter 4 sections 4100 and 4300. (FSIC-IMPL-2101a)

(2) Given exam materials, identify types of instructional settings in accordance with the Systems Approach to Training (SAT) Manual chapter 4 sections 4100 and 4300. (FSIC-IMPL-2101b)

1. REVIEW LESSON MATERIALS. Reviewing lesson material involves all those activities that instructors must perform before preparing and conducting instruction. Instructors must have a clear understanding of all aspects of the lesson. This is accomplished by reviewing the course/training schedule, the Master Lesson File (MLF), and tests. By reviewing these items, the instructor can identify any conflicts, questions, or potential problems before the rehearsals begin. The instructor can then make required adjustments prior to delivering the instruction to the students. The instructor must ensure the lesson plan, student materials, and media all contain the same information.

a. Review Training Schedule. The instructor should review the schedule as early as possible before instruction begins. This allows the instructor ample time to resolve any conflicts or problems. By reviewing the schedule early, the instructor has time to schedule resources (ranges, weapons, or transportation), rehearsals (a dress rehearsal in the instructional setting), and any administrative requirements (printing of student materials).

b. Review Lesson Plan. Detailed lesson plans give the instructor all of the critical information needed to maximize student learning. The purpose of reviewing the lesson plan is to ensure the lesson contains all of the required components; to match the learning objectives to the information in the lesson plan; and to personalize the lesson plan to the instructor's

style of delivery. After reviewing the lesson plan, the instructor should fully understand lesson content and have confidence in the detailed script that allows for the smooth and effective delivery of instruction.

(1) Lesson Plan Personalization. The instructor personalizes the lesson plan, tailoring it to their style of teaching. Lesson plan personalization allows the instructor to make the class unique without deviating from the approved content. Personalization includes adding subject matter details, related personal experiences, and discussion topics which may be needed to cover the topic in greater depth. Personalization also includes the addition of notes to indicate when to stress a point, relate a personal experience, or use an example or analogy.

(2) Subject Matter Detail. This type of information provides technical data such as purposes, descriptions, facts, operations, and functions. Course references (on the concept card) provide this information.

(3) Instructional Techniques. Use well-constructed questions, well-planned media, or additional student/instructor activities to enhance the lesson.

(4) Personal Experience. Relate personal on-the-job experiences to the lesson to increase student interest. Relating personal experiences has the positive effect of reinforcing the practical application of the material. It also serves to increase student interest and motivation.

(5) Examples and Analogies. When possible, support main points of the lesson plan by examples and analogies to simplify the concepts or ideas being taught. Use them as a part of personalization for each lesson.

c. Review Student Materials. An instructor influences the transfer of learning by the way the content of the Master Lesson File (MLF) is used. Student materials assist the instructor in the delivery of instruction by providing tools that stimulate the learner and reinforce key concepts. There are two types of student materials: student outlines and supplemental student materials. All student material must be reviewed to ensure they are up to date and support the lesson.

(1) Student Outlines. The student outline is the primary document that supports the instruction. This outline provides the student with a general structure that highlights

the main ideas of the class. The primary purpose for reviewing the student outline is to ensure it is written in proper terms for the student, not the instructor, and to verify that it contains all required components.

(2) Supplemental Student Materials. Supplemental student material is any material, in addition to the student outline, provided to the student prior to or during instruction. Supplemental student materials may include handouts, articles, and reference materials. The use and number of supplemental student materials is optional, and they can be presented in any format that will be easily understood by the student. The primary purpose for reviewing supplemental student materials is to ensure the information does not contradict the information contained in the student outline.

d. Review Media. Instructional media can come in many forms. The primary purpose for reviewing media is to ensure that they match the information in the lesson plan and are visible to the students in the instructional setting.

e. Review Operation Risk Assessment Worksheet (ORAW). Instructors must identify the ORAW and review it for safety issues pertaining to the lesson prior to the conduct of the lesson. The ORAW must also contain the Cease Training Criteria (CTC) for the lesson. These criteria detail the circumstances when training must be stopped. The CTC is specified in the safety brief of the introduction in the lesson plan. When there are CTC associated with a practical application or other method, it is reiterated prior to the practical application. Any problems concerning the ORAW (such as acquiring resources necessary to implement controls, etc.) must immediately be brought to the attention of the appropriate authority.

f. Review Instructor Preparation Guide (IPG). The Instructor Preparation Guide is a required element of the Master Lesson File (MLF). This checklist is created to provide the instructor with information that is critical to the preparation for implementing the lesson. Detailed information is given so that the instructor understands what resources are necessary for the lesson. Much of the information provided under administrative information is copied from the concept card. Though this checklist is an MLF item, instructors can make a copy so that they can check off items when preparing for the lesson.

g. Review Student Test. The primary purpose for reviewing the student test is to ensure the instructor has a complete

understanding of how the students will be evaluated. Every block of instruction begins with an introduction. One of the steps in the introduction is to explain how the students will be evaluated. By reviewing the test, the instructor will also determine if the test items are supported by the content of the lesson plan, instructional materials, and student materials. The instructor must never use this information to teach specific test items or questions.

2. CONDUCT REHEARSALS. Rehearsal is the process in which an instructor practices delivering their lesson. Rehearsing the lesson will reveal the most effective wording, enhance the instructor's knowledge of the subject matter, ensure a smooth flow of the presentation, and increase the chances for success. Rehearsal also provides the instructor a gauge of how their delivery fits the allocated time for the lesson.

a. Types of Rehearsals. The three types of rehearsals are: individual, small critical audience, and dress rehearsal. Each of these can stand alone; however, preparation is maximized when they are all conducted in sequence. It is recommended to videotape individual rehearsals when possible.

(1) Individual. The individual rehearsal requires the instructor to practice delivering the material alone. Individual rehearsals can take place anywhere, anytime, and at the convenience of the instructor.

(2) Small Critical Audience. After gaining confidence through individual rehearsal, the lesson should be presented to a small group of people. Ensure the people selected will provide constructive feedback. Because of their knowledge on the subject, other instructors make the best critical audience. Family and friends are not ideal for a critical audience, but they do provide an opportunity to rehearse in front of people. The instructor should be thick-skinned enough to accept feedback at face value.

(3) Dress. The dress rehearsal should be the final rehearsal and most important of all rehearsals. By this point, every effort should have been made to remove any discrepancies in the lesson. This rehearsal should be accomplished in the instructional setting that will be used when the actual lesson is conducted. Rehearse with all media and equipment that will be used on presentation day. Also, make certain any assistant instructors or support personnel are available to rehearse during the dress rehearsal.

b. How to Rehearse. There are several keys to remember when rehearsing.

(1) Avoid Memorization. Never memorize the lesson because it will give the presentation a canned effect that causes the instructor to appear robotic. Know the outline (conceptual framework), sequence, and the points to be covered, but do not memorize the lesson verbatim (word for word) from the lesson plan. Below are some recommendations that can help avoid memorization:

(a) Read the lesson plan at least twice and highlight words or key phrases that need to be emphasized. If anything is unclear, request guidance from other instructors.

(b) Research the technical manuals and references to broaden knowledge of the subject.

(c) Review all supplemental material.

(d) Print the media (3 slides per page) and write notes on the right hand side of the page. The notes can include key phrases from the lesson, examples, analogies, stories, or anything else that needs to be mentioned or accomplished when that particular slide is displayed.

(2) Rehearse by Parts. If there is any part of the lesson that feels uncomfortable or needs more practice, rehearse that part separately until you gain confidence with the material and delivery.

(3) Rehearse for Criticism. After completing the previous step, rehearse the lesson for the sake of criticism in front of a small critical audience. This audience should be fellow instructors or curriculum developers responsible for the development of the curriculum.

(4) Rehearse the Whole Lesson. After the instructor rehearses and is comfortable with the different parts, the lesson should be rehearsed from start to finish. An instructor can get a false sense of security when comfortable rehearsing only specific parts. This is essential to ensure that the lesson flows smoothly.

c. Evidence of Rehearsal. The following are indicators of effective rehearsal. It is important to note that a lack of rehearsal may cause students to form negative opinions regarding the lesson, the instructor's professionalism and abilities, and

the course or instructional program. However, proper rehearsal will produce the following positive results.

(1) Presentation Flows Smoothly. If the entire presentation flows smoothly, it is most likely due to instructor rehearsal. Conversely, if the presentation is choppy or disjointed, it can be presumed that the instructor did not rehearse appropriately.

(2) Instructor Appears Knowledgeable. When an instructor appears knowledgeable about the subject matter, it is evidence of rehearsal. This provides the instructor with the credibility necessary to gain the respect of the students.

(3) Instructor Appears Comfortable. The next consideration is whether or not the instructor appears comfortable in the classroom. The instructor should know where all the equipment and media are located and the presentation should not be interrupted because the instructor could not operate the equipment or media. If the instructor appears relaxed while delivering the presentation, then he or she most likely spent enough time rehearsing.

(4) Time Limit. Further evidence of rehearsal is the effective delivery of the instruction within the time allocated. If the instructor remains within the time limit, then it is most likely due to rehearsal.

3. PREPARE THE INSTRUCTIONAL ENVIRONMENT.
Prior to delivering instruction, the instructor must prepare the instructional environment for an organized and smooth presentation to maximize the transfer of knowledge and skills. The instructional environment refers to the instructional setting (classroom), media/equipment, support personnel, student materials, and the administrative functions the instructor must perform.

a. Prepare Instructional Setting (Classroom). The instructor must ensure that the instructional setting replicates the job setting as much as possible. This is achieved by organizing and placing required equipment or supplies, as they would be in the job setting. The instructor must also ensure that the instructional setting is conducive to learning. This is accomplished by ensuring the following:

(1) Lighting and ventilation are adequate, media equipment is accessible, and the climate control is functioning properly.

(2) Chairs and desks are available for each student.

(3) Unnecessary distractions are removed.

(4) If an outdoor area is to be used, the instructor must survey the area to ensure it can be prepared per the specific lesson plan and local Standing Operating Procedure (SOP). An alternate site should be designated in the event the primary site cannot be used.

(5) Ensure that all ORM and safety considerations have been addressed.

b. Prepare Media/Equipment. Prior to the class the instructor must gather and set up all the instructional equipment and media required for the presentation of the lesson. Equipment can include items such as DVD players, projectors, computers, etc. Media can include board media (chalkboards, dry erase boards), established media (actual item, printed materials), computer media (Computer-Based Tutorials, Interactive Media Instruction), and multimedia (computer aided graphics, audio, video). Equipment and media preparation should include a review of the following requirements:

(1) All the required equipment is operational. If the equipment cannot be repaired or replaced, alternate media must be obtained.

(2) The media must be easily seen and heard from any part of the instructional area.

(3) The equipment is in good condition. The media is appropriate to the subject matter and target audience.

c. Brief Support Personnel. Support personnel include assistant instructors, demonstrators, role players, Corpsmen (when applicable), and any other personnel who will be involved in the presentation or support of instruction. The instructor must brief support personnel so that each person's role is clearly understood.

(1) The primary instructor is responsible for ensuring that all personnel are informed when to meet. Some personnel may need to be at the instructional area early to secure and set up equipment or to have student materials in place prior to the start of the class.

(2) Demonstrators should be briefed on their roles and, if time permits, a walk-through of the demonstration should be conducted prior to instruction.

d. Prepare Student Materials. The instructor must ensure that all materials required by the students are available, in good condition, and ready to be distributed. These may be student outlines or supplemental student materials.

e. Personal Appearance. One of the last things to do before "stepping on the platform" is look in the mirror to check personal appearance. Whether military or civilian, an instructor must make sure that their attire is neat and professional. An instructor who appears before a class looking sloppy and unkempt can distract the learners' attention from the material.

REFERENCES:

Systems Approach to Training Manual

UNITED STATES MARINE CORPS
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QUANTICO, VIRGINIA 22134

STUDENT OUTLINE

DELIVER A MCMAP PERIOD OF INSTRUCTION

MAIB1010

MARTIAL ARTS INSTRUCTOR COURSE

M02MMET

APPROVED BY: LtCol (Ret) Shusko, J. C. DATE: 1 June 2015

LEARNING OBJECTIVES

a. Terminal Learning Objectives

(1) Given a Master Lesson File, an instructional setting, and references, conduct a lesson in accordance with the Systems Approach to Training (SAT) Manual chapter 4 section 4400. (FSIC-IMPL-2103)

(2) With the aid of references and given personnel in a training environment, reinforce Core Values through values based mental and character tie-ins so that all key points are discussed through proper technique in the time allotted. (0916-INST-2056)

(3) Given a Master Lesson File, an instructional setting, and references, employ instructional communication in accordance with the Systems Approach to Training (SAT) Manual chapter 4 section 4400. (FSIC-IMPL-2102)

b. Enabling Learning Objectives

(1) Given exam materials, identify verbal speech techniques in accordance with the Systems Approach to Training (SAT) Manual chapter 4 section 4400. (FSIC-IMPL-2102a)

(2) Given a scenario, conduct a warrior study to compare and contrast aspects of a warrior's individual actions with the instructor's own experience and in accordance with MCO 1500.59. (FSIC-IMPL-2103a)

(3) Given a student handout, employ MCMAP instructional methodologies to ensure transfer of knowledge. (FSIC-IMPL-2103b)

1. EFFECTIVE COMMUNICATION. How an instructor presents information can influence student understanding, retention, skills, and on-the-job performance. To ensure the maximum transfer of knowledge and skills the instructor must understand the communication process, communication techniques, and facilitation techniques.

a. Communication Process. Communication is an exchange between two or more people sending and receiving messages, and providing feedback on those messages. The messages can be verbal, nonverbal, written, or physical. It is an ongoing process; however, it is incomplete if the message is not clear or if the receiver fails to provide adequate feedback to the sender.

b. Communication Techniques. The communication techniques that instructors must skillfully employ in the classroom are: verbal, nonverbal, listening, and questioning. These techniques affect the transfer of learning and the instructor's ability to maintain student attention.

(1) Verbal. There are eight techniques to use when you are speaking. We are going to look at each one of them in detail.

(a) Volume. Volume is the loudness or softness of a speaker's voice. Be sure to adjust your voice to the acoustics of the room, size of the audience, and the level of background noise. If you speak too loudly, you will seem overbearing. If you speak too softly, students may not understand you.

(b) Rate. Rate involves the speed at which a person speaks. If your speech is too slow, it may put your students to sleep. If it is too fast, they may lose track of your ideas. Your rate of speech should be governed by the complexity of the subject and the emotion to be expressed.

(c) Dialect. Dialects are usually based on regional or ethnic speech patterns and tend to affect the way people talk in different parts of the country. There is no such thing as right or wrong dialect; however, it can be troublesome to the instructor when the audience does not share the same dialect because they may form negative opinions about the speaker's personality, intelligence, and competence.

(d) Pronunciation. Pronunciation is the accepted standard of sound and rhythm for words in a given language. Commonplace words may be mispronounced out of habit. If there are any doubts about the proper pronunciation of certain words, check the dictionary or listen to someone say it properly.

(e) Articulation. Articulation is the delivery of particular speech sounds. Sloppy articulation is the failure to form syllables distinctly and carefully. Most of the time, poor articulation is caused by laziness because we habitually chop, slur, and mumble our words. If you have poor articulation, work on identifying and eliminating these common errors so that you are able to effectively express your ideas and thoughts to students.

(f) Force. Use force by emphasizing the correct word or syllable. Placing emphasis on different words or

syllables can change the meaning of a sentence. Using force is equivalent to using bold or underlining written words.

(g) Inflection. Inflection refers to changes in the pitch or tone of a speaker's voice. It is the inflection in your voice that reveals whether you are asking a question or making a statement; whether you are being sincere or sarcastic. This is one of the keys to expressing something emotional, persuasive, or convincing. Using inflection can make the difference between just saying words and making the ideas meaningful.

(h) Pause. A short pause can signal the end of a thought, give students a chance to absorb the material, give a speaker an opportunity to concentrate on the next point, and lend dramatic impact to a statement. Unfortunately, we tend to use pet words in place of a pause. If you have difficulty minimizing your use of pet words, ensure that you are familiar with the material, well-rehearsed, and make a conscious effort to use a natural pause in its place.

(2) Nonverbal Communication (Platform Behavior). Communication is not complete without the nonverbal signals that complement verbal communication. Posture, movement, nervousness, gestures, facial expressions, and eye contact can contribute to, or hinder the communication process.

(a) Posture. Posture is very important, as it shows our enthusiasm for the subject. When we talk about posture, we are talking about platform stance. It should be comfortable without being slouchy. It's best to stay completely away from the podium during classroom instruction.

(b) Movement. Move with a purpose. Is your movement excessive? Is there a reason for your movement? Movement can attract the attention of the listener, as well as take away from a period of instruction if the movement is excessive. Avoid moving constantly, staying anchored to the podium, standing in one spot, blocking your media, dragging your feet, and swaying back and forth.

(c) Nervousness. Some nervousness or anxiety is natural, but it can cause poor voice techniques and mannerisms. Your primary concern should not be on how well you look, sound, or what you are doing with your hands. Instead, focus on student learning, rehearsing the lesson, having a positive mental attitude, relaxing, and being organized.

(d) Gestures. Gestures refer to the motions of an instructor's hands or arms. They should appear natural and should not draw attention to yourself or distract from your message. Avoid flailing your arms, rubbing your hands, cracking your knuckles, toying with your ring, or any other distracting motions.

(e) Facial Expressions. Facial expressions can reinforce, modify, or even contradict the spoken word (show what you're thinking and feeling). Expressionless instructors are usually unprepared or nervous, focusing too hard on the delivery vice the students, are uninterested in the subject, or are not attempting to make learning fun. If you have a "dead pan" face, your students will usually become uninterested and unenthusiastic about learning.

(f) Eye Contact. The use of the eye contact is one of the most meaningful channels of nonverbal communication available to us. As instructors, eyes can open communication, prolong communication, or cut off communication. Try to establish eye contact with the whole class. Some common errors include darting your eyes around the room, looking at the floor or demonstrators instead of the audience, or looking at one part of the audience while ignoring the rest. The rule of thumb is to hold the eye contact until communication occurs.

(3) Listening. Listening is paying close attention to and making sense of what is being heard. It is the channel used most often for learning. The incorrect tendency is to assume that listening is basically the same as hearing. As a result, little effort is made to learn how to develop listening skills and a vital communication function is neglected.

(a) Instructor Barriers. Barriers interrupt the communication process. As instructors, be aware of signals that give students the perception that you are not listening to them. It is important for instructors to orient their body towards the student and maintain eye contact when answering or receiving a question. Folded arms or hands on hips can indicate an instructor has a lack of interest. Rolling eyes may signal disapproval or disinterest. Instructors should avoid using words or phrases that may have a negative effect on students when directed by instructors or fellow students.

(b) Student Barriers. An instructor must be aware of possibilities that cause student barriers to listening. This will assist tremendously with identifying these barriers and help to minimize the interruption of the communication process.

Students are easily distracted because the brain can take in a speaker's words and still have plenty of spare "brain time". Listening too hard happens when a student tries to memorize every word. The students often miss the speaker's point by concentrating on too many details. Jumping to conclusions is when a person does not listen to what is being said due because they think they already know. Some people become so distracted by a speaker's accent, personal appearance, or vocal mannerisms that they lose sight of the message.

(4) Questioning. By asking questions throughout the lesson, instructors can emphasize a teaching point, monitor student comprehension, stimulate thinking, increase interest and promote student participation.

(a) Characteristics of a Well-Constructed Question

1. Clear. State the question in a language familiar to the students and phrased so that the students understand the meaning of the question.

2. Concise. Contains only one idea and should be short enough for students to remember (not too wordy).

3. Relevant. Relevant to the subject or material taught in the lesson.

4. Thought Provoking. State the question so that the answer is not suggested in the question. Questions should be open-ended. Ensure that when asking a question the answer is NOT displayed in the classroom.

(b) Asking Students Questions

1. Ask the question. You may either direct a question to one student or to the class.

2. Pause. This will allow the student time to think. If the student cannot answer, rephrase the question or redirect the question to another student.

3. Ensure everyone heard the answer. For example, "Did everyone hear his/her answer?"

4. Provide feedback. Inform the class whether the answer was correct. For example: "that's right" or "good job". Avoid saying "wrong answer". Instead, rephrase your response to "that wasn't quite what I was looking for, can

someone help him/her out?" If no one can answer the question, you should provide the answer and clear up any confusion.

(c) Receiving questions from students. The situation will dictate whether or not Steps 2 and 3 are necessary; therefore, they are optional.

1. Receive the question. Ensure students raise their hands and select only one student at a time.

2. Rephrase the question. This is useful if the question is unclear. If you decide to rephrase it, verify before moving to the next step. For example, "You want to know when liberty will be. Is that your question?" (Optional)

3. Ensure the question was heard. "Did everyone hear his question?" If it was not loud enough then repeat it or have the student repeat it. If you know the question was obviously loud enough for everyone to hear; then you may skip this step. (Optional)

4. Answer the question. You can either answer the question or redirect the question to the entire class to allow for student participation. "That's a good question, can anyone answer it?" If it cannot be answered then provide the answer. If you do not know the answer, tell the student you will find out and get back with them at the break or after class.

5. Verify. Ask the student if the answer provided was adequate. For example: "Did that help you out?" "Did that clear up any confusion?" or "Did that answer your question?"

(d) Probing Techniques. The term "probing" simply means asking follow-up questions to students. You should probe throughout the lesson to assess student's comprehension of the material, especially at transitions. Probes can ask for specifics, elaborations, examples, or explanations.

c. Facilitation Techniques. Transfer of learning refers to the extent to which students learned material/skills in the instructional setting that could be readily applied on the job. The instructor influences the transfer of learning through facilitation techniques. The way a lesson is presented will influence the success of the instruction. The instructor should strive to provide real world relevance, student focus, control

the lesson, motivation techniques, and interaction with students. Below is a discussion of each.

(1) Real World Relevance. Whenever possible, maximize the similarity between the instruction and the job situation to show relevance. The instructor can also physically organize the instructional environment to create a realistic job setting for instruction.

(2) Students Focus. The most common tequniques used by instructors to gain the focus of their students are direct attention and presenting concepts from simple to complex.

(a) Direct Attention. Essentially, it consists of directing students' attention to what was said or will be said through the use of verbal statements, gestures, or even a pause. For example: "Know this diagram well!" A combination is even more effective, but be careful not to overuse these techniques.

(b) Present Concepts from Simple to Complex. Discuss basic principles and ensure they are understood before introducing complicated details.

(3) Control the Lesson. Ensure the objectives of the class are met and that the discussion/questions do not go beyond the focus of the class. In addition, create a comfortable learning environment and use discretion/tact when correcting a student's inappropriate or disruptive behavior so that it is not detrimental to the learning environment.

(4) Motivation Techniques. For learning to be effective, students must be motivated to learn. There exists a shared responsibility for motivation between the instructor and the student. The learner controls the desire to learn, and the instructor controls the stimulation. Reguardless of the topic, the instructor must show enthusiasm while teaching to keep the students motivated.

(5) Interaction with Students. Learning is an active process for adult learners. The instructor should strive to involve students in the instruction process. To do so, the instructor should be aware of students’ prior knowledge, the context in which the material is presented, and how learning will be applied to the job. Probe throughout the lesson to increase interaction and have students answer each other's questions whenever possible.

2. COMPONENTS OF A LESSON. A certain routine should be followed in order to present the elements of a period of instruction. It is the instructors' responsibility to ensure the information is delivered correctly even if there is an error in the lesson plan. The instructor should continually strive to add a personal touch with enthusiasm as to always appear natural rather than mechanical. The elements are outlined in the Systems Approach to Training manual as follows:

a. Present the Introduction. There are seven parts of the introduction that should be presented in sequence, familiarizing your students with the upcoming class and reducing the number of questions. The acronym GOLMEST will provides the sequence for the introduction.

(1) Gain Attention. The gain attention is developed to capture the students' interest. It must relate to the lesson content and inform the students why the information is important. It should provide the students with why they need to learn the information. This is often referred to as the WIIFM ("What's in it for me?"). Regardless of the type of gain attention used, its elapsed time should be in proportion to the overall length of the lesson. For example, a gain attention for a one-hour class should be no more than 3-5 minutes.

(2) Overview. In the overview, the instructor introduces themselves and describes conceptual framework of the lesson. The conceptual framework informs students of the learning agenda for the lesson by stating the main ideas that will be covered to achieve the desired outcome.

(3) Learning Objective. Learning objectives are presented to inform students what knowledge or skill is required for successful completion. It is critical for students to understand at the outset of a lesson what is expected of them. The TLO(s) and ELO(s) are transferred to the lesson plan verbatim and in the same sequence as they appear on the concept card. For lesson purpose classes, a statement is placed in this section to state, "There are no formal learning objectives."

(4) Method/Media. The method/media section describes the delivery system that was selected and is where administrative instructions (IRFs) are given.

(5) Evaluation. The evaluation section of the introduction describes the type of evaluation, time, and location (i.e., "in accordance with the training schedule") of where the students' knowledge or skills will be evaluated.

(6) Safety/Cease Training. This serves to make the students safety conscious before the first main idea is introduced. Identified controls and hazards are provided from the ORAW completed on the lesson.

(7) Transition. A transition is placed between the introduction and the first main idea. This transition is where the instructor ensures all students have an understanding of what is going to be taught, how it is going to be taught, how they will be evaluated, and Safety/Cease Training procedures. The transition then introduces the first main idea.

b. Present the Body. After presenting the introduction, present the body of the lesson, which is the "meat and potatoes" of the class. The body will be presented in the same sequence as the learning objectives in order for the lesson to flow smoothly.

c. Transitions. Transitions form the "bridges" that reinforce the conceptual framework and enable the instructor to gather feedback from students before opening the next main idea. The acronym RPI (review, probe, introduce) should be used. Review the previous main ideas by summarizing and providing an opportunity for questions. Next, probe the students with well-constructed, thought provoking questions. Finally, introduce the next main idea.

d. Present the Summary. Once finished with the last main idea, transition into the summary. In the summary, the instructor must mention all main ideas that were covered in the lesson. In addition, provide closure that explains why the student just sat through the lesson. Then provide closing instructions such as to fill out IRFs and take a break.

3. LECTURE. The lecture method is an instructional presentation of information, concepts, or principles. Its main purpose is to present a large amount of information in a short period of time. The lecture method is an efficient way to introduce a new topic of study or present background material students need for future classes.

a. Formal. A formal lecture allows instructors to present a subject to a large audience (100+) because there is no interaction between the students and the instructor. This method depends primarily on student listening and notetaking skills for the transfer of learning. The instructor must have effective speaking skills, an in-depth knowledge of the subject

matter, and find realistic examples and analogies to use with explanations. In preparing to deliver a lecture, the instructor must set clear-cut goals and objectives. The instructor should remember that the only feedback received from the audience will be nonverbal communications. Since the audience may lose interest with no active part in the instruction, the lecture should last no more than 30 minutes. Lectures should be short, well organized, and to the point.

b. Informal. In the informal lecture, the size of the group is usually smaller than the formal lecture and student participation develops when the instructor questions the students or they question the instructor on points presented. Considerable verbal interaction between instructor and student is often possible in the form of both questions and discussion. An informal lecture with media is commonly used in the Marine Corps for presenting information, concepts, and principles. The media used can reduce the amount of explanation time required for students to grasp concepts, structures, and relationships.

4. EDIP. EDIP stands for Explain, Demonstrate, Imitate, and Practice, and employs a combination of informal lecture, demonstration, and practical application. It provides complete student participation in an environment controlled by the instructor. Students imitate and practice skills only on the instructor's command. EDIP is used to train performance-based instructional material with procedural steps that all individuals perform without deviation. EDIP is particularly effective for entry-level students who do not know the subject matter.

a. Introduction. The introduction for an EDIP is shortened and informal. The parts of the introduction are gain attention, overview, positions, and safety. Also, any required training equipment should be issued prior to starting the class.

(1) Gain Attention. The gain attention for an EDIP should be relevant and concise. It should provide the students with the WIIFM ("What's in it for me?").

(2) Overview. In the overview, the instructor introduces themselves and techniques that will be taught in the lesson.

(3) Positions. The class must be arranged in a manner where all students can see and hear. This is done by using the demonstration position and practice position(s). Assign

students to these positions based on the training area available and the number of students.

(a) Demonstration Position. The demonstration position is the physical space the students will occupy when observing the instructor. This is a school circle where students will be placed for the explain and demonstration portions of the period of instruction. Ensure all students are able to see and hear the instructor clearly.

(b) Practice Position(s). The practice position is the physical space the students will occupy when imitating and practicing the techniques. Organize students for practice by pairing them by height and weight. This allows them to learn techniques without having to accommodate for the size of the opponent. Ensure the instructor can see all the students and the students can all see the instructor. Ensure students have enough space to safely practice the skills without interfering with one another. Depending on the techniques to be taught, several practice positions may be required.

(4) Safeties. Safety precautions must be introduced before any training is conducted and enforced throughout. If safeties are not covered before training and something goes wrong the instructor will be held directly responsible. All of the safeties for each technique are listed in the belt books in each respective chapter. The safeties should be briefed in the introduction, but MUST be briefed prior to the demonstration. During an EDIP performance evaluation, if a student does not brief all of the safeties before the demonstration, it will result in an automatic failure.

b. Explain. The first thing you must do after the administrative procedures is explain the purpose, principles, and fundamentals of the techniques you are teaching. It is not necessary to recite them verbatim but certain verbiage is important and should be used correctly.

c. Demonstrate. The next step is to demonstrate the technique once at full speed and then slower from a different angle. The demo should provide the students with a perfect picture of what the technique should look like. Do not explain the steps or open the class for questions at this time, since they will be given the steps during the imitate portion.

d. Imitate. Immediately after the demonstration have the students move into the practice position. Then the instructor will explain each performance step while the students imitate

their actions. The students will follow the instructor's commands, "Like this, Do that". Ensure students observe closely and do not get ahead. The instructor must fault check errors and reinforce safeties during this step.

e. Practice. After the students immitate the technique, allow them time to practice until proficient. Students should be allowed to practice as long as necessary, as time permits, in order to gain proficiency. Only the students who immitated will practice the technique, until they are changed over and the other students immitate. The instructor must fault check errors and reinforce safeties during this step.

f. Transition. The students must change over to allow the partner to immitate and practice each technique. Next bring the class back into the demonstration posititon to demostrate the next technique in the chapter. The transition to the tie-in or warrior study should smoothly connect the topic to technique.

5. TIE-INS. A tie-in is a short guided discussion designed to develop the mental and character discipline of the Marines. The subjects for the tie-ins are located in the belt books and must be taught in conjuction with each specific physical technique block. It has been shown that students are more receptive after physical activity; therefore the optimum time to give a tie-in is after teaching martial arts techniques or conducting combat conditioning. The tie-in can also be used as an attention gainer at the beginning of a class or exercise. The key to effectively using this procedure is to bring the topics of subject out and to the Marines during a point when they are most attentive.

a. Introduction. The topic for a tie-in should be transitioned to smoothly from the technique that was taught. This will gain the students attention without losing their interest. The entire GOLMEST is not necessary for this method of instruction.

b. Instructor Knowledge. The instructor must be the subject matter expert on the topic of the tie-in. If the group cannot answer a question or reply to a statement, it is the instructor's job to do so. Depending on their experience, some Marines will be more knowledgeable on certain subjects than others.

c. Responsibility of the Marines. It is important that the instructor ties in the topic with the responsibility of the Marines. The students should walk away with a clear

understanding of what is expected of them. This is done by giving examples, student involvement, and direct attention. For example "All Marines must embody our Core Values at all times".

d. Student Participation. As a guided discussion, there should be as much student interaction as possible, based on the class size. Keeping the students actively involved will inspire motivation and contribute to the transfer of learning.

6. **WARRIOR STUDY.** A warrior study is a guided discussion using the citation for valor of a Marine whose actions best exemplified the warrior spirit. Like tie-ins, warrior studies are required within each belt level, and the optimum time to present them is after teaching martial arts techniques, free sparring, or conducting combat conditioning.

a. Selecting the Subject. Selection of a specific case study for use during a particular class or exercise is left to the discretion of the instructor, but thirty-eight Medal of Honor citations and eighteen Navy Cross citations have been provided for use as warrior studies. These case studies cover a period of Marine Corps history encompassing the past 100 years to include every major conflict of the 20th century. Collectively these case studies include all ranks and MOS's, validating the credo that every Marine is a rifleman first and thus every Marine is a warrior. Some made the supreme sacrifice while others survived to continue as productive members of the Marine Corps and society. Citations of a Navy Corpsman are included to show the special bond that has developed between the Marines and our field Corpsman who have fought and died beside us while providing aid. The instructor should strive to select a subject that is identifiable with the students, such as similar rank or billet. It is imperative that the instructor conducts more in depth research on the individual than what the citation entails.

b. Presentation. The intructor will NOT simply read the citation for a warrior study. Instead they will describe the events that occurred in their own words. The instructor should paint a descriptive word picture of the Marine, the battle, and any other material unique to the individual. Effective communication skills are imperative during this presentation in order to properly motivate the students.

c. Discussion. The key to an effective warrior study is to show how the actions of the subject in the citation reflected the warrior spirit and exemplified the Marine ethos. Each had to overcome physical danger, human factors, harsh environmental

factors, and in most cases physically overpower the enemy knowing that their selfless actions would most likely lead to death. The instructor must explain how the subject displayed the MCMAP disciplines, Core Values, and leadership characteristics. This is done by probing the students with questions to ensure maximum participation.

REFERENCES:

Marine Corps Martial Arts Program, MCO 1500.59_

Systems Approach to Training Manual

Leading Marines, MCWP 6-11B w/CH 1

WARRIOR STUDIES

Medal of Honor Citations

PFC Robert C. BURKE*, Co "I" 3/23, Vietnam
PVT Hector A. CAFFERATA, Jr. Co "F" 2/7, Korea
PFC Ronald L. COKER*, Co "M" 3/3, Vietnam
SGT Darrell S. COLE*, Co "B" 1/23, Iwo Jima
1STLT Henry A. COMMISKEY, Co "C" 1/1, Korea
COLONEL Donald G. COOK*, POW, Vietnam
SGT Louis CUKELA, 66th Co 5 Marines, World War I
CPL James L. DAY, 2/22, Okinawa
PFC Ralph E. DIAS*, Co "D" 1/7, Vietnam
CAPTAIN Henry T. ELROD*, VMA 211, Wake Island
PFC William A. FOSTER*, Co "K" 3/1, Okinawa
SGT Alfredo GONZALEZ*, Co "A" 1/1, Vietnam
SGT Ross F. GRAY*, Co "A" 1/25, Iwo Jima
PVT Dale M. HANSEN*, Co "E" 2/1, Okinawa
SGT William G. HARRELL, Assault Group 1/28, Iwo Jima
GYSGT Jimmie E. HOWARD, Co "C" 1st Recon Bn, Vietnam
SGT Ross L. IAMS, Marine Det USS Connecticut, Haiti
PFC Arthur J. JACKSON, 3/7, Peleliu
PFC Douglas T. JACOBSON, 3/23, Iwo Jima
PLTSGT Joseph R. JULIAN*, 1/27, Iwo Jima
LCPL Miguel KEITH*, CAP 1-3-2 III, MEF Vietnam
CAPTAIN James T. LIVINGSTON, Co "E" 2/4, Vietnam
SGT Frederick W. MAUSERT III*, Co "B" 1/7, Korea
CPL Larry L. MAXAM*, Co "D" 1/4, Vietnam
CPL Jason L. DUNHAM, Co "K" 3/7, Iraq
2DLT George H. O'BRIEN Jr., Co "H" 3/7, Korea
CPL Robert E. O'MALLEY, Co "I" 3/3, Vietnam
PLTSGT Mitchell PAIGE, 2/7, Guadalcanal
CPL Lee H. PHILLIPS*, Co "E" 2/7, Korea

SGT Richard A. PITTMAN, Co "I" 3/5, Vietnam
CAPTAIN Everett P. POPE, Co "C" 1/1, Peleliu
SGT James I. POYNTER*, Co "A" 1/7, Korea
2DLT George E. RAMER*, Co "I" 3/7, Korea
HN2 David R. RAY*, Battery "D", 2d Bn, Vietnam
CPL Joseph VITTORI*, Co "F" 2/1, Korea
CAPTAIN Louis H. WILSON, Co "F" 2/9, Guam
1STLT Franklin N. MITCHELL*, Co "A" 1/7, Korea
PFC Oscar P. AUSTIN*, Co "E" 2/7, Vietnam

Navy Cross Citations

Corporal John T. ADAMS*, Co "C", 1st Recon Bn, Vietnam
Corporal Henry C. DILLARD, Co "M", 3/4, Vietnam
Private Richard A. EVANS JR.*, Co "D", 1/5, Vietnam
Corporal George R. GIBSON, Co "B", 2/4, Vietnam
Sergeant Richard M. GILLELAND, Co "M", 3/7, Vietnam
Corporal Leonard KOONTZ, Co "M", 3/4, Vietnam
Lance Corporal William KOWALYK, Battery "G", 3/12, Vietnam
Private Alvin S. LA POINTE, Co "C", 1/7, Vietnam
Sergeant Glen T. LUNSFORD*, Co "D", 1/7, Vietnam
Lance Corporal Frederick G. MONAHAN, Co "E", 2/3, Vietnam
Second Lieutenant Louis R. PIATT, Co "M", 3/7, Vietnam
Staff Sergeant Harold A. RIENSCHE, Co "B", 3rd Tank Bn, Vietnam
Captain Albert C. SLATER JR., Co "A", 1/9, Vietnam
Captain Mykle E. STAHL, Co "K", 3/26, Vietnam
Petty Officer Gerald M. STRODE, Co "B", 1/5, Vietnam
Lance Corporal Charles D. THATCHER, Co "A", 3rd Tank Bn, Vietnam
Corporal Jerrald R. THOMPSON*, Co "C", 1st Recon Bn, Vietnam
Corporal Robert I. WIDGER, Co "K", 3/1, Vietnam

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

STUDENT OUTLINE

MAINTAIN MCMAP RECORDS

MAIB1015

MARTIAL ARTS INSTRUCTOR COURSE

M02MMET

APPROVED BY: LtCol (Ret) Shusko, J. C. DATE: 1 June 2015

LEARNING OBJECTIVES

a. TERMINAL LEARNING OBJECTIVES

(1) Given a NAVMC 11432, a Martial Arts Mishap Report, a training log, a completed training event, and with the aid of references maintain MCMAP records to ensure documents are properly filled out, submitted, and maintained. (0916-ADMN-2041)

b. ENABLING LEARNING OBJECTIVES.

(1) Given course materials, identify retention requirements in order to maintain MCMAP records. (0916-ADMN-2041a)

(2) Given a NAVMC 11432, a Martial Arts Mishap Report, training log, a completed training event, and with the aid of references prepare MCMAP documentation to ensure documents are without error. (0916-ADMN-2041b)

(3) Given NAVMC 11432, NAVMC 11738 and a training log, identify submission requirements to report completion of MCMAP training. (0916-ADMN-2041c)

1. CURRICULUM MATERIALS. Course materials are divided into curriculum materials and administrative materials. Curriculum materials are those items that are required to instruct a lesson. This includes the master lesson file, lesson plans, performance evaluation checklists, and media.

a. Master Lesson File. The Master Lesson File (MLF) is a compilation of documents that contain all the necessary materials to conduct a period of instruction. The MLF is the most up-to-date file on an individual lesson taught in the course. It serves as a master copy of all instructional materials that support a given lesson. The purpose of the MLF is to provide accountability for the learning process, document the use of course resources, and provide continuity for the lesson. All MCMAP Master Lesson Files are located at the Martial Arts Center of Excellence.

b. Lesson Plan. A lesson plan is the detailed script for the instructor, also referred to as an instructor outline. It is detailed enough so that a new instructor could review it and be able to conduct the required training. Lesson plans are for the instructor, not to be confused with a student outline, which is not utilized at the MAI level. In MCMAP the belt books are the lesson plans for the MAI. They contain all the information

required for the EDIP and the tie-in, as well as instructor notes. The most current versions of MCMAP lesson plans will be located at the Martial Arts Center of Excellence, and available on the MACE website.

c. Performance Evaluation Checklists. All performance-based learning objectives are tested using a performance evaluation checklist (PECL). The PECLs used by an MAI are belt tests which are Navy/Marine Corps forms (NAVMCs): 11739 (Tan), 11740 (Gray), 11741 (Green), 11742 (Brown), 11743 (Black). The most current versions of MCMAP PECLs will be located at the Martial Arts Center of Excellence, and available on the MACE website.

d. Media. Instructional media enhances verbal information and improves the student's ability to retain the information identified in the learning objectives by appealing to the different learning styles. If applicable, media can be found within the master lesson file. Media is not developed, or required, for user level training, but the instructor may choose to add media to personalize the lessons.

2. ADMINISTRATIVE MATERIALS. The second type of course materials are administrative materials. These are the materials that enable you to track the training being conducted. These materials are the training log, mishap report, course record, and certificate. All administrative materials must be retained for a period of three years.

a. Training Log. Training logs (MCMAP Logbooks) are used to track the training and progress of each individual Marine within the program. It is the instructors responsibility to provide their students with logbooks, but the students responsibility to maintain them. After any training is conducted the instructors will document the training in the student's logbook by completing the class code, hours trained, date, the instructors name and their signature. There is an example of the training log at the end of this chapter, but the most current version will be located at the Martial Arts Center of Excellence, and available on the MACE website.

b. Mishap Report. The mishap report, NAVMC 11738, must be completed if a student is injured while conducting MCMAP training. If the injury occurred during any type of martial arts training and resulted in light duty, SIQ, or hospitalization a mishap report is required. The MAI must fill out the mishap report and submit it to the unit safety representative, who will submit the report into the Web Enabled

Safety System (WESS). Once submitted, the safety rep will receive a WESS report number that the MAI will enter on the hard copy of the mishap report before submitting it to the MACE. If the Marine returns to training without going on light duty, then a mishap report is not required. There is an example of the NAVMC 11738 at the end of this chapter, but the most current version is located at the Martial Arts Center of Excellence, and available on the MACE website.

c. Course Record. The course record that is used for reporting MCMAP training is the NAVMC 11432. After testing students for belt level advancement the instructor must complete this form and turn a copy into the Marine's training section (S-3) for entry into the Training Management System. Each student will also be provided a copy of the NAVMC 11432 for their records. There is an example of the NAVMC 11432 at the end of this chapter, but the most current version is located at the Martial Arts Center of Excellence, and available on the MACE website.

d. Certificate. A belt rank certificate is completed by the MAI for each individual Marine trained. The instructor will use the standard certificate template, which is available on the MACE website. The MAI must enter the students name, unit address, the instructor's name and signature, and the Commanding Officer's name and signature. The individual Marine is responsible for entering a copy of their certificate into their Official Military Personnel File (OMPF). There is an example of a certificate at the end of this chapter, but the most current version is located at the Martial Arts Center of Excellence, and available on the MACE website.

REFERENCES:

Marine Corps Martial Arts Program, MCO 1500.59_

Example Logbook

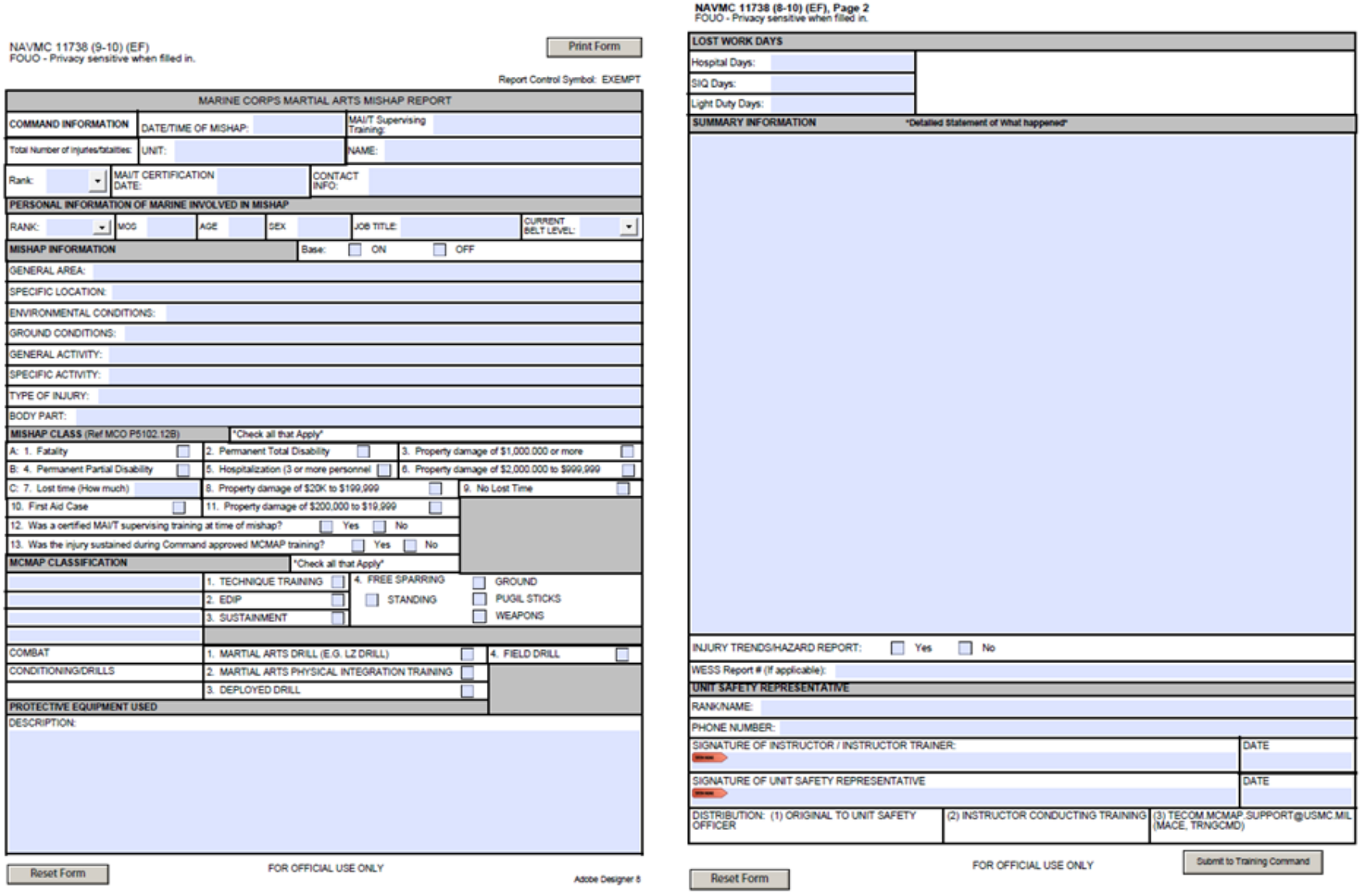
Green Belt log

Class Code	Hours Earned	Date Completed	Instructor's Name	
			Printed	Signed
MCCS-GREEN-2001	1.0	20110215	Sgt I.M. Gungho	I.M. Gungho

Green Belt Lesson Designators

8	Hrs	0	Min	Performance based	Sustainment
2	Hrs	0	Min	MCCS-GREEN-2021	Execute bayonet techniques ***Fog of war***
0	Hr	45	Min	MCCS-GREEN-2023	Execute a side choke ***Right versus Wrong***
1	Hr	30	Min	MCCS-GREEN-2024	Execute shoulder throw ***Combat leadership***
1	Hr	45	Min	MCCS-GREEN-2025	Execute counters to strikes ***Force protection***
0	Hr	45	Min	MCCS-GREEN-2026	Execute a push kick ***EPW/ Detainee handling***
1	Hr	30	Min	MCCS-GREEN-2028	Execute unarmed manipulations ***Informal Resolution System***
1	Hr	0	Min	MCCS-GREEN-2029	Execute knife techniques ***Dealing with fear***
1	Hr	0	Min	MCCS-GREEN-2031	Employ weapons of Opportunity ***Dealing with fatigue***
1	Hr	30	Min	MCCS-GREEN-2032	Execute ground fighting ***Marine Corps Core Values***
1	Hr	0	Min	Lecture	Anatomy & Physiology
1	Hr	0	Min	Lecture	Martial Culture Study: Spartans
2	Hrs	30	Min	Performance based	Free Sparring
1	Hr	30	Min	Performance based	Integration training
25	**Hrs**	**45**	**Min**	**Training time**	

Example Mishap Report



NAVMC 11738 (9-10) (EF)
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Print Form

Report Control Symbol: EXEMPT

MARINE CORPS MARTIAL ARTS MISHAP REPORT

COMMAND INFORMATION | DATE/TIME OF MISHAP: | MAI/T Supervising Training:
Total Number of injuries/fatalities: | UNIT: | NAME:
Rank: | MAI/T CERTIFICATION DATE: | CONTACT INFO:

PERSONAL INFORMATION OF MARINE INVOLVED IN MISHAP

RANK: | MOS | AGE | SEX | JOB TITLE: | CURRENT BELT LEVEL:

MISHAP INFORMATION | Base: ON OFF

GENERAL AREA:
SPECIFIC LOCATION:
ENVIRONMENTAL CONDITIONS:
GROUND CONDITIONS:
GENERAL ACTIVITY:
SPECIFIC ACTIVITY:
TYPE OF INJURY:
BODY PART:

MISHAP CLASS (Ref MCO P5102.12B) | *Check all that Apply*

A: 1. Fatality | 2. Permanent Total Disability | 3. Property damage of $1,000,000 or more
B: 4. Permanent Partial Disability | 5. Hospitalization (3 or more personnel | 6. Property damage of $2,000,000 to $999,999
C: 7. Lost time (How much) | 8. Property damage of $20K to $199,999 | 9. No Lost Time
10. First Aid Case | 11. Property damage of $200,000 to $19,999
12. Was a certified MAI/T supervising training at time of mishap? Yes No
13. Was the injury sustained during Command approved MCMAP training? Yes No

MCMAP CLASSIFICATION | *Check all that Apply*

1. TECHNIQUE TRAINING | 4. FREE SPARRING: GROUND, STANDING, PUGIL STICKS, WEAPONS
2. EDIP
3. SUSTAINMENT

COMBAT | 1. MARTIAL ARTS DRILL (E.G. LZ DRILL) | 4. FIELD DRILL
CONDITIONING/DRILLS | 2. MARTIAL ARTS PHYSICAL INTEGRATION TRAINING
3. DEPLOYED DRILL

PROTECTIVE EQUIPMENT USED

DESCRIPTION:

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NAVMC 11738 (8-10) (EF), Page 2
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LOST WORK DAYS

Hospital Days:
SIQ Days:
Light Duty Days:

SUMMARY INFORMATION *Detailed Statement of What happened*

INJURY TRENDS/HAZARD REPORT: Yes No
WESS Report # (If applicable):

UNIT SAFETY REPRESENTATIVE

RANK/NAME:
PHONE NUMBER:
SIGNATURE OF INSTRUCTOR / INSTRUCTOR TRAINER: | DATE
SIGNATURE OF UNIT SAFETY REPRESENTATIVE | DATE

DISTRIBUTION: (1) ORIGINAL TO UNIT SAFETY OFFICER | (2) INSTRUCTOR CONDUCTING TRAINING | (3) TECOM.MCMAP.SUPPORT@USMC.MIL (MACE, TRNGCMD)

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Submit to Training Command

Example Course Record

MARINE CORPS MARTIAL ARTS PROGRAM INSTRUCTOR'S COURSE RECORD
NAVMC 11432 (REV. 5-11) (EF)
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Print Form

Report Control Symbol : Exempt

☐ UNIT QUAL ☐ MAIT ☐ MAI ☐ RE-CERTIFICATION	LOCATION OF TRAINING:	
	NUMBER ENROLLED:	
	NUMBER PASSED	
	DATE COURSE BEGAN:	
	DATE COURSE COMPLETED:	

MARTIAL ARTS QUALIFICATION

MMA - UNQUALIFIED
MMB - TAN BELT
MMC - GRAY BELT
MMD - GREEN BELT
MME - GREEN BELT MARTIAL ARTS INSTRUCTOR
MMF - BROWN BELT
MMH - BLACK BELT 1ST DEGREE
MMK - BLACK BELT, 1ST DEGREE MARTIAL ARTS INSTRUCTION TRAINER
MMM - BLACK BELT, 2D DEGREE
MMN - BLACK BELT, 3D DEGREE
MMP - BLACK BELT, 4TH DEGREE
MMQ - BLACK BELT, 5TH DEGREE
MMR - BLACK BELT, 6TH DEGREE

SIGNATURE OF INSTRUCTOR:

CERTIFICATION EXPIRATION DATE MM/YY

	RANK: NAME: LAST, FIRST, MI	SSN#	INSTR
MAI/MAIT			
MAI/MAIT			
MAI/MAIT			
MAI/MAIT			
MAI/MAIT			
MAI/MAIT			
MAI/MAIT			
MAI/MAIT			
MAI/MAIT			
MAI/MAIT			
MAI/MAIT			
MAI/MAIT			
MAI/MAIT			
MAI/MAIT			

TOTAL QUALIFIED	MMA	MMB	MMC	MMD	MME	MMF	MMG	MMH	MMJ	MML	MMK	MMM	MMN	MMP	MMQ	MMR

RANK	NAME: LAST, INITIALS	SSN	QUAL	UNIT ADDRESS

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Example Certificate

United States Marine Corps

Takes pleasure in presenting this certificate to

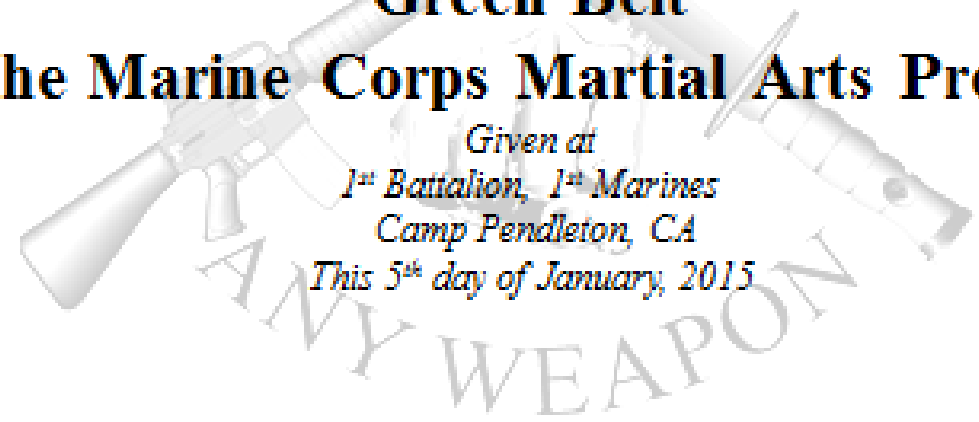
Corporal Michael T. Ambrose

Certifying that they have met all the requirements and successfully completed the syllabus prescribed for

Green Belt

in the Marine Corps Martial Arts Program

Given at
1st Battalion, 1st Marines
Camp Pendleton, CA
This 5th day of January, 2015



Sgt William T. Johnson
Martial Arts Instructor

LtCol Johnathan A. Smith
Commanding Officer

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

STUDENT OUTLINE

FREE SPARRING

MAIB1020

MARTIAL ARTS INSTRUCTOR COURSE

M02MMET

APPROVED BY: LtCol (Ret) Shusko, J. C. DATE: 1 June 2015

LEARNING OBJECTIVES

a. TERMINAL LEARNING OBJECTIVES

(1) Given personnel, sparring equipment, and with the aid of references supervise free sparring to ensure that any discrepancies are corrected immediately and the risk of injury is mitigated. (0916-INST-2051)

b. ENABLING LEARNING OBJECTIVES

(1) Given personnel and sparring equipment determine free sparring event for appropriate belt level to ensure technique proficiency. (0916-INST-2051c)

1. PURPOSE OF FREE SPARRING. The two primary purposes of free sparring within the Marine Corps Martial Arts Program are to bridge from static to dynamic and an inoculation to interpersonal violence.

a. Bridge from Static to Dynamic. Free sparring is the bridge between static techniques and a dynamic environment. This is the final stage of training after executing techniques in the air and on striking pads. Free sparring gives Marines the opportunity to apply the individual techniques they have learned in a realistic environment with a live resisting opponent. Executing techniques one at a time in the air is much different than using them together against another person who is defending themselves and also trying to hurt you.

b. Inoculation to Interpersonal Violence. Inoculation is the process of introducing something to the body so it can defend itself in the future. This is commonly done with vaccines, such as the flu, that introduce a small amount of the virus to the body resulting in a strengthened immune system. 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. Instructors 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 bouts will begin and end with both participants touching gloves or shaking hands. This signifies that each fighter is ready and shows respect to the other Marine. All Marines must control their egos and tempers at all times. Marines who demonstrate immaturity, lack of control, or unsportsmanlike conduct will not be allowed to participate.

c. Time Limit. Body sparring, ground fighting, and striking will be conducted in rounds with a time limit. For entry level Marines, body sparring will be two to three minute rounds. All other events will be three to six minutes, depending on the fitness level and skill of the Marines. There is no time limit when sparring with weapons because the bout will stop on the first killing blow.

d. Weapons. Approximately half of all sparring should include weapons to develop skills in all areas of close combat. These fights will run until the referee observes a killing blow, similar to pugil sticks.

(1) Killing Blow. A killing blow is a strike with a weapon that would cause serious bodily harm or death. The referee must consider the technique, force, and target area when determining what is, or is not, a killing blow.

(2) Whistle. The referee will control all weapons free sparring events with a whistle. A loud, clear whistle blast is much easier for the fighters to hear when wearing a helmet and fighting. The four whistle blasts will start the fight, stop the fight, identify the winner, and show the killing blow used.

e. MAI Participation. Instructors 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. LEVELS OF FREE SPARRING. The belt levels in MCMAP are designed to progessively develop beginner, intermediate, and finally advanced techniques. The free sparring events are included in the belt level curriculum in order to enhance the

development of those skills learned at that level. Each free sparring event must be completed after learning the associated techniques in that belt, but before taking the belt test. Marines should continue to participate in free sparring events for the belts they have already earned, in order to maintain and increase proficiency.

a. Tan Belt. Pugil sticks and body sparring are the free sparring events at this level.

(1) Pugil Sticks. This allows Marines to train and practice the bayonet techniques they have learned during tan belt.

(a) Target Areas. The authorized target areas are the front of the face and torso. Marines will not strike the back of the head or torso, the neck, or the groin.

(b) Techniques. The authorized techniques are those taught in tan belt bayonet: straight thrust, butt strokes, smash, slash, and disrupt. Marines must practice proper fundamentals such as the modified basic warrior stance and angles of movement. The pugil stick will always be used as a bayonet, never as a baseball bat or club.

(2) Body Sparring. Body Sparring is the final stage of training the punches learned during tan belt.

(a) Target Areas. The authorized target areas for body sparring are the front of the torso. Marines will not strike the head, neck, back, or groin.

(b) Techniques. The authorized techniques are the punches taught in tan belt: lead hand punch, rear hand punch, hook, and uppercut. Marines will not execute kicks, knees, or elbows during body sparring. Marines must practice proper fundamentals such as the basic warrior stance and angles of movement. Fighters should not drop their hands, hugging their midsection, because it leaves the head unprotected and instills bad habits.

b. Gray Belt. Ground fighting is the free sparring event for gray belt, which coincides with the ground fighting techniques introduced during gray belt training. While the ground is certainly not the most advantageous position for a combative engagement, we must be aware of and prepared for the fact that many close combat engagements end up on the ground. Ground fighting is also a basic skill that is relatively easy to

control and practice, and it does not require a large amount of safety gear. Beginning at this level, weapons are introduced and utilized during portions of the training. This fosters proper combat mindset and the ability to adapt to the situation.

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

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

c. Green Belt. 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.

(1) 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. [redacted]

(2) Techniques. The authorized techniques are the upper and lower body strikes within each belt level. Marines will not use elbow strikes, knees, or stomps 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.

d. Brown Belt. Standing to ground is the free sparring event for brown belt. This combines striking techniques with throws and ground fighting techniques. Weapons should also be

incorporated with standing to ground to train Marines to move through the different levels of combat. This event begins to cement the previous levels with the bridge mentioned in the introduction.

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

(2) Techniques. The authorized techniques are the upper and lower body strikes, throws, and ground fighting techniques within each belt level. Very light knees and elbows may be used under the strict supervision of a responsible Martial Arts Instructor Trainer. At this level, strikes are included when on the ground. Marines should focus on combining all the principles and fundamentals of close combat.

e. Black Belt. Integrated skills free sparring is the final free sparring event to be conducted at the black belt level. This training should be as realistic and dynamic as possible to complete the bridge from all the static techniques in MCMAP. There are not specific procedures for this event, but it should refine all skills by including leadership, different weapons, rough terrain, multiple opponents, low light, and other disadvantageous situations. This training must always be supervised by a Martial Arts Instructor Trainer to ensure proper conduct and safety is enforced. The MAI is not authorized to conduct this training without an MAIT present.

4. 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. Failure to follow the necessary safeties increases the probability of injuries, which degrades unit capabilities and gives MCMAP a black eye.

a. Personnel. All sparring events must have the required safety personnel for that event. These individuals have specific responsibilities as described below.

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

question as to whether or not a Marine is physically qualified to participate, they will see a corpsman or medical officer. Before pugil sticks is conducted, the instructor must read the pugil stick training screening that can be found in the tan belt book.

(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) Time Keeper. A time keeper is only necessary for free sparring events that have timed rounds. Body sparring, ground fighting, and striking will all need a time keeper. This may be any Marine with a watch, or an automatic round timer. Sparring with weapons is never timed because the referee will stop the bout on the first killing blow.

(6) 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.

b. Safety Gear. The safety gear required for each free sparring event is outlined below. All gear must be inspected by the instructor for serviceability prior to use. Only training weapons may be used.

(1) Pugil Sticks/Weapons. The safety gear required for pugil sticks, or other weapons, is a helmet with face cage, mouthpiece, neck roll, flak jacket, groin protection, and hockey gloves. The pugil stick or training weapons must serviceable.

(2) Body Sparring. The safety gear required for body sparring is head gear, mouthpiece, 16 ounce (minimum) boxing

gloves, and groin protection. Females must also wear a flak jacket for added protection for the female anatomy.

(3) Ground Fighting. The safety gear required for ground fighting is a mouth piece. Groin protection is optional. When adding weapons, all the gear required for pugil sticks must be used.

(4) Standing Striking. 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.

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

(6) Integrated Skills Free Sparring. This free sparring event must always be supervised by an MAIT, who will determine the appropriate safety gear for the specific training being conducted.

c. Training Area. A soft footed area with a non-slippery surface must be selected for conducting free sparring. This can be a sandy or grassy area that is clear of rocks, stumps, and debris. If available, rubber MCMAP pits provide an excellent soft footed area. Mats are a suitable training area, but are not recommended for pugil sticks or sparring with weapons because students' feet can stick to the mat, prohibiting movement and leading to injury. A ring or octagon may be used as long as there is enough room to execute techniques and the walls are protected with mats or sandbags.

d. Second Impact Syndrome. A powerful strike to the head can cause a concussion, which is the bruising of brain tissue caused by the brain impacting the inside of the skull. A second concussion can result in irreversible damage or death if the person has not fully recovered from the first concussion. There must be seven days between pugil stick training to mitigate second impact syndrome.

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

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

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

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

5. BRIEFING. The referee must conduct a complete and thorough brief before conducting a free sparring event. This brief will cover the purpose of the free sparring event, the conduct of the event, and all related safeties as outlined in this lesson and within each belt book. Upon completion of free sparing, the instructor should conduct a debrief to discuss lessons learned, and reiterate the combat mindset and principles trained.

REFERENCES:

Marine Corps Martial Arts, MCRP 3-02B

Marine Corps Martial Arts Program, MCO 1500.59_

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

STUDENT OUTLINE

CONDUCT RISK MANAGEMENT

MAIB1025

MARTIAL ARTS INSTRUCTOR COURSE

M02MMET

APPROVED BY: LtCol (Ret) Shusko, J. C. DATE: 1 June 2015

LEARNING OBJECTIVES

a. ENABLING LEARNING OBJECTIVES

1. Given exam materials, determine components of RM in accordance with MCO 3500.27_. (0916-INST-2051a)

2. Given a MCMAP event and with the aid of references conduct RA in accordance with MCO 3500.27_. (0916-INST-2051b)

1. CONCEPTS OF RISK MANAGEMENT. Force preservation does not have a single solution; however, every effort should be made to prevent a situation that will degrade mission capability rather than planning to deal with the situation after it occurs. Risk mitigation is central to the idea of readiness and must not be an afterthought in actions during combat, in training, and in garrison.

a. Mission of Risk Management. The focus of RM is to identify and mitigate risk in all activities, both on and off duty. Additionally, RM extends to risks associated with human factors in the workplace, behavioral healthcare, and behavioral lifestyles that can affect readiness. Successful implementation of RM increases mission effectiveness while minimizing loss of both personnel and material.

b. Principles of Risk Management. There are four basic principles that provide the foundation for RM and the framework for implementing the RM process.

(1) Accept Risk When Benefits Outweigh the Cost. The goal of RM is not to eliminate risk, but to manage the risk so the mission can be accomplished with the minimum amount of loss. The process of weighing risks against the benefits and value of the task or mission helps maximize success. Balancing costs and benefits is a subjective process. Therefore, personnel with knowledge and experience of the mission or task must be engaged when making risk decisions.

(2) Accept No Unnecessary Risk. An unnecessary risk is any risk that, if taken, will not contribute meaningfully to task or mission accomplishment or will needlessly jeopardize personnel or materiel. The acceptance of risk does not mean one's imprudent willingness to gamble. Additionally, if all detectable hazards have not been identified then unnecessary risks are being accepted. The end state is to only take risks that are necessary to accomplish the task, activity, or mission.

(3) Anticipate And Manage Risk By Planning. RM must be integrated into planning at all levels, and as early as possible, to provide the greatest opportunity to make well-informed risk decisions and to implement effective risk controls. This engaged approach enhances the overall effectiveness of RM by reducing mishaps, injuries, and costs. Hazards and controls that have been identified during reconnaissance and preplanning should be in the operations order.

(4) Make Risk Decisions at the Right Level. RM decisions are made by the leader directly responsible for the operation. While anyone can make a risk decision, the appropriate decision level should reside where the leader can make decisions to accept, eliminate, or reduce the risk. If unable to mitigate the risk at the unit level, the risk decision shall be elevated to the next commander in the chain of command.

c. Levels of Risk Management. The RM process is applied on three levels: in-depth, deliberate, and time critical. While it is preferable to perform a deliberate or in-depth RM process for all evolutions, adequate time and resources will not always be available. The basic factor that differentiates each level is the amount of time available for the preparation and planning of tasks or missions.

(1) In-depth. In-depth RM is used when available time for planning is not a limiting factor and involves a very thorough risk assessment. This level of RM involves detailed research and formal testing to more thoroughly study the hazards and associated risk in a complex operation or system, or one in which the hazards are not well understood. Examples of in-depth applications include long-term planning of complex operations; introduction of new equipment, materials, and missions; development of tactics and training curricula; and major system overhaul or repair.

(2) Deliberate. The deliberate level refers to situations when there is ample time to apply the RM process to the mission planning evolution. This level primarily uses experienced personnel and brainstorming to identify hazards, review mishap trends, and develop controls. It is, therefore, most effective when done in a group. Examples of deliberate applications include planning of upcoming operations and reviewing standard operating procedures.

(3) Time Critical. This is the level at which personnel operate on a daily basis both on and off duty. The time

critical level is the normal RM level used during the execution phase of training or operations. At this level, there is little or no time to make a plan, resulting in an "on the spot" mental or verbal review of the situation. Since time is limited, the application of the formal RM process cannot be practically applied.

2. RISK MANAGEMENT PROCESS. The RM process is a systematic, continuous, and repeatable approach in the decision making process. The five basic steps are: identify hazards, assess the hazards, make risk decisions, implement controls, and supervise.

a. Identify Hazards. A hazard is defined as any condition with the potential to negatively impact the task or mission. Hazards can also cause property damage, injury to personnel, or death, which highlights the importance of hazard identification as the foundation of the RM process. Personnel need to ensure a larger portion of available time is allotted to this step due to the fact that, if a hazard is not identified, it cannot be controlled.

b. Assess Hazards. For each hazard identified, determine the associated degree of risk in terms of probability and severity. The result of the risk assessment is a prioritized list of hazards ensuring controls are first identified for the most serious threat.

(1) Determine Severity. This is an assessment of the worst credible consequence that can occur as a result of a hazard. Severity is defined by potential degree of injury, illness, property damage, loss of assets, or effect on task or mission. Consideration must be given to the number of personnel and resources potentially exposed to a hazard when determining potential severity. The greater the number of resources exposed to a hazard, the greater the severity. Additionally, the combination of two or more hazards may increase the overall level of risk. Hazard severity categories are assigned as Roman numerals according to the criteria in Table 1-1.

Table 1-1. Severity Categories

Category	Description
I	Loss of the ability to accomplish the mission Death or permanent total disability Loss of a mission-critical system or equipment Major facility damage Severe environmental damage Mission-critical security failure

	Unacceptable collateral damage
II	Significantly degraded mission capability or unit readiness Permanent partial disability or severe injury or illness Extensive damage to equipment or systems Significant damage to property or the environment Security failure Significant collateral damage
III	Degraded mission capability or unit readiness Minor damage to equipment, systems, property, or the environment Minor injury or illness
IV	Little or no adverse impact on mission capability or unit readiness Minimal threat to personnel safety or health Slight equipment or systems damage, but fully functional and serviceable Little or no property or environmental damage

(2) Determine Probability. This is an assessment of the likelihood that a hazard will result in a mishap or loss and is defined by assessment of such factors as location, exposure (cycles or hours of operation), affected populations, experience, or previously established statistical information. Probability categories are assigned a letter according to the criteria in Table 1-2.

Table 1-2. Probability Categories

Category	Description
A	Likely to occur immediately or within a short period of time. Expected to occur frequently to an individual item or person Expected to occur continuously over a service life for a fleet, inventory of items, or group
B	Probably will occur in time Expected to occur several times to an individual item or person Expected to occur frequently over a service life for a fleet, inventory of items or group
C	May occur in time Can reasonably be expected to occur sometime to an individual item or person Can reasonably be expected to occur several times over

	a service life for a fleet, inventory of items, or group
D	Unlikely to occur, but not impossible

(3) Assign the Risk Assessment Code (RAC). The RAC is an expression of risk that combines the elements of hazard severity and mishap probability. In some cases, the worst credible consequence of a hazard may not correspond to the highest RAC for that hazard. It is important to consider less severe consequences of a hazard if they are more likely than the worst credible consequence since this combination may present a greater overall risk. The RAC is a level of risk for each hazard expressed as a single Arabic number as portrayed in the Basic Risk Assessment Matrix in Figure 1-3.

Table 1-3. Basic Risk Assessment Matrix

Risk Assessment Matrix		**Probability**			
		A	B	C	D
Severity	I	1	1	2	3
	II	1	2	3	4
	III	2	3	4	5
	IV	3	4	5	5
Risk Assessment Codes (RAC) 1-Critical 2-Serious 3-Moderate 4-Minor 5-Negligible					

c. Make Risk Decisions. Starting with the most serious hazard, develop one or more control options that will either avoid the hazard or reduce the risk to an acceptable level consistent with task or mission accomplishment. With selected controls in place, decide if the residual risk is acceptable and the benefit outweighs the risk. This decision must be made at the right level and by the appropriate individual who can balance the risk against the task or mission.

d. Implement Controls. The critical check for this step is to ensure that controls are converted into clear, simple execution orders understood at all levels. This requires that the plan is clearly communicated to all involved personnel, accountability is established, and the requisite support is provided.

e. Supervise. Supervision involves conducting follow-up evaluations of the controls to ensure they remain in place and have the desired effect. Engaged supervision includes

monitoring the effectiveness in the implementation of risk controls, ensuring after actions capture lessons learned, and identifying any new hazards that may arise or subsequent adjustments needed to previously established controls.

3. RISK MANAGEMENT FOR MCMAP. Due to the physical nature of MCMAP, all MAI/T's are required to monitor and maintain a safe training requirement. CO's/OIC's are required to ensure MCMAP is reviewed and executed safely as part of the unit's overall safety program.

a. Responsibility of the MAI. As a Martial Arts Instructor you will be teaching techniques, supervising free sparring, and conducting combat conditioning, sustainment, and integration. The MAI is responsible for the safety of their students while conducting all types of martial arts training. All established safety parameters for each event must be understood, practiced, and enforced by the MAI. The MAI will use the baseline Risk Assessment Worksheets (RAW) from the MACE to produce RAW's specific to their unit. The MAI is NOT authorized to deviate from the approved training standards, or develop RAW's for new martial arts training. If the MAI needs assistance with RAW's they will seek guidance from an MAIT, the MACE, or a SNCO or Officer.

b. Responsibility of the MAIT. Martial Arts Instructor Trainers have additional responsibility beyond that of the MAI. They supervise the martial arts training conducted within their unit to ensure all established safeties are adhered to. They are the commander's subject matter expert on MCMAP, to include safety and Risk Management. The MAIT can create new sustainment and integration training to aid their unit's mission by combining MOS skills or unit tasks with martial arts training. This will require the MAIT to develop new RAW's which must be reviewed, approved, and signed by their unit's Commanding Officer. If the MAIT needs assistance with RAW's they will seek guidance from another MAIT, the MACE, or a SNCO or Officer.

c. Responsibility of the MACE. The MACE is responsible for developing the safety parameters for all approved martial arts training. They also review and update all MCMAP RAW's annually, and provide the baseline RAW's for use by all MAI/T's. The MACE is resource available to assist all MAI's and MAIT's with completing RAW's.

4. RISK ASESSMENT WORKSHEET. All MAI's must be able to complete RAW's using the template provided by the MACE. The MAI may add, but never take away, hazards and controls specific to

the training environment within their unit. The risk decision authority for martial arts training will be the appropriate commander based on the level of training being conducted, such as the Platoon or Company Commander. The risk decision authority has the final say when evaluating Risk Management within their unit. An example MCMAP RAW is located at the end of this chapter.

REFERENCES:

Marine Corps Martial Arts Program, MCO 1500.59_

Risk Management, MCO 3500.27_

Example MCMAP Risk Assessment Worksheet

MISSION:	LESSON DESIGNATOR:	DATE BEGAN:	DATE PREPARED:
Combat Conditioning	MAIB 1060	20150101 **DATE ENDED:** 20151231	20141201

PREPARED BY:	
Rank Name / Duty Position	**SIGNATURE**

IDENTIFY HAZARDS		ASSESS HAZARDS	MAKE RISK DECISIONS		IMPLEMENT CONTROLS	SUPERVISE
STEP	**HAZARD**	**INITIAL RAC**	**CONTROLS**	**RESIDUAL RAC**	**HOW TO IMPLEMENT**	**HOW TO SUPERVISE**
All steps	Student becomes overheated during training	IIB2	-Students will have water at all times -Hydration is continuous	IIC3	-Brief students that they will have water at all times -IT allows students to hydrate at will	-Squad IT's ensure students have water source at all times -5 gallon water jug will be available for refills
Obstacle Course	Student injured from falling off an obstacle	IIB2	-Students practice proper technique -Students will be on full duty	IIC3	-IT will demonstrate proper technique -IT will not allow light duty students to run the course	-IT's will ensure students use correct technique on obstacles -Chief Instructor will be briefed of duty status
Buddy Squats	Exercise may cause back injury	IIIC4	-Pair by height and weight -Increase reps with fitness	IIID5	-IT pairs students by height/weight -IT chooses appropriate reps IAW drills by belt level	-Chief Instructor ensures students are paired properly -Chief Instructor ensures reps are appropriate

CEASE TRAINING CRITERIA: Any person present may call cease training if they witness an unsafe act. Once the situation is rectified, the Chief Instructor will give the command to resume training.

Risk Assessment Matrix		Probability			
		A	B	C	D
Severity	I	1	1	2	3
	II	1	2	3	4
	III	2	3	4	5
	IV	3	4	5	5

OVERALL RISK LEVEL:
(select one)
RAC 1(Critical)
RAC 2(Serious)
RAC 3(Moderate)
RAC 4(Minor)
RAC 5(Negligible)

RISK DECISION AUTHORITY:

Rank Name
Commanding Officer

*This is an example to show the parts of an RAW and should not be used as a complete RAW

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

STUDENT OUTLINE

THE COMPONENTS OF WELLNESS

MAIB1030

MARTIAL ARTS INSTRUCTOR COURSE

M02MMET

APPROVED BY: LtCol (Ret) Shusko, J. C. DATE: 1 June 2015

LEARNING OBJECTIVES

a. ENABLING LEARNING OBJECTIVE(S)

(1) Given student handouts, identify the components of wellness to enhance MCMAP training for optimal performance. (0916-INST-2054b)

1. PROPER NUTRITION

a. Basic Foods and Functions. The body needs more than 50 known nutrients. These nutrients are divided into six classes; carbohydrates, proteins, fats, vitamins, minerals and fluids. The three essential energy nutrients are carbohydrates, proteins, and fats. Given the active lifestyles of the average Marine, their daily intake should consist of 40-50 percent carbohydrates, 25-35 percent protein and 25-35 percent fat.

(1) Carbohydrates. Dietary carbohydrates are the body's primary energy source and one of the most important nutrients for health and performance. Marines involved in heavy endurance activities and training often require 40-50 percent or more caloric intake from carbohydrates. The two types of carbohydrates are simple and complex. One gram of carbohydrate supplies four kilocalories (KCal) or Calories of energy.

(a) Simple carbohydrates. Simple sugars include glucose, fructose, and sucrose, and can be found in foods such as candy, soda, honey, jelly, and fruits. The recommended dietary allowance (RDA) recommends only 10 percent of total calories come from simple sugars.

(b) Complex carbohydrates. Complex carbohydrates are made from chains of simple sugars and include foods such as pasta, bread, cereal, rice, fruits, and vegetables.

(2) Proteins. Proteins are composed of amino acids and are found in both plant and animal products. Protein is used primarily to build and repair muscles. Protein rich foods include beef, fish, and chicken. The average recommended daily intake is 0.8 grams of protein per kg of body weight. Research supports a maximum of 1.8 grams per 1kg of bodyweight. One gram of protein supplies four Calories of energy.

(3) Fats. Fat is stored as a large potential energy source for low-intensity activities. It also provides insulation for vital organs. Dietary fats transport and store the fat-soluble vitamins A, D, E, and K. Dietary fats are categorized as either saturated or unsaturated. No more than 30

percent of one's total calories should come from fat, and no more than 10 percent of daily calories should be from saturated fat. One gram of fat supplies nine Calories of energy.

(a) Saturated Fat. Saturated fats come primarily from animal products and are solid at room temperature. (Vegetable sources of saturated fat include coconut oil, palm oil and cocoa butter.)

(b) Unsaturated Fats. Unsaturated fats (most vegetable oils) are liquid at room temperature. They provide the essential fatty acids that cannot be produced by the body.

(4) Vitamins. The fat-soluble vitamins A, D, E, and K are stored in the fat tissue of the body. Water-soluble vitamins are not stored in the body, so it is important to consume adequate amounts daily. Water-soluble vitamins include the B-complex vitamins and vitamin C. Taking too many vitamins may pose serious health hazards. Vitamin supplements should not be used to make up for poor dietary habits. A daily multi-vitamin and mineral supplement may be used to ensure the recommended daily value is met.

(5) Minerals. Minerals are also vital nutrients because they work together to perform the different essential functions of the body. Major minerals require five grams or more per day and include phosphorous, calcium, potassium, magnesium, sulfur, sodium, and chloride. Trace minerals require less than five grams per day and include iron, iodine, copper, zinc, fluorine, selenium, manganese, molybdenum, and chromium.

(6) Fluids. Water is another vital nutrient acting as a lubricant between cells and regulating body temperature by the evaporation of perspiration from the skin. Water also transports nutrients throughout the body. If an individual is dehydrated, their urine will be darker yellow and will have a stronger odor than usual. Certain vitamins and mineral supplements may also change the color of one's urine.

b. Nutrition Facts. Knowledge is the first step in helping a Marine develop proper nutritional lifestyles. Food labels, called nutrition facts, provide some useful information to guide individuals in more nutritious food selections. The nutrition facts provides information on all the major nutrients.

(1) Serving Size. The serving size and servings per container is always identified on the nutrition facts.

Companies will reduce the serving size to make it appear like the product has fewer calories.

(2) Daily Value (DV). A label reference value, the Daily Value, was created to help consumers see how foods may be part of a daily nutritional plan. It is based off a standard diet of 2000 calories per day.

(3) Fat Percentages. To calculate the percentage of fat calories in one serving, divide the value for calories from fat by the total calories and multiply by 100. For example if one serving contains 70 calories from fat and the total number of calories is 120, the food contains 58 percent fat calories (70/120 X 100 = 58 percent).

(4) Ingredients. Prepared food products must display a list of ingredients, in order, according to their relative portion in the product. If an ingredient itself consists of more than one ingredient then that ingredient is listed by what percentage of the total product it occupies, with its own ingredients displayed next to it in brackets.

2. HEALTHY WEIGHT MANAGEMENT. Weight control should not be meeting the height-weight or body fat standard every six months through crash diets. It should not be a punishment for the Marine who "...eats too much," and does NOT consist of just physical training sessions. Weight management programs can provide Marines with the tools they need to gain lean body mass, maintain body composition, lose body fat, and ultimately physically prepare them for combat.

a. Body Weight. The focus on the scale during weigh-in is misleading. The scale measures total body weight and does not differentiate between lean body mass (muscle, bone, organs, etc.) and fat mass. Lean Body Mass (LBM) is what a body weighs minus body fat. A Marine may increase lean body mass and lose fat, but remains at the same body weight. Many individuals mistakenly believe all a person needs to do to lose weight is eat less.

b. Percent Body Fat. Marines who are overweight should be tested to determine their percent body fat. When evaluating a Marine for weight management, leaders must consider that every Marine is different. Individuals should be educated about healthy nutritional lifestyles, how to physically train to lose fat and keep or build LBM, and how to modify their eating behavior. The Marine Corps Body Composition Program outlines the body fat standards for all Marines, by gender and age.

c. The Low Calorie Diet. A low calorie diet is a common mistake that virtually guarantees an additional weight gain in the future. When individuals starve themselves to make weight, they lose a little fat, a lot of LBM, and slow their metabolism. The body will adjust to maintain a slower metabolism of fewer calories. When the Marine returns to his or her eating habits, the body stores the excess calories as fat. Additionally, since the Marine now has less muscle mass, even fewer calories will be used than were PRIOR to dieting. At the next weigh-in, the Marine will try to cut calories again to make weight. The body will adjust again by slowing its metabolism. The result is a vicious cycle where Marines are continuously on and off weight control programs. Marines must be thoroughly educated and counseled on weight management to begin lifestyle changes.

d. Weight Management Program. Weight control problems are not easily remedied by simple advice for Marines to "eat less and PT more." A comprehensive weight management program (gaining LBM, maintaining body weight, losing body fat) involves a balanced nutritional lifestyle, a physical training program, and appropriate behavior changes.

(1) Proper nutrition. Adequate nutrition and appropriate caloric intake are solid goals for weight management. ENERGY BALANCE: ENERGY IN = ENERGY OUT.

(2) Physical training. Personalized physical training goals are critical to a weight management program, benefiting both the body and the mind.

(3) Behavioral changes. To succeed in a weight management program, individuals must identify behaviors that cause the problem and progressively modify their behavior over time to solve the problem.

e. Gaining Lean Body Mass. A weekly increase of one pound is a sound approach for gaining primarily muscle and not fat. To effectively increase LBM, one needs an appropriate increase in calories, proper resistance training, and adequate rest and sleep. Different elements to consider in an effective program are as follows.

(1) Nutritional Guidance. Increased calories should be in the form of three balanced meals plus several high-calorie, high-nutrient snacks, ensuring adequate protein for muscle growth.

(2) Physical Training Guidance. One underlying principle of resistance training programs is overload, which simply means the muscles should be stressed beyond normal levels. The FITT factors all contribute to the conditioning effect a Marine will get from an exercise program.

f. Losing Body Fat. The recommended fat loss is one to two pounds of body fat per week. Combining adequate nutrition with physical training can do this.

(1) Nutritional Guidance. Individuals should become educated in nutrition so they can make well informed decisions of what to eat. They must understand what foods provide proper nutrition and what foods contain empty calories.

(2) Physical Training Guidance. To burn fat, training sessions must involve aerobic exercises that focus on large muscle groups for extended periods of time. Resistance training is also needed to maintain LBM while burning fat.

3. NUTRITION FOR PERFORMANCE. Regular training increases the muscles' ability to store and use carbohydrates for energy production. However, there are some short-term nutritional steps one can take before endurance events (such as a long conditioning march) to improve performance.

a. Carbohydrate Loading. The common misconception of carbohydrate loading is, "eat pasta the night before." Effective carb loading should begin at least two to three days before an endurance activity. Individuals should continue eating the same amount of carbohydrates but decrease activity or energy out put. A decrease in activity allows for increased storage of glycogen and gives the body extra fuel to be used during the event. Unfortunately, Marines do not usually have the luxury of carb loading for events because of the training schedule. Instead, Marines should focus on always eating sufficient amounts of carbohydrates.

b. Pre-activity. The pre-activity meal should provide energy, minimize gastrointestinal distress, and help to avoid sensations of hunger, lightheadedness, or fatigue. A meal rich in carbohydrates should be eaten about one hour prior to endurance activities. This allows the stomach to be relatively empty at the time of the event while minimizing hunger pains. Liquid meals may be used, as they are often high in carbohydrates, low in protein and fat, and may have added vitamins and minerals. Adequate fluid intake prior to activity is vital, particularly if the activity will be for a long

duration or in a hot or humid environment. Fluid intake should be 8 to 12 ounces 15 minutes before the event.

c. During Activity. There is no need to consume anything but water during most activities lasting less than 60 minutes. After one hour of activity, sports drinks can be beneficial in restoring fluid levels. Carbohydrates taken during these activities may help delay the onset of fatigue, while water is critical to regulate body temperature. Fluid intake should be 3 to 4 ounces every 10 to 15 minutes during the activity.

d. After Activity. Carbohydrates and fat are the main nutrients used during exercise and can be replaced easily from foods. For those individuals performing daily physical endurance events, their post-activity meal should stress complex carbohydrate foods. This will help replenish the muscle stores of glucose necessary for continued daily training at high intensity. Protein should also be included in the after activity meal to help rebuild muscles. Water must be replaced with 16 ounces of fluid for every pound of bodyweight lost. The best fluid replacement drink is one that tastes good, does not cause gastrointestinal distress, promotes rapid fluid absorption, and provides energy.

4. MUSCULOSKELETAL INJURIES. Musculoskeletal injuries are the most frequent type of injuries encountered throughout the Marine Corps during training and in operational environments other than combat. Fortunately, many musculoskeletal injuries are preventable if recognized and treated early.

a. Injury Classifications. Injuries from physical training can be broadly classified as either acute (traumatic) or chronic (overuse) injuries.

(1) Acute Injuries. Acute traumatic injuries result when ligaments, bones, or muscle-tendons are subjected to an abrupt force such as twisting an ankle on a trail or breaking a bone in contact with an obstacle.

(a) Sprains. Injuries to ligaments are termed sprains. Ligaments connect bones or cartilage, providing support and strength to joints. Sprains are classified into three categories: first, second, and third degree. First-degree sprains occur when the fibers within the ligament are stretched. There is mild pain and swelling but no joint instability. Second-degree sprains are more severe, with partial tearing of the ligament and possibly the joint capsule. There is severe pain and swelling and considerable loss of strength. A second-

degree sprain inadequately treated may result in further injury or complete tearing of the ligament. Third-degree sprains result from a complete tear of the ligament. There is severe pain at the time of injury and obvious joint instability. Third degree sprains usually require reconstructive surgery and should be promptly evaluated by an orthopedic surgeon (bone doctor).

(b) Strains. Strains are commonly referred to as "muscle pulls" and generally result from stretching or tearing muscle tissue. Strains are classified as first, second or third degree strains by the severity of muscle damage and the resulting loss of function. First degree strains produce mild signs and symptoms with minimal local pain. There is often a sensation of muscle tightness with activity. Second degree strains are more severe, with partial tearing of the injured muscle. There is substantial pain, considerable loss of function, and discoloration from bruising. Third degree strains cause marked muscle disruption and possible avulsion of the muscle-tendon unit. These injuries usually require surgical intervention and should also be promptly evaluated by an orthopedic surgeon.

(c) Fractures and Dislocations. Fractures (broken bones) and dislocations (separation of joints) are more serious but less frequent injuries. Individuals with these injuries should be immobilized and transported immediately to an appropriate medical facility for evaluation and treatment.

(d) Blisters. Blisters result from friction between the skin and equipment. The blister top should remain intact and be covered with sterile dressing to promote faster healing and reduce the risk of infection. If the blister is painful and must be punctured, this should be done in sterile conditions. The area should remain clean and covered.

(2) Chronic Injuries. Overuse injuries result from small, repetitive, overload forces on the musculoskeletal system. Although some degree of trauma is likely with any training program, these small repetitive forces may eventually result in a noticeable injury. Common overuse injuries include tendonitis, strains, sprains, and stress fractures.

(a) Tendonitis. Tendonitis, or painful inflammation of a tendon, results from the repetitive stress of forceful muscle contractions. Tendon overload occurs more frequently with eccentric (lengthening) muscle contractions, such as running downhill or lowering weight, than with concentric contractions (shortening).

(b) Sprains and Strains. Many sprains and strains are acute injuries. When they result from or are aggravated by overuse, they are then classified as chronic injuries. Whatever the cause, the symptoms are the same as for acute injuries but are generally milder. Treatment is the same as for acute injuries.

(c) Stress Fractures. Most stress fractures from overuse occur to the lower extremities, especially in the tibia of the leg and metatarsals of the feet. They occur in response to repetitive overloading forces to bones during activities such as running, walking or marching. Any individual with aching bone pain from exercise that does not abate in a few days or worsens should be evaluated by appropriate medical personnel.

(d) Shin Splints. Shin splints (i.e., shin soreness) is a vague term for overuse injuries involving the lower leg. This injury may involve inflammation or stresses to the muscle-tendon units attached to the tibia or the bone itself. Rapid changes in intensity, frequency, or duration of activities such as running, walking, marching, or biking can result in these conditions.

(e) Lower Back Injuries. Low back pain is a common symptom of injury either associated with or exacerbated by exercise. Low back pain resulting from a musculoskeletal injury may indicate damage to the vertebrae, discs, or the back and abdominal muscles. If neurological symptoms develop, such as pain radiating into the buttocks or tingling in the legs, a physician should be consulted. Chronic back pain of unknown origin and severe pain are additional reasons to consult a physician.

b. Injury Risk Factors. Risk factors for physical training related injuries are categorized as either extrinsic or intrinsic.

(1) Extrinsic Factors. Extrinsic factors are variables external to the Marine. The frequency, intensity, time, and type of training influence the associated risks of injury. Repetitive weight-bearing exercises commonly lead to overuse injuries such as stress fractures and tendonitis. Various surfaces such as roads, sidewalks, trails, or grass will also affect the risks of injury for running and conditioning marches. Old or worn footwear may equate to having an anatomic defect and result in injuries. Marines should progress with any new activity gradually to minimize the risk of injury.

(2) Intrinsic Factors. Intrinsic factors pertain to the individual's anatomy, biomechanics, or physiology. Individuals with very little flexibility may sustain more muscle and tendon strains, whereas those who are highly flexible experience more sprains and dislocations. Those who are less fit also experience higher relative levels of physiologic and biomechanical stress at any given level of activity. Lastly, inadequate rehabilitation may leave a muscle, tendon, or ligament weak predisposing it to injury.

5. INJURY PREVENTION. Many musculoskeletal injuries can be prevented or made less serious by using the principles below to reducing or eliminating risk factors.

a. Progression of Training. The cardio respiratory and musculoskeletal systems must be overloaded to make improvements in physical fitness. If the overload is too great too soon the systems break down rather than build up (overtraining). For optimal fitness improvements and injury prevention, training should increase gradually.

b. Individualization of Training. Ideally, a physical fitness program should be balanced to develop all fitness components (endurance, strength, flexibility, etc.). To improve fitness and prevent injuries, an individual's program should be tailored to them, as much as possible. As the individual's fitness and experience increase, they can progressively increase the duration, intensity and frequency of exercise.

c. Warm-Up. A structured warm-up prepares the body for more vigorous activity and will reduce the risk of injury. Adequate warm-up allows a gradual redistribution of blood flow to the muscles. The increased blood flow to the exercising muscle has a literal warming effect that increases the elasticity of connective tissue and other muscle components. The warm-up should last 15 to 20 minutes, gradually progressing to target activity levels and involving large muscle groups.

d. Cool-Down. An appropriate cool-down period is recommended to allow the body to gradually return to the resting state. The cool-down should last 10 to 15 minutes and involve the same large muscle groups as the exercise activity.

e. Stretching. Stretching exercises increase or maintain the range of motion of joints. This theoretically reduces the risk of injury to tight muscles and joints with constricted range. Static stretching is recommended - NO bouncing. The

stretch position of an exercise should be held from 10 seconds to 60 seconds. Stretching should be performed AFTER muscles are warmed up and may be incorporated into the warm-up and cool-down routine.

f. Protective Equipment. The most important item of equipment for weight-bearing activities is a good shoe or boot. Individuals should select appropriate footwear offering maximum protection for a particular activity. The shoe should provide adequate shock absorbency, heel stability, forefoot flexibility, and durability for the activity. For instance, a running shoe is designed with the right amount of shock absorbency for the impact of running and appropriate lateral stability. It does NOT have the right amount of lateral support, traction, and durability for basketball, which requires more lateral support. Individuals who hyperpronate or supinate may require a prescription for orthotics if they experience injuries associated with physical training or activity. All footwear should be well maintained and replaced or resoled when excessive wear is apparent.

g. Proper Lifting Techniques. Establishing a good base of support (i.e., feet at shoulder width apart) and maintaining the natural curves of the spine when lifting or reaching will reduce the risk of back injury. The back muscles, tendons and ligaments are most efficient in this position. Individuals should also keep their center of gravity within their base of support to reduce the risk of injury.

h. Proper Exercise Biomechanics. Total body strength is important to prevent back problems. The back, abdominal, and upper leg muscles support the back. Weights should always be lifted using the leg muscles. If the legs are not strong, there is a greater demand on the muscles, tendons, and ligaments of the back.

i. Monitoring Warning Signs of Injury. Marines who train and those in leadership positions should monitor for signs of early or impending injury. Fatigue or lack of enthusiasm are indicators that exercise intensity or frequency is too great, or that rest and recovery are inadequate. The remedy for these symptoms is decreased intensity and frequency of activity. In some instances a period of complete rest is necessary before resumption. Pain is another important warning sign. It indicates that a body part has been overstressed or injured. Training should be curtailed until the pain improves or abates. If adequate changes in training are not made in response to warning signs, overuse injuries will result.

j. Proactive Injury Prevention Strategy. A proactive injury prevention strategy will optimize performance and increase readiness and productivity. Again, a program of musculoskeletal injury prevention involves warm-up, stretching, progression, strengthening, endurance, cool-down, lifting techniques, and monitoring warning signs.

6. INJURY CARE

a. Acute Injury Care. The objectives of initial treatment of training-related injuries are to decrease pain, limit swelling and excessive inflammation that might slow the healing process, and prevent further injury. In acute injuries, these objectives may be accomplished by a combination of Rest, Ice, Compression and Elevation (RICE) of the injured part.

(1) Rest. For both acute and chronic conditions, the initial rest period should be at least 24 to 48 hours until inflammation has lessened.

(2) Ice. Ice and other cold applications (cryotherapy) are used to reduce swelling, bleeding, inflammation, and pain. Cryotherapy is especially helpful in the first 24 to 72 hours following acute injuries. Cold applications may be used on acute injuries every hour for the first several hours (20 minutes on, 40 minutes off).

(3) Compression. Compression helps to reduce swelling and bleeding. It is achieved with direct pressure or elastic wraps.

(4) Elevation. Elevating the injured area decreases blood flow and excessive pressure. This allows gravity to assist in tissue drainage and decreasing swelling.

b. Chronic Injury Care. Chronic injuries may require additional treatment modalities such as heat, ultrasound, and therapeutic exercises.

(1) Overuse Injury. Pain occurring at the beginning of exercise, disappearing during activity, and then returning in the cool down phase indicates a soft tissue injury. Pain that persists during exercise and improves with rest suggests skeletal injury. Immediate care is essentially the same for all overuse conditions: active rest, ice, compression, elevation and anti-inflammatory medication.

(2) Muscle Strain. Most strains of the lower extremity are mild to moderate in severity but may require up to three weeks for recovery. More severe muscle strains may require several months to heal. Muscle strains often recur, particularly if there has been inadequate rehabilitation. Both flexibility and strength of the injured part should be restored to near full capacity before returning to activity.

(3) Back Injuries. The most common causes of low back pain are sprains or strains. Initial treatment consists of rest, ice and anti-inflammatory medication such as aspirin or Motrin. A few days of complete bed rest may also be beneficial, but longer periods of complete rest may be counterproductive.

c. Rehabilitation. As stated earlier, failure to rehabilitate an injury may leave a muscle, tendon, or ligament weak, predisposing it to injury. Rehabilitation is defined as restoration, not only to daily activity but also to physical training. The phases of rehabilitation are continual care, restoring range of motion, restoring strength, and return to physical training. If Marines include these phases in their recovery, they will greatly reduce the chance of recurrent injuries.

(1) Continual Care. Immediate care includes applying the RICE principle as explained above. Follow on care may include heat and anti-inflamitory medication.

(a) Heat. Heat therapy (thermo therapy) is a commonly used treatment to relieve pain, increase blood flow, and reduce stiffness. Heat therapy should not be used until two to three days after an acute injury because it may increase swelling.

(b) Anti-Inflammatory Medication. Nonsteroidal anti-inflammatory drugs (NSAIDs) such as aspirin, ibuprofen (Motrin), or naproxen (Naprosyn/Anaprox) are used to treat both acute and chronic musculoskeletal injuries. They are most beneficial in relieving chronic inflammatory conditions like tendonitis and bursitis and are also good pain relievers.

(2) Restore Range of Motion (ROM). ROM exercises are used to improve the joint range of motion and muscle flexibility. ROM exercises can be either passive or active. ROM exercises should begin as soon as pain free activity is possible. Ice and heat are often used during this phase to hasten progress.

(3) Restore Strength. This phase is the most crucial part of rehabilitation. Strength exercises are applied after ROM is established. They should be specific to the injured part and include isometric contractions and exercise machines.

(4) Return to Physical Training. After the individual has regained their ROM and strength, he or she should develop the endurance, motor skills, and proprioception (sensory awareness of one's position in space) necessary to return to training.

REFERENCES:

Marine Corps Martial Arts Program, MCO 1500.59

Marine Corps Physical Fitness Program, MCO 6100.13

Marine Corps Body Composition and Military Appearance Program, MCO 6110.3

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

STUDENT OUTLINE

EMPLOY THE CONTINUUM OF FORCE

MAIB1035LP

MARTIAL ARTS INSTRUCTOR COURSE

M02MMET

APPROVED BY: LtCol (Ret) Shusko, J. C. DATE: 1 June 2015

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

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

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

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

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

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

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

c. Deadly Force. Deadly force is the force which a person uses causing, or that a person knows or should know would create a substantial risk of causing, death or serious bodily harm or

injury. Deadly force is only employed as a last resort, and only after all lesser means of force have failed to produce the intended result, or when circumstances prevent the use of lesser means.

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

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

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

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

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

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

a. Level One - Compliant (Cooperative)

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

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

b. Level Two - Resistant (Passive)

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

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

c. Level Three - Resistant (Active)

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

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

d. Level Four - Assaultive (Bodily Harm)

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

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

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

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

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

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

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

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

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

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

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

REFERENCES:

Standing Rules for the use of Force by US Forces, CJCSI 3121.01B

Arming of Law Enforcement and Security Personnel, MCO 5500.6

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STUDENT OUTLINE

HISTORY AND STRUCTURE OF MCMAP

MAIB1040LP

MARTIAL ARTS INSTRUCTOR COURSE

M02MMET

APPROVED BY: LtCol (Ret) Shusko, J. C. DATE: 1 June 2015

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

1. HISTORY OF MARTIAL ARTS

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

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

c. Principles. Combat systems must be principle based rather than technique based; function must override form. The techniques are the vehicle used to teach and reinforce the principles. Practitioners focus only on techniques and never fully grasp the principles of their study. A true combative martial art combines sound principles, fundamental techniques, mission accomplishment, simplicity, and develops a focused combat mindset.

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

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

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

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

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

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

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

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

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

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

c. Close Combat. The dilemma of close-range combat; hand grenades, close-in assault fire, weapons fighting, and hand-to-hand engagement will always be a part of the Marine Corps

mission. In this respect, the ethos of the United States Marine Corps is timeless. The closeness of interpersonal violence remains unmatched. Whether on the beaches of Iwo Jima, downtown Mogadishu, Haiti, or in Fallujah, Iraq, conflicts will occur and Marines will deploy.

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

e. Today's Marines. While it is clear today's young Marines are smarter and more physically fit, their need to deal with complex situations mixed with the full spectrum of violence is real. Today's strategic Corporal is a trigger squeeze away from being the catalyst of tomorrow's escalation of violence. It is with this threat in mind that the Commandant of the Marine Corps created the Marine Corps Martial Arts Program.

4. STRUCTURE OF MCMAP

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

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

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

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

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

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

REFERENCES:

Marine Corps Martial Arts Program, MCO 1500.59

Marine Corps Martial Arts, MCRP 3-02B

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STUDENT OUTLINE

ADMINISTER BELT RANKING ACHIEVMENT TEST

MAIB1045

MARTIAL ARTS INSTRUCTOR COURSE

M02MMET

APPROVED BY: LtCol (Ret) Shusko, J. C. DATE: 1 June 2015

LEARNING OBJECTIVES

a. TERMINAL LEARNING OBJECTIVES

(1) Given a student to be tested and a performance evaluation checklist, conduct user belt certification to assess proficiency of the student's user level belt techniques and to ensure all discrepancies are identified and feedback is provided. (0916-INST-2055)

b. ENABLING LEARNING OBJECTIVES

(1) Given exam materials, identify appropriate training area to ensure risk is mitigated and training is conducted properly. (0916-INST-2055a)

(2) Given a student to be tested and a performance evaluation checklist, conduct testing brief to ensure test procedures are adhered to. (0916-INST-2055b)

1. PREPARING TO TEST. Before conducting a belt test you will need to prepare the students, prepare the instructors, and prepare the testing area.

a. Prepare the Students. The instructor should set their students up for success before testing them for the next belt. This starts with teaching the proper EDIP's and tie-ins for the belt they are testing. You must also ensure the students have sufficient sustainment and practice prior to taking the test. You should be confident the students will all pass before you begin the test. If you are not, then continue to sustain with them to improve their proficiency prior to testing.

b. Prepare the Instructors. Before administering the belt test you must review the belt books prior to testing. Only the performance steps in the book are required during testing, and you cannot assume a step is required because you have always done it that way. You must always ask yourself "what does the book say". When multiple instructors will be testing, they should review the techniques together to ensure everyone is testing to the same standard.

c. Prepare the Testing Area. The MAI must prepare an appropriate area for the test. There are many places belt tests can be conducted, as long as the following criteria is met.

(1) Indoor Versus Outdoor. Indoor and outdoor testing areas both have their advantages and disadvantages, but neither is prefered in every circumstance. Outdoor testing is usually

easier to facilitate and more realistic. Indoor testing mitigates inclement weather and usually has less distractions. Regardless of where you conduct the test, you must always have a soft footed area clear of debris. Evaluate the areas available to you and determine which one is the most appropriate.

(2) Scheduling. You may need to schedule your testing area with your MCCS or your unit S-3. This is important because many MCMAP pits and mat rooms are heavily used and may not be available on short notice.

(3) Equipment. You must ensure all equipment needed to administer the test is available for the student. It is the instructor's responsibility to have all equipment on hand prior to conducting an evaluation. You may need to reserve or check out gear from your unit's supply or a local martial arts training facility.

(4) Distractions. The testing area should be free from distractions such as foot traffic and fellow Marines. No one other than the MAI/T and the testing partner should be present. The Marine being tested should be able to focus on the test without the added stress of distractions or onlookers.

(5) Sustainment Area. When testing multiple Marines, assign an area for the group to sustain while they are waiting to test. This area should be away from the testing area, preferably out of view. When a Marine is finished testing they may return to this area.

(6) Testing Rotation. An appropriate testing rotation must be established prior to conducting the test to ensure some students do not get an unfair advantage. The previous testing partner should never be the next Marine to test. Instead, both Marines can go back to sustainment, while two new Marines come to test; or, the Marine who completed the test can become the partner for the next Marine.

2. CONDUCTING THE TEST. Conducting a belt test includes: briefing, sustainment, evaluation, remediation, and possibly re-testing any failures.

a. Briefing. Instructors must ensure each student is briefed and given an opportunity to ask questions prior to administering a belt test. The brief will cover the student's role, administration, and evaluation.

(1) Student's Role. The Marine being tested must

execute each technique and explain each tie-in without any assistance. The testing partner is not allowed to help the Marine being tested in any way. The partner will not talk, pick up weapons, or execute techniques except on the command of the Marine being tested. The student being tested is responsible for the actions of their testing partner. If either Marine cheats, both will fail the test.

(2) Administration. The instructor will brief the grading scale of the test. All Marines are required to achieve a 90% on sustainment in order to continue with the belt test. Users must achieve an 80% and MAIs and MAITs must achieve a 90% on the belt test.

(3) Evaluation. During this portion of the brief the instructor will explain how the student will be evaluated as described in the next three paragraphs.

b. Sustainment. The sustainment portion of the test will include five techniques from each previous belt level. They will be conducted in belt order: five tan, five gray, five green, etc. The sustainment portion should represent a variety of techniques from the different blocks within each belt. Tie-ins will not be used for sustainment. The students will not be told which techniques will be used to ensure they remain proficient at all techniques. Sustainment cards may be used, but should be periodically changed to prevent students from memorizing them. Remediation for sustainment techniques missed will be conducted before proceeding to the belt test. All Marines must achieve a 90% on sustainment in order to proceed to the evaluation.

c. Evaluation. The instructor should not expect what they think is "perfect", because every Marine will look a little different when executing techniques. Use the following guidelines to ensure all students are evaluated fairly.

(1) Testing Procedures. When testing, the MAI/T will go straight down the peformance evaluation checklist, in order, using the exact verbiage given. Students will execute the technique no more than two times consecutively. If the technique is incorrect after the second opportunity, the instructor will make an annotation in the remediation column on the PECL.

(2) Testing Standards. The standard for each technique is the performance steps outlined in the belt books, and instructors cannot add or take away steps from any technique.

The Marine must also demonstrate the proper principles and fundamentals associated with each technique. They should show proficiency, fluidity, intensity, and achieve the desired outcome for every technique. Marines should NOT execute techniques in a slow, step by step manner.

(3) Testing Tie-Ins. The tie-ins will be evaluated within each block of techniques as shown on the PECL. When evaluating tie-ins, the instructor is checking for a general understanding of the subject (rank appropriate).

d. Remediation. After completion of the entire test, the students will be given one final chance to remediate the techniques missed. The techniques the students preformed incorrectly will not be disclosed until they are asked to perform that technique. The student will only be afforded one chance to perform the technique correctly at this time. If the technique is still performed incorrectly then you will mark fail on the PECL and show the student the proper technique.

e. Re-Testing. If a student fails the sustainment or the evaluation they will be allowed to re-test after a minimum of 24 hours. This is to give sufficient time for practice before testing again. The instructor should counsel the Marine and help them practice before the re-test.

3. COMMON MISTAKES. There are many ways an instructor can make mistakes when administering a belt test. These are a few of the common mistakes.

a. The partner becomes the next tester.

b. The brief is either incomplete or omitted.

c. The student is told to keep executing the technique "until I tell you to stop".

d. The instructor tells the student they are required to bring the gear.

e. Instructor conducts the remediation immediately after the technique, or not at all.

f. Other students or instructors (not supervising) watch the test.

g. Students are re-tested immediately or the same day.

h. The instructor gives hints to the student. This can be verbal or non-verbal such as emphasizing one word of the technique.

i. The instructor has impossible testing standards and fails nearly everyone they test to make themselves appear better, tougher, or to be holding a higher standard.

j. The instructor and the students train only to pass the test. If students are properly trained, they will perform well on the test.

REFERENCES:

Marine Corps Martial Arts Program, MCO 1500.59

Marine Corps Martial Arts, MCRP 3-02B

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STUDENT OUTLINE

MCMAP METHODOLOGY

MAIB1050LP

MARTIAL ARTS INSTRUCTOR COURSE

M02MMET

APPROVED BY: LtCol (Ret) Shusko, J. C. DATE: 1 June 2015

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

1. MCMAP INSTRUCTIONAL METHODOLOGIES

a. There are several methods of imbuing MCMAP students with the characteristics and attributes all Marines should embody. All fall within the three disciplines of MCMAP (mental, character, and physical), and often involve two or three disciplines.

b. To develop Marines physically, they are taught the physical techniques of MCMAP. Marines practice, sustain, and integrate these techniques throughout their careers. The use of combat conditioning drills, free-sparring, MOS related skills and experience develops the Marine's skills and physical attributes. In conjunction with these physical attributes, the mental and character disciplines are developed by use of the following instructional methodologies: tie-ins, warrior Studies, and Martial Culture Studies.

c. Instructors should understand these vehicles present material to Marines and develop their mental attributes. They also provide Marines with examples of how to apply the information to improve or develop their character. The mental portion is the information contained in the presentation; the character portion hinges on how the information applies to a Marine's life.

d. All instructional methodologies must be tied to a physical activity in order to realize the maximum benefit offered by these techniques. Upon completion of a physical activity the student is neurologically wired to better retain information. The physical activity provides a physical manifestation for the intangible subject. This provides a type of experiential learning that binds the mental and character subject to the physical action and provides positive reinforcement of the subject.

e. Another element adding to the MCMAP methodology is the location: outside the normal classroom environment. This alters the perception of the subject from one of theory to that of practical application thus reinforcing these usually abstract ideas into something more tangible.

f. The final element is the "credibility factor". Normally most Marines view classes and annual training subjects in a

negative light. The appeal associated with participating in a physically challenging activity is transferred to the normally unexciting subject of the tie-in. The credibility of the lesson is enhanced by the fact that the instructor who just taught a tangible and motivating fighting skill is now providing mental and character development.

2. TIE-INS. A tie-in is a short guided discussion designed to develop the mental and character discipline of the Marines. The procedures for giving tie-ins were covered in the class, "Deliver a MCMAP Period of Instruction". This lesson will discuss the components of tie-ins that are instrumental in developing the mental and character disciplines of all Marines.

a. Annual Training. The subjects of the various tie-ins are designed to teach and reinforce the required annual training classes. This includes leadership and core value related subjects. The instructor may provide their unit with rosters for the annual training classes delivered via tie-ins in order to satisfy the annual training requirements for each Marine.

b. Behavior Changes. Many subjects of the tie-ins have been a part of Marine Corps training for many years, long before MCMAP. They are included to teach acceptable conduct and influence the behavior of Marines by developing the image of a warrior as one who is physically, mentally and spiritually strong. This provides positive reinforcement to avoid conduct unbecoming a warrior such as fraternization, racism, sexual harassment, etc. The intent is to avoid the use of the negative reinforcement by the threat of punishment.

c. Synergy of Training. The instructor creates a synergy of training by combining the subject of the tie-in and the associated physical technique into one lesson plan. This synergy is achieved by properly using all elements associated with this MCMAP instructional methodology.

3. WARRIOR STUDY. A warrior study is a guided discussion using the citation for valor of a Marine whose actions best exemplified the warrior spirit. The procedures for giving warrior studies were covered in the class, "Deliver a MCMAP Period of Instruction". This lesson will discuss the components of warrior studies instrumental in developing the mental and character disciplines of all Marines.

a. Warrior Spirit. The key to effectively delivering a warrior study is to show how the actions of the Medal of Honor

or Navy Cross recipient reflected a warrior spirit and exemplified the Marine ethos. To properly instill the warrior spirit, leaders must ensure each Marine understands their responsibility as a warrior. This responsibility includes the fact that each of us is accountable for maintaining the legacy of valor established by the sacrifices of those Marines who preceded them.

b. Synergy of MCMAP. At the conclusion of the presentation the instructor should have shown that the warrior accomplished his heroic actions through a combination of physical, mental, and character disciplines. By effectively employing the warrior studies, the instructor will tie in all aspects of being a Marine and lay the foundation for the follow-on martial culture studies that will be presented beginning at the Gray Belt level.

c. Positive Example. The warrior study creates a link between a distinguished individual recognized for valor and the Marines of today. The instructor shows how the warrior exemplified the same core values and leadership traits all Marines possess today. This provides Marines with the example of those that have gone before us and shows our common traits.

4. MARTIAL CULTURE STUDY. With this instructional methodology, the MAI/T will compare similarities and differences between the components of past martial cultures and the Marine Corps. The instructor will provide the background information on these topics using standard lecture techniques, then transition to the role as a guided discussion leader.

a. Historical Background. Each study describes a detailed historical background of the martial culture. This places the specific martial culture into the proper historical perspective. This includes geography, technology, politics, and religion of the time.

b. Training Methods. The study will provide a description of the individual and unit training methods and techniques employed by the subject of the martial culture study. This includes weapons and tactics used. How did their training contribute to the success or failure of the martial culture?

c. Values System. You will describe the values system used by the subject of the Martial Culture Study. This includes leadership qualities, standards of conduct, and their influence on society.

d. Legacy Battles. The final element of the Martial Culture Study is a description of significant battles in which the subject participated. This may include factors leading up to the battle and the results of the aftermath.

e. Guided Discussion. After presenting the lecture portion of the martial culture study, the instructor will transition into a guided discussion. They will probe the students with questions to compare the different attributes of the culture with those of the Marine Corps. The following are a few examples of discussion questions; however, the instructor should have additional, specific questions prepared that will stimulate the guided discussion.

(1) How does the historical background of the culture compare to the Marine Corps today?

(2) How are the training methods, weapons and tactics employed by the subject of the martial culture study the same and different from that of today's Marine Corps?

(3) How are the values system, leadership qualities, and standards of conduct used by the culture similar and different from today's Marine Corps?

(4) How did the battles of the culture compare with the legacy battles of the Marine Corps such as Belleau Wood, Iwo Jima, Chosin Reservoir, and Hue City?

(5) What were some of the strengths and weaknesses of the martial culture?

REFERENCES:

Marine Corps Martial Arts Program, MCO 1500.59

Marine Corps Martial Arts, MCRP 3-02B

Marine Corps Values: A User's Guide for Discussion Leaders, MCRP 6-11B

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STUDENT OUTLINE

HUMAN DIMENSIONS OF COMBAT

MAIB1055

MARTIAL ARTS INSTRUCTOR COURSE

M02MMET

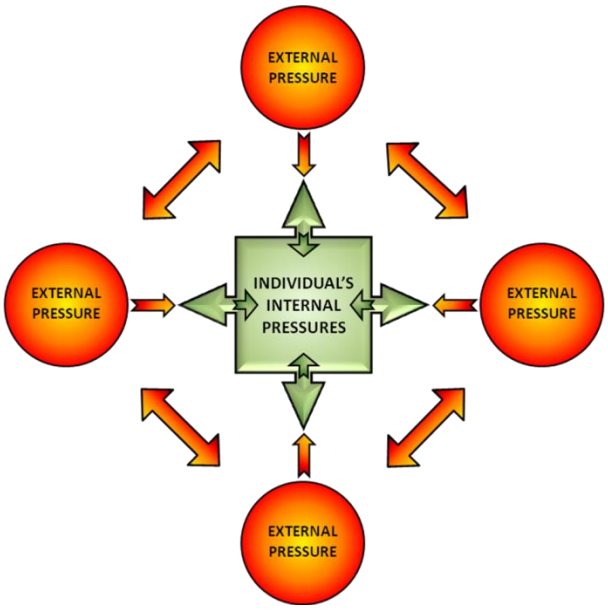
APPROVED BY: LtCol (Ret) Shusko, J. C. DATE: 1 June 2015

LEARNING OBJECTIVES

a. ENABLING LEARNING OBJECTIVE(S)

(1) Given student handouts, identify components of human dimensions of combat in accordance with MCRP 6-11B. (0916-INST-2054c)

1. PRESSURES. Pressures are a human dimension of combat that heavily affect us. These factors are often grouped by the type of factor or the circumstance in which they affect us. In most cases external pressures lead to the development of internal pressures. However, this is not a straight forward concept. An internal pressure can lead to another internal pressure or create a new external pressure. These pressures are constantly changing in a dynamic system that interacts much like the chain reaction in a nuclear explosion. The diagram below shows this interaction.



a. Internal Pressures. These can include various human emotions and the physiological and psychological responses to external pressures.

(1) Emotional. The list shows what are considered primary emotions with their secondary and tertiary sub-categories.

(a) Fear. Anxiety, apprehension, distress, dread, tenseness, worry, uneasiness, alarm, horror, hysteria, phobia, mortification, panic, shock, and terror.

(b) Anger. Fury, wrath, bitterness, loathing, resentment, hate, agitation, aggravation, grouchiness, revulsion, contempt, jealousy and torment.

(c) Joy. Amusement, ecstasy, euphoria, bliss, elation, delight, happiness, enthusiasm, excitement, thrill, exhilaration, contentment, relief, optimism, pride, and enthrallment.

(d) Love. Affection, longing, fondness, attraction, adoration, sentimentality, caring, arousal, desire, and passion.

(e) Sadness. Depression, unhappiness, misery, melancholy, gloom, despair, suffering, agony, hurt, anguish, disappointment, shame, guilt, remorse, regret, neglect, insecurity, alienation, homesickness, embarrassment, humiliation, sympathy, and pity.

(f) Surprise. Astonishment, amazement, bewilderment, shock, wonder, and stupefied.

(2) Physiological. This is the body's reaction to stress brought on by the release of a chemical cocktail of hormones such as adrenaline, norepinephrine, and dopamine. The following physical effects commonly occur:

(a) Increased heart and respiratory rate to include dilation of the bronchial airways.

(b) Dilation of blood vessels to muscles in order to transport energy. Constriction of other blood vessels in many parts of the body in case of injury to prevent blood loss.

(c) Inhibition of stomach and upper-intestinal action to the point where digestion slows down or stops.

(d) Release of glucose from the liver into the blood stream for muscular action.

(e) Inhibition of the lachrimal gland responsible for tear production and salivation (cotton mouth).

(f) Dilation of pupil (mydriasis) to aid sight.

(g) Relaxation of bladder that results in voiding.

(h) Tunnel vision (loss of peripheral vision).

(i) Disinhibition of spinal reflexes, uncontrolled physical movement. One form of this is the Startle Reflex.

(j) Uncontrolled shaking.

(3) Psychological. Under severe stress, the normal mental process becomes extremely difficult and the mind reverts to its most basic process. The following are psychological effects.

(a) Overwhelming Fear or Stress. Loss of concentration and effectiveness due to overwhelming human factors. It is at this point an individual can freeze.

(b) Tunnel Vision. Tunnel vision is the singular focus on the threat at the exclusion of peripheral information and overall situational awareness. In tunnel vision the focus becomes so restrictive or narrow that an indication of other targets is overlooked.

(c) Tachypsychia. When under stress the mind processes information at a rate faster than normal. This can cause the perception of "slow motion" events.

(d) Auditory Exclusion. Auditory exclusion is the shutting down of extraneous auditory information by the mind in order to focus on the threat.

(e) Precognition. Precognition is hyper-sensory perception or a false "sixth sense". It manifests itself by the mind predicting an outcome based on sensory input so that when the outcome happens, you say "I knew that was going to happen." Therefore it is critical to have a plan of action for likely scenarios.

(f) Cognitive Dissonance. The mind stores information based on relevance, importance, or sensory strength and not necessarily the sequence of time. Under normal conditions it requires effort to recall any information in the actual sequence of events. However, a cognitive dissonance exists when the mind recalls conflicting information due to the automatic and self-preserving economy of the mind. Confusing recollections and remembering events out of sequence are both common results for events that happened during a heightened state of Body Alarm Reaction.

b. External Pressures. These are all the things that affect us in a positive or negative way and produce a response

from us. External pressures are what create the internal pressures in us. External pressures are a variety of things that affect us all the time to include during combat. Many are associated with the conflicts or clashes we experience in garrison. The list is extensive but the following are primary examples:

(1) Family or personal issues, medical conditions, financial problems, legal issues, or professional problems.

(2) Political, religious, cultural, ethnic, racial, or philosophical differences.

(3) Climatic conditions, geography, and resource availability.

(4) The five stresses of combat are external pressures that can produce internal pressures.

(a) Extreme risk and fear.

(b) The "fog of war”.

(c) Discomfort and fatigue.

(d) Casualties.

(e) Boredom.

(5) The nine elements of combat are also external pressures that can produce internal pressures.

(a) Confusion and lack of information.

(b) Casualties.

(c) Violent, unnerving sights and sounds.

(d) Feelings of isolation.

(e) Communication breakdowns.

(f) Individual discomfort and fatigue.

(g) Fear, stress, and mental fatigue.

(h) Continuous operations.

(i) Homesickness.

2. RESPONSE CYCLE. We use a model with six stages to describe the stages we progress through when confronted with a life-threatening situation. The faster we recognize and progress through these stages the faster we will be able to deal with a life threatening situation and increase the chances of survivability. Understanding these stages and training to get through them faster increases the chances of survivability. If you are not aware of how you respond in a deadly situation your situation becomes more deadly.

a. Alarm. This is the "here comes trouble" stage where one is startled or initially confronted with the situation.

b. Vulnerability Awareness. This is where you confront your thoughts and either realizes how weak and helpless you are or begin to react with some controlled and/or rehearsed response. This is a very small window of time. If you get stuck in this stage, like a deer stuck in the headlights, you will die.

c. Refocus. This is the "I have got to do something" stage where you need to activate your skill sets (this is where that gross familiarity with your weapon systems begins to kick in).

d. Survival. Here you gain control of the situation.

e. Here Goes. You commit to action and continue the initiated actions.

f. Response. Despite your fear, tactics and actions have been deployed.

3. RESPONSE MECHANISMS. In order to conduct the mental training and preparation necessary to overcome the psychological and physical stresses of combat it is important to understand the natural mechanisms that drive the response. These responses are based upon well studied mechanisms that characterize human behavior under extreme stress.

a. Fight or Flight. Many feel the natural response to a life threatening situation is to flee. This may be most people's initial response; however, if someone threatens your child or loved ones you are more likely to remove that threat by whatever means necessary. A protective element comes into play when there is somebody other than ourselves at risk. By understanding this we can incorporate two points into our

training. The first is we can train the fight response with immediate action drills. We must also use this understanding as part of our unit cohesion, team training. Tough realistic training and team building exercises are the key to developing the fight response. The worst case scenario is to become so overcome with fear that you do not flee or fight; you freeze and become the victim.

b. Predatory vs. Affective Behavior

(1) Predatory. Predatory behavior is usually associated with stalking behavior. The predator experiences very little autonomic arousal and is usually extremely focused on his prey making little to no noise waiting to exploit the best opportunity. This is favorable yet hard to achieve for combatants. The manifest adaptive traits are associated with predatory behavior. They are the ability to overcome the natural arousal brought on by the innate traits. They are what we train for; to focus with deadly intent in order to be better at the combat duty of killing.

(2) Affective. Affective behavior includes both overt physical and vocal displays. The subject partaking in affective behavior experiences an elevation in arousal levels. As adrenaline courses through his body he begins to sweat, his heart rate increases, and his breathing increases as his need for oxygen increases. Affective behavior is difficult to sustain and as you can imagine this is a very ineffective state to be in for a combative engagement. The innate adaptive traits are associated with affective behavior. They include, but are not limited to: adrenaline release, sweat, eyes fluttering, tunnel vision, increased heart rate, and increased breathing.

c. Inter-species, Intra-species. Inter-species behavior is between different species, such as a cat and a mouse. In almost all cases, there is a predator-prey or at least "food-chain-type" relationship. Intra-species behavior takes place between the same species. In most cases, the behavior is affective with the goal to establish dominance. Think of two cats that hiss and growl at each other, fur stands up, and backs arch to appear bigger.

d. Pseudo-Predatory Behavior. Pseudo-predatory behavior is between humans. Man is one of the few species that engages in predatory intra-species behavior. We have many coping mechanisms to facilitate us killing each other. We tend to depersonalize our foe. We have derogatory names for them and think of them as less than human. This makes it easier on our

psyche because we are killing a "lower life form", a task we are more familiar with and one our conscience can resolve.

4. SURVIVAL ATTRIBUTES. It has been shown there are three key components or attributes to overcoming death at the hands of your enemies. By having these and ensuring we train our Marines to have them, we prepare a more combat ready and effective Corps. Training these attributes leads to the inoculation effect for the mental and physical components and provides confidence in the execution of the character component of the ethical warrior. Post action coping is the final element of survival.

a. High Levels of Physical Fitness. Without a high level of physical fitness we will not have the strength, power, or skill sets necessary to attack or break contact when appropriate. If we are too busy trying to catch our breath because we are out of shape we will not be focused enough on the engagement, and most likely will perish at the hands of our enemy.

b. Gross Familiarity with your Weapons Systems. Whether it is your rifle, sidearm, knife, or martial arts skills you must be intimately knowledgeable and almost reflexively capable of effectively employing those skill sets. For example, we all qualify with the rifle in boot camp but who has practiced enough to immediately recognize the three different types of malfunctions and to clear them in the middle of a firefight? Can you reload and return fire with your weak hand after being shot in the strong hand? For that matter, how much do you have to think about reloading? How much time is there to think about reloading in a firefight? Not a whole lot and the less time you spend thinking about it the more time you will have to execute offensive and defensive tactics. The same is true of your martial arts skills. If you have to spend any amount of time thinking about what to do it will allow your opponent more time to take action against you.

c. Mental Preparation. Your mental preparation will be the difference between you giving up after being shot or compromised versus fighting through in order to win after being wounded. Different things motivate individuals to fight on, however one common denominator we see time and time again is a unit's cohesion, training, and esprit de corps giving them the strength to stand together and fight in a combative situation. The mental preparation is designed to develop specific attributes or traits a warrior must possess in order to not die at the hands of his enemy.

d. Post Action Coping. We have discussed your preparation before and during a deadly confrontation. How do you prepare yourself and others for the aftermath of a deadly encounter? Once the fighting is over the experience does not end there. Many carry emotional wounds from these engagements. Training and preparation to develop these coping attributes must be part of the mental preparation. There are six coping attributes to allow you to recover or assist others with the recovery process.

(1) Communication. If something affects you emotionally, communication helps make it better. Talking has a positive healing effect.

(2) Compassion. This is also a healing attribute. Having compassion for others allows you to deal with your own trauma.

(3) Control. Control your mind. Having control is a stabilizing force that can help you cope. For example, POWs often find small ways to establish control even in a prison environment. This enables them to cope and make it day to day.

(4) Conviction. This is the ability to take something horrific happening and turn it into something that has meaning. This can also be taken as spiritual faith in that it is something many draw strength from.

(5) Clear Conscience. The knowledge that you have done the right thing and followed your training will come together with the previous assets to contribute to your clear conscience.

(6) Hope. You must have something to make things worth doing, to make it worth going on.

REFERENCES:

Marine Corps Martial Arts Program, MCO 1500.59

Combat Hunter Operations, MCIP 3-11.01

UNITED STATES MARINE CORPS
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STUDENT OUTLINE

MCMAP COMBAT CONDITIONING

MAIB1060

MARTIAL ARTS INSTRUCTOR COURSE

M02MMET

APPROVED BY: LtCol (Ret) Shusko, J. C. DATE: 1 June 2015

LEARNING OBJECTIVES

a. ENABLING LEARNING OBJECTIVES

(1) Given a requirement, identify MCMAP combat conditioning drills to maintain technique proficiency. (0916-INST-2054a)

(2) Given personnel, equipment, and with the aid of references, conduct MCMAP combat conditioning drills to maintain technique proficiency. (0916-INST-2054h)

1. OBJECTIVES OF COMBAT CONDITIONING. Marine Corps Order 6100.13_ states every Marine must be physically fit regardless of age, grade, or duty assignment. MCMAP emphasizes the requirement for all Marines to adopt a healthy lifestyle and a lifelong commitment to fitness. This combination has a direct and positive impact on job performance and combat readiness.

a. Training Standards. Marines must perform at least five combat conditioning sessions of 30 minutes duration, per week. This requirement can be satisfied by combining organizational and individual combat conditioning with the Marine Corps Martial Arts Program (MCMAP), Marine Corps Water Survival Training (MCWST), or other mission/operational specific training.

b. Leadership. Physical fitness is an indispensable aspect of leadership. The habits of self-discipline and personal commitment required to gain and maintain a high level of physical fitness are inherent to the Marine Corps way of life and must be a part of the character of every Marine. Marines who are not physically fit are a detriment and detract from the combat readiness of their unit.

c. Overall Fitness. Combat conditioning contributes to the overall health and wellness of every Marine through regular exercise, proper nutrition, health education, and periodic physical and combat fitness evaluations. Unlike a professional athlete, a Marine does not have the luxury of an off season. We must maintain an optimal fitness level at all times. This also creates a reserve level of physical fitness and endurance in all Marines in order to enhance their survivability in a combat environment.

d. Combat Readiness. MCMAP combat conditioning develops Marines who are physically capable of performing their job requirements in garrison, training, and combat. Unlike sports,

combat is not fought by units of equal size, has no halftime, and does not take place on a level playing field. Training instills individual self-confidence and a competitive spirit through shared physical challenge and adversity thereby enhancing organizational discipline, morale, esprit de corps, and combat readiness.

e. MCMAP Disciplines. Combat conditioning is a key element of the physical discipline that combines physical attributes with mental toughness and an iron will to overcome any foe or obstacle. Combat is the most physically, mentally and spiritually demanding activity a human will ever face. Combat conditioning is designed to mitigate the effects of human factors experienced during combat to allow a Marine to face the rigors of the battlefield encountered in modern combat.

2. ELEMENTS OF PHYSICAL FITNESS. The elements of physical fitness include the components of fitness, principles of fitness, and FITT factors.

a. Components of Fitness. The components of fitness are the methods your body uses to do work. Marines must be well rounded in all of these areas.

(1) Cardio-Respiratory Endurance. This is the body's ability to sustain physical activity in an aerobic state by oxygenating the muscles enough to continue the exercise for a sustained period of time.

(2) Muscular Strength. This is the body's maximum ability to exert enough force to move an object to do an exercise for one repetition only.

(3) Muscular Endurance. This is the body's ability to repeatedly sustain an exercise at sub-maximal effort.

(4) Flexibility. This is the body's ability to move a joint through a full range of motion.

(5) Nutrition. Nutrition is the fuel used by the body to perform any physical task.

b. Principles of Fitness. The principles of fitness are the roadmap to improve upon the components of physical fitness. The acronym PROVRBS outline the principles of fitness.

(1) Progression. Progression is the principle of finding the level of a Marine or unit's fitness and improving upon it based on the commander's intent and timeline of execution.

(2) Regularity. Regularity is the principle of maintaining consistency with your exercise.

(3) Overload. Overload is the principle of progressively introducing muscles to an advanced workload and allowing the body to adapt to it.

(4) Variety. Variety is the principle of constantly confusing the body to stimulate growth and increased performance. Also, to constantly engage the mind to prevent boredom and complacency.

(5) Recovery. Recovery is the principle of allowing your body the necessary time to rest and repair itself. Passive recovery does not involve any exercise, while active recovery includes light exercise or focusing on a different component of fitness.

(6) Balance. Balance is the principle of providing a fitness regimen that encompasses all the components of fitness.

(7) Specificity. Specificity is the principle of training focused on working recognized weaknesses, a specific need in an aspect of fitness based on the commander's intent, needs of the unit, and needs of the individual.

c. FITT Factors. Recent advancements in sports training recommend aerobic and muscle-strengthening activities be conducted more frequently, under higher intensity and of shorter duration. Doing so provides greater health benefits and results in higher levels of overall physical fitness. FITT factors are the ways to implement the principles of fitness in a combat conditioning program.

(1) Frequency. Frequency is the factor that refers to how often you conduct physical training. Marines must participate in combat conditioning five days a week.

(2) Intensity. Intensity is the factor used to determine the rate of exertion used while conducting physical training. By increasing the weight, repetitions, or time you also increase the intensity of the workout.

(3) Time. Time is the duration allotted for each physical training session. Thirty minutes is the minimum amount of time allotted for combat conditioning every day.

(4) Type. Type is the exercises chosen in each physical training session. Exercises selected should be appropriate for the desired goals.

3. COMBAT CONDITIONING EXERCISES. When designing combat conditioning drills ensure you alternate pulling, pushing, squatting, and overhead exercise; perform functional movements; and exercise explosive and mobile movements. The combat conditioning exercise book describes many exercises in detail and with pictures. They are broken down into the categories described below. Marines are not limited to these exercises but must apply their fundamentals to all exercises.

a. Core Specific Strength Training. Core strength development is crucial for fitness in the combative arena. Marines often train the abdominal region but not the lower back. This leads to lack of balance in this region that tends to lead to injuries. These exercises were developed to ensure balance and increase core strength. Core exercises include variations of the following: planks, bridges, crunches, leg raises, and hyperextensions.

b. Body Weight Exercises. The body weight exercises are designed to increase the Marines level of combative fitness using only the Marines body weight to perform regular battlefield oriented tasks. Body weight exercises include push-ups, pull-ups, squats, lunges, and burpees.

c. Buddy Exercises. Combat conditioning buddy exercises are designed to increase teamwork as well as adding additional weight or resistance during exercises to increase the Marines muscular strength and endurance for battle field oriented tasks. Exercises include buddy sit-ups, buddy push-ups, buddy squats, buddy dead lift, and more.

d. Movement Exercises. Combat conditioning movement exercises are designed for movement on the battlefield while under fire, moving to the objective, or moving a casualty to cover or an aid station. These movements can be executed individually or as a squad during drills and circuits. Some movement exercises are the pistol belt drag, fireman’s carry, underarm drag, bear crawl, and crab walk.

e. Strength Training with Field Equipment. Strength training can be done using common items found while in the field or deployed. Combat conditioning incorporates ammunition (ammo) cans, water cans, and sand bags to develop strength and power through a full range of motion to assist in martial tasks while providing a foundation for combative skills.

(1) Ammo and Water Can Exercises. Ammo and water can exercises were developed to allow the individual Marine to use equipment other than that regularly associated within the gym environment. The use of austere equipment accentuates the importance of functional movements. Together, these movements improve core strength, develop strength and power, and increase range of motion.

(2) Sand Bag Medicine Ball Exercises. The sand bag medicine ball exercises were developed to allow the Marine to utilize the core strength, develop power, increase range of motion, and increase team work during combative movements and tasks. There are many different exercises that can be done such as: static, moving, or with a buddy.

(3) Sand Bag with Handle Exercises. The sand bag with a handle exercises were developed to train a Marine's explosive power utilizing hip extension and core strength. The multi-joint movements trained in these exercises allows the body to work as one unit increasing muscular strength and endurance, and reducing the risk of injury.

f. Agility Training and Tactical Sprints. Doing agility training gives you the ability to change directions quickly and reduces chances of injury to the body. Agility training addresses our bio-motor ability, center of gravity, equilibrium, movement patterns, and muscle programmability increasing our ability to move on the open battlefield with increased combat coordination. This can be done in many forms such as cone drills and agility ladders, but should always be integrated from simple to complex.

g. Exercises with a Barbell. The combat conditioning program was designed to give Marines knowledge and ideas for conducting physical training while deployed or in the field. If Marines have access to a gym with barbells and dumbbells, knowing the basic exercises can be an invaluable tool for training functional movement. The barbell is ideal for the following exercises: squat, dead lift, power clean, and push

press. Body weight exercises must be perfected by the individual Marine before any weighted movement is executed.

h. Aerobic Training. Aerobic training is often linked to endurance training. The purpose of aerobic conditioning is to improve the efficiency with which the body produces energy for working muscles by means of aerobic metabolism. By combining long distance, pace, and interval training, a Marine will maximize their performance during day-to-day physical activities and on the semi-annual fitness tests.

4. COMBAT CONDITIONING DRILLS. Combat conditioning drills should incorporate combat conditioning exercises, martial arts techniques, team building, and leadership training. Conducting this training requires the commander's intent, designing drills, conducting drills, and including the mental and character disciplines.

a. Commander's Intent. The first thing to consider when designing combat conditioning for your unit is the commander's intent. You must understand the organizational goals of your unit so you can tailor the training to meet these goals. Not all units will have the same goals because they will be based on the unit's mission essential task list (METL) or an upcoming deployment. Communicating with your commander will ensure you have their support and operate within their guidelines.

b. Designing Drills. The MAI/T will design combat conditioning drills to meet the needs of their unit, but they must follow the below guidelines established by belt level.

Combat Conditioning Drills by Belt Level

	Tan	**Gray**	**Green**	**Brown**	**Black**	**MAIT**
Movement Techniques	20M	30M	30M	40M	40M	50M
Exercises	15 reps		25 reps		35 reps	
Physical Technique	5 reps/30 sec.		10 reps/1 min.		20 reps/2 min.	
Rough Terrain	1 mi	1.5 mi	2 mi	2.5 mi	3 mi	
Obstacle Course	1	2	3	4	5	
Equipment	Boots Cammies	Flak Jacket	Helmet Rifle	LBV	25 lb. Pack	

(1) Drill Diagram. The first thing you will do when designing drills is to make a drill diagram. This can be done

using a dry erase board, pencil and paper, or a computer. The diagram should be complete but simple so all participating personnel can easily understand all parts of the drill.

(2) Risk Assessment Worksheet. MAI/Ts must ensure a deliberate risk assessment has been conducted and appropriate controls are in place prior to conducting the drill. This is extremely important when conducting drills involving dissimilar types of training. For example, standard safety procedures exist for bayonet and live fire training, but additional hazards are created when they are combined.

(3) Rehearse the Drill. Before you have your students conduct a new drill, you should run it yourself to ensure it is appropriate. Rehearsing the drill allows you to determine if it needs to be adjusted for difficulty, duration, or safety. If you are not willing to do the drill you designed then you should not expect your students to do it.

c. Conducting Drills. Your preparation will pay off when you conduct the drill. Ensure to brief, participate, supervise, and monitor safety while conducting all combat conditioning drills.

(1) Brief. The Marines need to understand all of the aspects of the drill. It is important to demonstrate all phases of the drill to the students so they understand what is expected of them. They must also know the related safeties and where to find safety personnel.

(2) Participate. You will set the example for your Marines by participating with them during combat conditioning drills. The amount of participation must be balanced with your ability to supervise.

(3) Supervise. You provide immediate feedback to the participants of the drill. If they are performing techniques incorrectly you should make the corrections without interrupting the flow of the drill. Hold the Marines accountable by enforcing the standards that have been established for the event. The result will be a better trained Marine who is part of a more cohesive team.

(4) Safety. Safety is always paramount, a concern of everybody in the chain of command. You are responsible for conducting time critical risk management to avoid any unsafe

situations. You are responsible for the health and well-being of the Marines you train.

(5) Mental and Character Disciplines. You must incorporate the mental and character disciplines with combat conditioning by using tie-ins and warrior studies. There are no specific tie-ins for combat conditioning; you should use personal experiences or stories that will give a positive message to the Marines.

5. SUSTAINMENT AND INTEGRATION. The success of the Marine Corps Martial Arts Program depends on our ability to blend MCMAP with all other components of the Marine Corps to help develop well-rounded Marines. MCMAP is only one part of a unit's training program, not a unit's number one training priority. It is essential the MAI/T work with commanders and unit leaders to develop a balanced training program.

a. Sustainment. Sustainment serves to reinforce the skill sets already learned. It ingrains the gross motor skills associated with the specific techniques and ensures that they become reflexive through constant repetition. It also gives the MAI/T increased opportunity to fault check thereby increasing the individual Marines proficiency.

(1) The techniques from previous belts must be constantly practiced to keep and improve proficiency. The amount of time needed for sustainment increases with the number of techniques the individual has learned.

(2) Sustainment should be as dynamic as possible. Once Marines have mastered the basic steps for the technique in a static environment, they should learn to apply them with a resisting opponent. This may include reaction drills and scenarios.

(3) Sustainment drills such as bag drills and bull-in-the-ring focus on sustaining the martial arts technique that you have already learned. They allow you to practice the techniques dynamically and provide a level of physical training.

(4) Incorporate weak side training to develop Marine's confidence, abilities, preparation for uncertainties, and ultimately their lethality.

b. Integration. The purpose of integration training is to blend martial arts training with all other Marine Corps

training, contributing to the individual Marine and the unit. Leaders should seek to positively influence a unit's cohesion by providing combat ready Marines who are ready to meet the challenges and uncertainties of modern warfare. Techniques for integration include, but are not limited to:

(1) Combine martial arts training with traditional physical fitness, water survival, MOS skills, and Marine Corps common skills to develop a synergy of training. It can be combined with a hike, obstacle course, bayonet assault course, or endurance course.

(2) Combine Martial arts training with field and live fire training in order to increasing the realism of the combat environment. Down time in the field can be easily filled with martial arts.

(3) Use MCMAP as a training methodology for unit leadership, core values, and troop information training programs.

(4) Conduct integration training while deployed, whether on a ship or forward operating base. Ramp sprints, flight deck P.T., sand bag exercises, and buddy exercises are all easy ways to conduct training using limited resources.

REFERENCES:

Marine Corps Martial Arts Program, MCO 1500.59

Marine Corps Martial Arts, MCRP 3-02B

Marine Corps Physical Fitness Program, MCO 6100.13