

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



TAN BELT

Revised 2015

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QUANTICO, VIRGINIA 22134

LESSON PLAN

FUNDAMENTALS OF MARINE CORPS MARTIAL ARTS

MCCS-TAN-1001

TAN BELT

APPROVED BY: LtCol (Ret) Shusko, J. C. DATE: 07/08/2015

UNITED STATES MARINE CORPS

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

INSTRUCTOR PREPARATION GUIDE

LESSON TITLE: Fundamentals of Marine Corps
Martial Arts

LESSON DESIGNATOR: MCCS-TAN-1001

TOTAL LESSON TIME: 1 hour

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

PERSONNEL REQUIRED: One instructor and assistant

FACILITIES: Soft footed training area

REVIEW COURSE MATERIALS:

Review Lesson Plan

ADD PERSONALIZATION:

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

MATERIALS/EQUIPMENT:

None

SETUP AND PLANNING:

Reserve Training Area

Conduct Rehearsals

INTRODUCTION**(5 MIN)**

1. **GAIN ATTENTION**. There are several fundamentals of the physical discipline in our martial arts used throughout any type of confrontation or situation. These fundamentals form the basis for all martial arts instruction and techniques. The proper execution of these fundamentals will enable you to effectively perform martial arts techniques that may save your life or the lives of fellow Marines.

2. **OVERVIEW**. Good morning, my name is _____. This lesson will cover the fundamentals of MCMAP and the mental and character disciplines of MCMAP.

3. **POSITIONS**

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

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

- a. Start slowly and increase speed with proficiency.
- b. Techniques will be performed on a soft-footed area.

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

BODY**(45 MIN)**

1. **EXPLAIN**

a. **Purpose**. The purpose of the Marine Corps Martial Arts Program is to execute unarmed and armed techniques to use lethal and non-lethal force across a spectrum of violence.

(1) Unarmed techniques include hand-to-hand combat and defense against hand-held weapons.

(2) Armed techniques include techniques applied with a rifle, pistol, knife, or weapon of opportunity.

b. **Principles**. The principles of MCMAP are the ranges of close combat, the weapons of the body, and the target areas of the body.

(1) Ranges of Close Combat. There are three ranges in which close combat engagements can take place: long range, mid-range, and close range. In any engagement, these ranges may blur

together or may rapidly transition from one to another and then back again until the aggressor is defeated or the situation is handled.

(a) Long Range. At long range, the distance between combatants allows engagement with a rifle, bayonet, or weapon of opportunity.

(b) Mid-Range. At mid-range, the distance between combatants is such that they can engage each other with knives, punches, or kicks.

(c) Close Range. At close range, the distance between combatants is such that they can grab a hold of each other and may involve elbow and knee strikes and grappling.

(2) Weapons of the Body. The weapons of the body are divided into two groups: the arms and legs.

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

1. Hands. The hands are the instant response weapon of the body. They can be used for striking, choking, grabbing, and wielding a weapon.

2. Elbows. The elbows do not have all the functions of the hands, but they can deliver more force at close range. The striking surface is also stronger because the bones of the elbows are larger and harder than those in the hands.

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

1. Feet. The feet are not easily employed and require training, coordination, and skill to be used as a weapon. They can be used for kicks and stomps to generate more power than strikes with the arms. The shins may also be utilized as a striking surface.

2. Knee. The largest amount of power can be delivered from knee strikes. Knee strikes are most effective while fighting close to your aggressor where kicks are impractical.

(3) Target Areas of the Body. During close combat, the parts of the aggressor's body readily accessible will vary with each situation and throughout a confrontation. The goal is to attack those areas that are easily accessible and will cause damage to the aggressor. These areas are divided into five major groups: head, neck, torso, groin, and extremities.

1. Head. The vulnerable regions of the head are the eyes, temple, nose, ears, and jaw. Massive damage to the skull can kill an aggressor.

2. Neck. The entire neck is vulnerable because it contains vital blood vessels, the trachea, and the upper portion of the spine.

3. Torso. The vulnerable areas of the torso are the clavicle, solar plexus, and internal organs.

4. Groin. The groin area is a very sensitive target area made of soft tissue. This is a good target area because it contains large arteries and nerves. An attack can be quickly debilitating for both genders.

5. Extremities. The arms and legs are important target areas because they are the aggressor's weapons. Attacks will not usually cause death but can lead to loss of motor function of the extremity.

c. **Fundamentals**. The basic fundamentals for the Marines Corps Martial Arts Program are the basic warrior stance and angles of movement.

(1) Basic Warrior Stance. The basic warrior stance provides the foundation for all movement and techniques in close combat situations. Marines must be able to assume the basic warrior stance instinctively. All movement should start and stop in the basic warrior stance.

(2) Angles of Movements. The worst place to be in a confrontation is directly in front of an aggressor. Movement makes different target areas available, enables the use of different techniques, and increases power. Moving at a 45-degree angle is the best way to avoid and aggressor's strike and gain the advantage.

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

2. **DEMONSTRATE**

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

INTERIM TRANSITION: Go to practice position one.

3. **IMITATE**

a. **Basic Warrior Stance.**

(1) Place your feet shoulder width apart, take a half step forward with your left foot, and turn your hips and shoulders approximately 45-degree angle to the right.

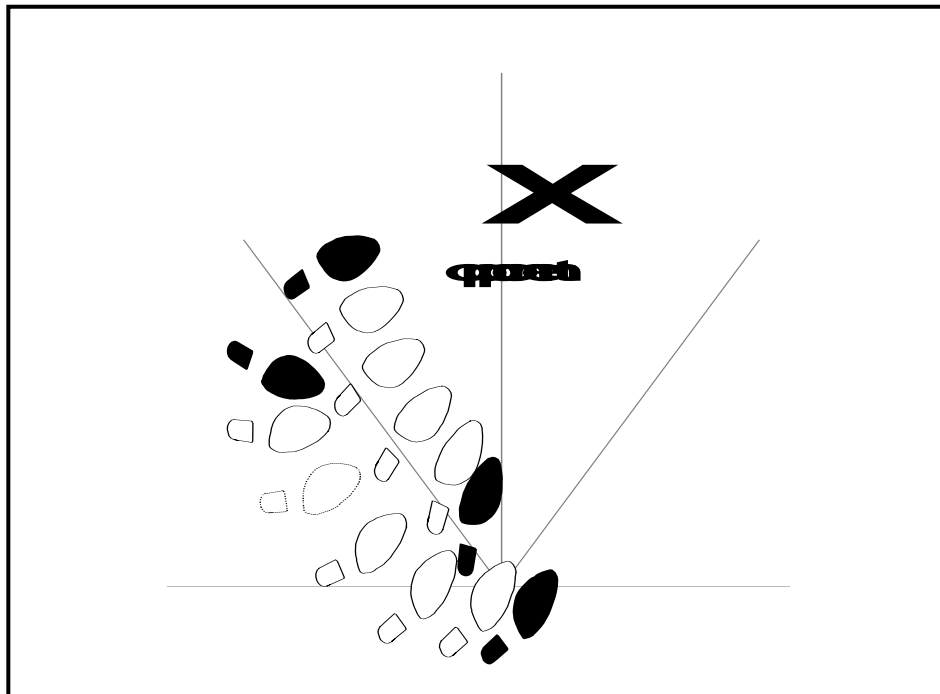
(2) Distribute your body weight evenly by bending the knees slightly and adjusting your feet in order to maintain your balance.

(3) Loosen your fists and bring your hands up to chin level or high enough to protect the head without obstructing your vision.

(4) Tuck your elbows in close to your body to protect your body.

(5) Tuck your chin down to take advantage of the natural protection provided by your shoulders.

b. **Angles of Movement.** There are eight angles of movement that can be executed in 360 degrees around an aggressor.



(1) **Forward.** Move the left foot forward approximately 12 to 15 inches. As soon as the left foot is in place, quickly step with the right foot 12-15 inches returning to the basic warrior stance.

(2) Backward. Move the right foot backward approximately 12-15 inches. As soon as the right foot is in place, quickly bring the left foot in front of the right foot to return to the basic warrior stance.

(3) Left. Move the left foot to the left approximately 12 to 15 inches. As soon as the left foot is in place, quickly bring the right foot behind the left foot to return to the basic warrior stance.

(4) Right. Move the right foot to the right approximately 12 to 15 inches. As soon as the right foot is in place, quickly bring the left foot in front of the right foot to return to the basic warrior stance.

(5) Forward Left. Move the left foot forward at a 45-degree angle from your body, approximately 12 to 15 inches, keeping your toe pointed toward the aggressor. As soon as the left foot is in place, quickly bring the right foot behind the left foot to return to the basic warrior stance.

(6) Forward Right. Move the right foot forward at a 45-degree angle from your body, approximately 12 to 15 inches. As soon as the right foot is in place, quickly bring the left foot, toe pointing toward the aggressor, in front of the right foot to return to the basic warrior stance.

(7) Backward Left. Move the left foot backward at a 45-degree angle from your body, approximately 12 to 15 inches, keeping your toe pointed toward the aggressor. As soon as the left foot is in place, quickly bring your right foot behind the left foot to return to the basic warrior stance.

(8) Backward Right. Move the right foot backward at a 45-degree angle from your body, approximately 12 to 15 inches. As soon as the right foot is in place, quickly bring the left foot, toe pointing toward the aggressor, in front of the right foot to return to the basic warrior stance.

4. PRACTICE

INSTRUCTOR NOTE: Fault check student proficiency and safety.

TRANSITION: We have learned the fundamentals of MCMAP, are there any questions? The physical discipline is only one aspect of MCMAP, which must be combined with the mental and character disciplines.

5. TIE-IN (MENTAL AND CHARACTER DISCIPLINES OF MCMAP). 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. Many skills specific to one discipline reinforce the strengths of the other disciplines, creating a synergistic effect where the program as a whole is stronger than its individual parts.

a. **Mental Discipline.** The mental discipline is taught through tie-ins, warrior studies, and martial culture studies; and has two main components: warfighting and professional military education (PME). This encompasses the study of the art of war, the professional reading program, Marine Corps Common Skills, decision making, the historical study of war, the tactics and techniques of maneuver warfare, risk management assessment, force protection, and the study of Marine Corps history, customs, courtesies and traditions. The mental discipline creates a smarter Marine, capable of understanding and handling the complexity of modern warfare, a Marine who is tactically and technically proficient, and one who is capable of decision making under any condition from combat to liberty. This training, which begins with the transformation of recruit training and officer candidate school, serves as the foundation of the future leadership of our Corps.

b. **Character Discipline.** The character discipline is also taught through tie-ins, warrior studies, and martial culture studies; and has two main components: the Marine Corps Core Values program and the Marine Corps Leadership Program. It encompasses Troop Information training as well as the study of the human dimensions of combat. Designed to instill the Marine Corps Ethos into every Marine, character discipline is the spiritual aspect of each Marine and the collective spirit of the Corps. The components of character discipline instill in every Marine the warrior spirit we all share, and emphasizes the best of our traditions for developing esprit de corps, camaraderie and a warrior mindset. Building the character of Marines develops them into ethical warriors who embody our core values, are self-disciplined, confident, and capable of making the right decision under any condition from combat to liberty.

TRANSITION: We have discussed the mental and character disciplines of MCMAP, are there any questions?

SUMMARY

(10 MIN)

During this period of instruction we have covered the fundamentals of MCMAP and the mental and character discipline of MCMAP. I am now confident you will be able to use these fundamentals to build your close combat skills.

INSTRUCTOR NOTE: Provide follow-on instructions.

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LESSON PLAN

PUNCHES

MCCS-TAN-1002

TAN BELT

APPROVED BY: LtCol (Ret) Shusko, J. C. DATE: 07/09/2015

UNITED STATES MARINE CORPS

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

INSTRUCTOR PREPARATION GUIDE

LESSON TITLE: Punches

LESSON DESIGNATOR: MCCS-TAN-1002

TOTAL LESSON TIME: 1 hour 45 minutes

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

PERSONNEL REQUIRED: One instructor and assistants

FACILITIES: Soft footed training area

REVIEW COURSE MATERIALS:
 Review Lesson Plan

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

MATERIALS/EQUIPMENT:
 Black Leather Gloves
 Striking Pad

SETUP AND PLANNING:
 Reserve Training Area
 Conduct Rehearsals

INTRODUCTION**(5 MIN)**

1. **GAIN ATTENTION.** If a Marine is unarmed in a close combat scenario, they must be able to use basic punches to defend themselves. Punching is a reflexive defense mechanism used as a natural reaction to a threat. There are techniques for correctly delivering a punch that maximize the damage to an aggressor while minimizing the risk of injury to you. We must also train our core values to develop our character.
2. **OVERVIEW.** Good morning, my name is _____. This lesson will cover tan belt punches and the Marine Corps core values.
3. **POSITIONS**

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

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

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

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

- a. **Purpose.** The purpose of punches is to stun your enemy or to set him up for a follow on technique.
- b. **Principles.** The principles for punches are muscle relaxation, making a fist, weight transfer, rapid retraction, and telegraphing.

(1) Muscle Relaxation. Muscle relaxation must be emphasized at all times during instruction on punches. The natural tendency in a fight is to tense up, which results in rapid fatigue and decreased power generation. The fighter who can remain relaxed during a close combat situation generates greater speed, which results in greater generation of power. Relaxing your forearm generates speed and improves reaction time. At the point of impact, clench your fist to cause damage to the aggressor and to avoid injury to your wrist and hand.

(2) Making a Fist. Punches are executed using the basic fist. Curl the fingers naturally into the palm of the hand and place the thumb across the index and middle fingers. Do not clench the fist until movement has begun. This increases muscular tension in the forearm and decreases speed and reaction time. Just before impact, apply muscular tension to the hand and forearm to maximize damage to the aggressor and reduce injury to the Marine.

(3) Weight Transfer. Weight transfer is necessary to generate power in a punch. This is accomplished by rotating the hips and shoulders into the attack, moving your body mass forward, or dropping your body weight into an aggressor. Your body's mass can be transferred into an attack from high to low or from low to high.

(3) Rapid Retraction. When delivering a punch, quickly return to the basic warrior stance. Rapid retraction enables you to protect yourself from your aggressor's counter-attack and prevents the aggressor from being able to grab your hand or arm. This also chambers the arm in preparation for delivering a subsequent punch.

(4) Telegraphing. Telegraphing a strike informs the aggressor of your intentions to launch an attack through your body movements. Untrained fighters will often telegraph their attack by drawing their hand back, changing facial expression, tensing neck muscles, or twitching. These movements, however small, immediately indicate an attack is about to be delivered. Telegraphing against a trained fighter may enable him to evade or counter your attack. Even an untrained fighter may be able to minimize the effect of your attack. Staying relaxed helps to reduce telegraphing.

c. Fundamentals. The fundamentals for punches are the striking surface and target areas.

(1) Striking Surface. The striking surface for all punches is the first two knuckles of your fist. Contact with the fist should be made with the knuckles of the index and middle finger in line with the wrist to avoid injury to the wrist.

(2) Target Areas. Target areas that should be attacked with punches are soft tissue areas such as the nose, jaw, and throat. The torso can also be attacked as a secondary target.

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

2. DEMONSTRATE

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

INTERIM TRANSITION: Go to practice position one.

3. IMITATE

a. **Lead Hand Punch**. The lead hand punch is a snapping straight punch executed by the forward or lead hand. It is a fast, unexpected punch designed to stun an aggressor and to set up for a follow-on techniques. A lead hand punch conceals movement and allows you to get close to the aggressor.

(1) Assume the basic warrior stance.

(2) Snap your lead hand out to nearly full extension, while rotating your palm to the deck.

(3) Keep your rear hand in place to protect your head.

(4) Rapidly retract to the basic warrior stance.

FAULT CHECK: A common mistake is to pull the fist back low, leaving you open to a counter attack. Ensure students do not hyperextend their elbows.

b. **Rear Hand Punch**. The rear hand punch is a snapping punch executed by the rear hand. It is a power punch designed to inflict maximum damage on your aggressor. Its power comes from pushing off your rear leg and rotating your hips and shoulders.

(1) Assume the basic warrior stance.

(2) Forcefully rotate your hips and shoulders toward the aggressor and thrust your rear hand straight out, palm down, to nearly full extension.

(3) Shift your body weight to your lead foot while pushing off on the ball of your rear foot.

FAULT CHECK: Your rear heel may raise or flare off the deck.

(4) Keep your lead hand in place to protect your head.

(5) Rapidly retract to the basic warrior stance.

FAULT CHECK: A common mistake is to pull the fist back low, leaving you open to a counter attack. Ensure students do not hyperextend their elbows.

c. **Uppercut.** The uppercut is a powerful punch originating below the aggressor's line of vision. It is executed in an upward motion traveling up the centerline of the aggressor's body. It is delivered in close and usually follows a preparatory strike that leaves the target area unprotected. When delivered to the chin or jaw, the uppercut can render an aggressor unconscious, cause extensive damage to the neck, and/or sever the tongue.

(1) Assume the basic warrior stance.

(2) Rotate your fist so your palm is facing you. Ensure your lead hand stays up and in place to protect your head.

(3) Power is generated from low to high. Start with your body weight low and legs slightly bent. Explode upwards with your legs, hips, and shoulders, driving your fist straight up through the target area.

(4) Rapidly retract to the basic warrior stance.

FAULT CHECK: A common mistake is to drop the fist to the waist in an attempt to generate more power. Power is generated from the correct use of the lower body.

d. **Hook.** The hook is a powerful punch that is executed close-in and is usually preceded by a preparatory strike.

(1) Assume the basic warrior stance.

(2) Rotate your rear fist, this will parallel your fist and forearm to the deck.

(3) Power is generated from side to side by driving with your legs and rotating your hips and shoulders. Your body's

rotation drives the fist through your target area as your lead hand stays up and in place to protect your head.

(4) Rapidly retract to the basic warrior stance.

FAULT CHECK: A common mistake is to reach or extend the fist all the way out in an attempt to generate more power. Power is generated from the rotation of the hips and shoulders.

4. PRACTICE

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

TRANSITION: We have learned punches, are there any questions? Every Marine must be proficient with punches and our core values.

5. **TIE-IN (CORE VALUES)**. You already know Marines are different. For each of you, that was one of the reasons that drew you to join the Marine Corps. Today we will teach you what makes Marines different; our core values. They govern our behavior towards one another and everyone else. They guide the actions of a warrior both on and off the battlefield. The Marine Corps core values are honor, courage, and commitment. They are the foundation of each Marine's character. Our character is that part of us which separates us from others; it is our spirit, and our soul. Our core values give direction to our actions. If we live by them we will always make the right decision and take the right path.

a. **Honor**. As men and women of honor we must be able to keep our reputation untarnished. Our actions must be above reproach and our conduct exemplary. Each day we will have to guard against lying, cheating or stealing in order to keep our reputation, and that of the Corps, untarnished. The core value of honor has three elements that make the bedrock of our character. First, Marines are trustworthy. We trust each other to do the right thing, be honest and truthful with each other. This will allow us to rely on each other in combat and trust each other with our lives. The warrior understands that trust is a fragile thing that must be handled with care because once lost, it is difficult to restore. Second, Marines respect human dignity. We respect each other and understand the diversity of people who make up our nation and Corps contribute to our strength and greatness. Third, Marines are accountable. Marines take responsibility for themselves, their duties, their actions, and their mistakes. They do not blame others for their

shortcomings, nor do they shirk their obligations because they are unpleasant.

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

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

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

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

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

SUMMARY

(10 MIN)

During this period of instruction we have covered punches and core values. I am now confident you will be able to use these techniques to defend yourself if necessary.

INSTRUCTOR NOTE: Provide follow-on instructions.

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QUANTICO, VIRGINIA 22134

LESSON PLAN

BREAK FALLS

MCCS-TAN-1003

TAN BELT

APPROVED BY: LtCol (Ret) Shusko, J. C. DATE: 07/09/2015

UNITED STATES MARINE CORPS

MARTIAL ARTS CENTER OF EXCELLENCE
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 QUANTICO, VIRGINIA 22134

INSTRUCTOR PREPARATION GUIDE

LESSON TITLE: Break Falls

LESSON DESIGNATOR: MCCS-TAN-1003

TOTAL LESSON TIME: 2 hours 25 minutes

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

PERSONNEL REQUIRED: One instructor and assistants

FACILITIES: Soft footed training area

REVIEW COURSE MATERIALS:
 Review Lesson Plan

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

MATERIALS/EQUIPMENT:
 Mouthpiece

SETUP AND PLANNING:
 Reserve Training Area
 Conduct Rehearsals

INTRODUCTION**(5 MIN)**

1. **GAIN ATTENTION**. If thrown by an aggressor, or you fall during a struggle, you can become immobilized by breaking a limb or having the wind knocked out of you. A break fall will absorb the impact of a fall to prevent injury and to allow you to get back on your feet quickly. We must also develop a mental toughness and strength of character to deal with the stress and emotional difficulties of life.

2. **OVERVIEW**. Good morning, my name is _____. This lesson will cover tan belt break falls and suicide awareness and prevention.

3. **POSITIONS**

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

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

- a. Start slowly and increase speed with proficiency.
- b. Train break falls from the lowest position to highest.
- c. Techniques will be performed on a soft-footed area.

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

BODY**(130 MIN)**1. **EXPLAIN**

a. **Purpose**. The purpose of break falls is to reduce the chance of injury, absorb the impact, and quickly get back to your feet if you should fall or are thrown.

b. **Principles**. Break fall techniques use the large muscles of your body (back, thighs, and buttocks) to protect vital organs and bones from injury and immobilization.

c. **Fundamentals**. It is difficult to execute break falls in training because you need to be thrown to truly execute the break fall properly, however this would create a potentially hazardous condition. Instead we will learn and practice the break falls in stages.

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

2. **DEMONSTRATE**

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

INTERIM TRANSITION: Go to practice position one.

3. **IMITATE**

a. **Front Break Fall.** A front break fall is executed to break your fall when falling forward. The front break fall is taught and practiced in stages, from the deck and from a kneeling position. The front break fall will never be executed from the standing position in training.

(1) From the Deck

(a) Begin by lying on the deck on your stomach.

(b) Place your forearms and palms flat on the deck, with your elbows bent and your chest and head raised off the deck.

(c) Raise your head and neck so you are looking straight ahead.

(d) Determine proper hand placement that allows your forearms and hands to support your upper torso and keep your head off the deck.

(e) Proper hand and forearm placement will spread and better absorb the impact of the fall and help to keep your head from hitting the deck.

(f) Practice by raising the forearm and slapping the deck with the fingers extended and joined.

(2) From a Kneeling Position

(a) Assume a two-kneed kneeling position and look up to raise your chin.

(b) Bend your elbows in close to your body and place your palms facing away from you in the position that will allow you to spread and absorb the impact of the fall.

(c) Fall forward, breaking your fall with your forearms and palms. The forearms and hands, should strike the ground simultaneously. Fingers will be extended and joined.

(d) Keep your head up to avoid striking your chin on the ground.

b. **Back Break Fall**. A back break fall is executed to break the fall when being thrown or falling backward. The back break fall is taught and practiced in stages, from the deck and from a squatting position. The back break fall will never be executed from the standing position in training.

(1) From the Deck

(a) Begin by lying on the deck on your back.

(b) Place your arms at approximately a 45-degree angle downward, out and away from your body with your palms down.

(c) Tuck your chin and offer resistance with your arms to raise your head, neck, and shoulders off the deck.

(d) Determine proper arm placement that allows you to keep your head off the deck. Proper arm placement will spread and better absorb the impact of the fall.

(e) Once proper arm placement is determined, cross your hands in an "X" in front of your chest. Tuck your chin to keep your head up off the deck. Bend your knees to raise them off the deck.

(f) Swing your arms out and slap the deck, making contact from your forearms to your hands. The forearms and hands should strike the deck simultaneously. Your fingers and thumb will be extended and joined.

(g) Offer resistance with your arms to raise your head, neck, and shoulders off the deck.

(h) Practice this step as many times as necessary to ensure proper arm placement to break the fall.

(2) From a Squatting Position

(a) Squat down on the balls of your feet, tuck your chin, and cross your arms in front of your torso, palms facing you with fingers and thumb extended and joined.

(b) Roll backward without pushing off or straightening your legs. Keep your chin tucked to protect your head from impact, slap the ground with both extended arms and

hands to help absorb and spread the impact. Contact with the ground and your torso and arms should happen simultaneously and your arms should form 45 degree angles to your body.

(c) Keeping your head off the deck will protect your neck and spinal column from injury.

(d) Practice this step as many times as necessary to properly break the fall.

c. **Side Break Fall**. A side break fall is executed to break your fall on your side. The side break fall is taught and practiced in stages, from the deck, from a squatting position, and from a standing position. The technique is written for the right side, reverse the steps for the left side break fall.

(1) From the Deck

(a) Begin by lying on the deck on your right side. Your right leg should be straight and your left leg should be bent with your foot flat on the deck.

(b) Place your right arm, palm facing down, at a 45-degree angle out and away from your body.

(c) Raise your head and neck by tucking your chin and tilting your head up away from the deck.

(d) Bring your right arm across your body so your hand is next to your left shoulder with your palm facing inboard.

(e) With your right arm, slap the deck making contact from your shoulder or forearm down to your hand. Tuck your chin and keep your head raised off the deck.

(f) Determine proper arm placement that allows you to keep your head off the deck. Proper arm placement will disperse the impact of the fall.

(g) Practice this step as many times as necessary to determine proper arm placement.

(2) From a Squatting Position

(a) Assume a one knee position.

(b) Bring your right arm across your body so your hand is next to your left shoulder with your palm facing inboard.

(c) Fall on your side by sliding your right foot to the left and rolling on your right hip.

(d) Break your fall with your right arm, slapping the deck, making contact from your shoulder or forearm down to your hand. The arm should strike the deck at a 45-degree angle with respect to your body. At the same time, tuck your chin and keep your head raised off the deck.

(e) To disperse the impact, stretch out your right leg to make contact with the deck. Bend your left leg and make contact with the deck with your foot.

(f) Practice this step as many times as necessary to ensure proper arm placement to break the fall.

(3) From a Standing Position

(a) From the basic warrior stance bring your right arm across your body so your hand is next to your left shoulder with your palm facing you. Tuck your chin to the left to avoid striking the ground with your head.

(b) Fall on your right side by sliding your right foot to the left and collapse to the right onto your right thigh, buttocks, and lat muscle.

(c) Break your fall with your right arm by slapping the deck, making contact from your shoulder or forearm down to your hand. The arm should strike the deck at a 45-degree angle with respect to your body. Keep your head raised off the deck.

(d) Every thing should make contact with the ground at the same time to disperse the impact. Your right leg is stretched straight to make contact with the deck. Your left leg is bent with the sole of your left foot flat on the deck.

d. **Forward Shoulder Roll.** A forward shoulder roll is executed to break a fall from an aggressor's attack and use the momentum to get back on your feet quickly. The forward shoulder roll is taught and practiced in stages, from a kneeling position, and from a standing position.

(1) From the Kneeling Position

(a) Place your right knee on the deck and your left leg bent with the foot flat on the deck.

(b) Extend your left arm down through your legs, tucking your chin into your chest. Lower your head and shoulders to the deck.

(c) Push off with your feet to roll over your left shoulder to your right hip executing the proper finishing position for a right side break fall.

(d) With your right leg straight, slap the deck to absorb as much of the impact as possible. Your left leg is bent and the foot hits flat on the deck.

(2) From the Standing Position

(a) Place your feet shoulder width apart with your left foot forward.

(b) Extend your left arm down through your legs, tucking your chin into your chest. Lower your head and shoulders to the ground, but look skyward.

(c) Push off with your feet to roll from your left shoulder to your right hip and buttock, allowing your forward momentum to bring you back to your feet (do not dive).

(d) Rapidly return to the basic warrior stance.

4. PRACTICE

INSTRUCTOR NOTE: Fault check student proficiency and safety.

TRANSITION: We have learned break falls, are there any questions? We may also need to be prepared to execute emotional break falls.

5. TIE-IN (SUICIDE AWARENESS AND PREVENTION)

a. **Suicide: An Emotional Fall.** Even the toughest warrior may be faced at some time with serious emotional or mentally stressful situations that can throw him/her off balance. We need to understand how to recognize and deal with these types of situations to protect ourselves and regain our balance from emotional falls (suicide). To begin with, we need to identify personnel who may be at risk for an emotional fall.

b. **Suicide Awareness.** As a warrior we are always aware of our surroundings and alert to danger. This also applies to our awareness of signs of an emotional fall in others or ourselves. Just as we train to identify danger on the battlefield we must train to identify the danger signs of suicide. A person who is about to take an emotional fall may react in one of the following ways:

(1) Believes the situation is hopeless.

(2) Appears depressed, sad, or tearful and may have changes in patterns of sleep and/or appetite.

(3) May talk about or actually threaten suicide, or may talk about death and dying in a way that strikes the listener as odd.

(4) May show changes in behavior, appearance or mood.

(5) May increase or start drug or alcohol use.

(6) May injure self or engage in risky behavior.

(7) Abandons planning for the future.

(8) May start withdrawing from others, including family and close friends.

(9) May give away possessions.

(10) May appear apathetic, unmotivated, and indifferent.

c. **Factors of Suicide.** In order to identify the signs the warrior needs to know his fellow Marines and to be able to identify the factors that can lead to a potential suicide situation. These factors or stress events can attack the spirit of a Marine. All the above below, and many others, have three common denominators that impact the mental, emotional and spiritual balance of those affected: loss, hopelessness, and stress.

(1) Depression.

(2) Substance abuse.

(3) Difficulties in relationships.

(4) Legal or financial trouble.

(5) Performance or work difficulties.

(6) Family problems.

d. All of the above are situations that each of us has had to, or will have to deal with in life either personally or with fellow Marines. The possibility of suicide or contemplation of suicide rises when an individual feels overwhelmed (attacked) by one or a series of these factors. Additionally, many of the same stresses we face in combat, such as discomfort, fatigue, risk, fear, and boredom, can aggravate or have the same effect as the factors above.

e. **Suicide Prevention.** To begin with, each of us must embrace the warrior ethos and live our core values each day.

While this will not prevent personal problems or tragedies from coming into our life it will prepare us to better deal with these problems when they do arise. A man or woman of strong character will possess the mental toughness to deal with most situations. This is not to say that a person who needs help with a problem is flawed. On the contrary, warriors are like tempered steel. We all train hard to develop our sharpest edge, but even the hardest metal has its limit. We must recognize this in ourselves and others in order to avoid the breaking point. While not the only solution, this will help us develop one counter to suicide situations.

f. If a situation does develop we need to be personally aware that no matter how bad a situation appears there are always better ways of overcoming this situation besides suicide. A Marine should be ready to ask for assistance and know his/her fellow Marines are there to assist them. One of the most important counters to an emotional fall is to trust your fellow Marines and ask for help. Every Marine needs to understand that there is no shame in asking for assistance and it does not make them any less of a man or woman for doing so. The capacity to ask for assistance at a time like this is in fact a sign of spiritual strength, judgment and maturity.

g. As warriors and brothers in arms, each Marine is responsible for his/her fellow Marines. This is especially true of those in leadership positions. On the field of battle we fight as units not as individuals. We need to be aware of potential problems that can lead to thoughts of suicide in fellow Marines and be prepared to assist. The fire team must come to the aid of a fellow Marine or the entire team suffers. Rapid intervention is a key element in suicide prevention.

h. In order to be prepared personally and as a leader every warrior needs to educate themselves concerning suicide prevention, be aware of the resources that are available to help Marines, and constantly be on guard for the possibility of a suicide situation. Only in this way can we develop a counter to suicides. To do this we have an acronym that we can use to aid us in executing the emotional break fall. This acronym is A.I.D.L.I.F.E.

- A** - Ask: "Are you thinking about hurting yourself?"
- I** - Intervene immediately.
- D** - Do not keep a secret concerning a person at risk.
- L** - Locate help (NCO, chaplain, corpsman, doctor, nurse, friend, family, crisis line, hospital emergency room).
- I** - Inform your chain of command of the situation.

- F** - Find someone to stay with the person. Do not leave the person alone.
- E** - Expedite! Get help immediately. A suicidal person needs the immediate attention of helpers.

TRANSITION: We have discussed suicide awareness and prevention, are there any questions?

SUMMARY

(10 MIN)

During this period of instruction we have covered break falls and suicide awareness. I am now confident you will be able to use these techniques to protect yourself from physical or emotional damage and get back to your feet.

INSTRUCTOR NOTE: Provide follow-on instructions.

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

LESSON PLAN

BAYONET TECHNIQUES

MCCS-TAN-1004

TAN BELT

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

UNITED STATES MARINE CORPS

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

INSTRUCTOR PREPARATION GUIDE

LESSON TITLE: Bayonet Techniques

LESSON DESIGNATOR: MCCS-TAN-1004

TOTAL LESSON TIME: 2 hours 25 minutes

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

PERSONNEL REQUIRED: One instructor and assistants

FACILITIES: Soft footed training area

REVIEW COURSE MATERIALS:
 Review Lesson Plan

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

MATERIALS/EQUIPMENT:
 Rifle/Training Rifle w/ Bayonet Trainer
 Wooden Bayonet Trainer

SETUP AND PLANNING:
 Reserve Training Area
 Conduct Rehearsals

INTRODUCTION**(5 MIN)**

1. **GAIN ATTENTION.** Every Marine carrying a rifle is armed with a bayonet. The bayonet can be an effective weapon when a Marine is properly trained. To be fully prepared for combat, the Marine must understand the offensive and defensive techniques executed with a bayonet. Likewise, every Marine is armed with leadership, a skill developed and refined throughout an entire career.

2. **OVERVIEW.** Good morning, my name is _____. This lesson will cover bayonet techniques and the fundamentals of Marine Corps leadership.

3. **POSITIONS**

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

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

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

BODY

(130 MIN)

1. EXPLAIN

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

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

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

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

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

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

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

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

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

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

c. **Fundamentals.** The fundamentals for bayonet techniques are the target areas and the striking surface.

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

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

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

2. DEMONSTRATE

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

INTERIM TRANSITION: Go to practice position one.

3. IMITATE

a. Straight Thrust. The straight thrust is the most deadly offensive technique because it will cause the most trauma to an aggressor and is the primary offensive bayonet technique.

(1) From the modified basic warrior stance, step forward with your lead leg, driving off the ball of your rear foot.

(2) At the same time, thrust the blade end of the weapon directly toward the aggressor by thrusting both hands forward.

(3) Retract the weapon and return to the basic warrior stance by stepping forward with the rear foot.

b. Slash. The slash is used to cut through the aggressor's defenses or to kill him. It is best to follow up the slash with a thrust to maximize the damage and trauma to the aggressor.

(1) From the modified basic warrior stance retract the left hand slightly toward the left shoulder.

(2) Bring the left hand down and to the right (diagonally) cutting through the target with the blade. To generate more power take a small step with your left foot when you slash, rapidly bringing your right foot back up to the modified basic warrior stance.

c. **Vertical Buttstroke**. The vertical buttstroke is used to weaken the aggressor's defenses, to cause serious injury, or to create space to set him up for a killing blow. It is best executed after a thrust but should always be followed by a slash and a thrust.

(1) From the modified basic warrior stance step forward with your right foot and drive your right elbow forward, straight up while moving your left hand back toward your left ear.

(2) Rotate the hips and shoulders, rising slightly, driving with your legs to generate power.

(3) Return to the modified basic warrior stance by stepping forward with your left foot and bringing your weapon down executing a slash.

d. **Horizontal Buttstroke**. The horizontal buttstroke is used to weaken an aggressor's defenses, to cause serious injury, or to create space to set him up for a killing blow. It is best executed after a thrust but should always be followed by a slash and a thrust.

(1) From the modified basic warrior stance step forward with your right foot and drive your right elbow forward, parallel to the deck while moving your left hand back toward your left shoulder.

(2) Rotate the hips and shoulders into the strike to generate power.

(3) Return to the modified basic warrior stance by stepping forward with your left foot and bringing your weapon back executing a slash.

e. **Smash**. The smash is used as a follow-on technique to the vertical or horizontal buttstroke, primarily when the target was missed on a buttstroke or to gain proper striking distance for close-in engagements.

(1) Start from step one of the vertical or horizontal buttstroke. Your right foot should be forward with the blade end of the weapon over your left shoulder, weapon roughly parallel to the deck.

(2) Step forward with your right foot, driving off of your left foot to generate power. Strike the aggressor with the butt stock of the weapon by thrusting the weapon toward your aggressor.

(3) As you retract the weapon back to the starting position, take a small step forward with the left leg. Do not jump or hop.

(4) Return to the modified basic warrior stance by stepping forward with your left foot and executing a slash.

f. **Disrupt**. A disrupt is used as a defensive technique to redirect or deflect an attack in preparation for executing a thrust or other appropriate offensive bayonet techniques. A disrupt is a slight redirection of an aggressor's linear attack such as a straight thrust or a smash.

(1) With the weapon locked against the hip with the right forearm, rotate the body to the right or left, moving the bayonet end of the rifle to disrupt the aggressor's attack. Rotation should generate from the hips.

(2) Contact is made with the bayonet end of the rifle against the barrel or bayonet of the aggressor's weapon.

(3) Redirect or guide the aggressor's weapon away from your body by exerting pressure against the aggressor's weapon with your weapon. The disrupt should be executed with an economy of motion. You only need to redirect the aggressor's weapon a couple of inches to have the weapon miss your body.

4. **PRACTICE**

INSTRUCTOR NOTE: Fault check student proficiency and safety.

TRANSITION: We have learned bayonet techniques, are there any questions? We must also become proficient with our skills as a leader.

5. **TIE-IN (FUNDAMENTALS OF MARINE CORPS LEADERSHIP)**. General A. M. Gray, the 29th Commandant of the Marine Corps, once stated that whenever there are two Marines together, one is always senior. What this means is that sooner or later all Marines will find themselves in leadership positions. Because of this, Marine Corps leadership transcends rank and billet. Each of us must be prepared to step up and assume the mantle of leadership, and each of us must set the example for others.

a. The most important responsibility in our Corps is to lead Marines. Marine Corps leadership is what has made Marines successful in war and peace for over two centuries. Many things make the Marine Corps unique from other military organizations. One of the most important of these is our leadership philosophy.

All Marines are considered leaders and our philosophy of leadership is the same from private to commandant.

b. Because of this concept, Marines begin their leadership training and development as part of the process of becoming a Marine. While undergoing recruit or OCS training, leadership development begins. This is done through classes and by the example of your Drill Instructors and Officers, and by practical application. Within each platoon, recruits and officer candidates are assigned as guides and squad leaders as well as other leadership billets. Each method is designed to introduce you to Marine Corps leadership.

c. To meet the goal of leadership we must understand the objectives of Marine Corps leadership, which are mission accomplishment and troop welfare. No matter what, Marines will do whatever is necessary to accomplish the mission. This drive to succeed is expressed by our core value of commitment. No matter how easy or difficult the task, we stay the course until it is completed with bulldog tenacity. At the same time we take care of our Marines because they are the ones who make the accomplishment of the mission possible.

d. We talk about leadership now while working on our combat skills because leadership is as important to a warrior as his ability to fight. In fact, all experienced warriors would tell you that leadership and the individual character from which it flows is even more important than physical skills. As you study and apply leadership, you will have aids to assist and guide you. You will learn about our leadership traits, which make up the character of a warrior. You will also learn our leadership principles, which tell the leader what he should be doing when applying leadership. At the same time you will learn about Marine Corps core values, which further guide the leader. The key is not only to learn and study these guides but to live them and apply them at all times.

TRANSITION: We have discussed the fundamentals of Marine Corps leadership, are there any questions?

SUMMARY

(10 MIN)

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

<p>INSTRUCTOR NOTE: Provide follow-on instructions.</p>
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UNITED STATES MARINE CORPS
MARTIAL ARTS CENTER OF EXCELLENCE
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24191 GILBERT ROAD
QUANTICO, VIRGINIA 22134

LESSON PLAN

UPPER BODY STRIKES

MCCS-TAN-1005

TAN BELT

APPROVED BY: LtCol (Ret) Shusko, J. C. DATE: 07/14/2015

UNITED STATES MARINE CORPS

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

INSTRUCTOR PREPARATION GUIDE

LESSON TITLE: Upper Body Strikes

LESSON DESIGNATOR: MCCS-TAN-1005

TOTAL LESSON TIME: 1 hour 45 minutes

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

PERSONNEL REQUIRED: One instructor and assistants

FACILITIES: Soft footed training area

REVIEW COURSE MATERIALS:
 Review Lesson Plan

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

MATERIALS/EQUIPMENT:
 Black Leather Gloves
 Striking Pad

SETUP AND PLANNING:
 Reserve Training Area
 Conduct Rehearsals

INTRODUCTION**(5 MIN)**

1. **GAIN ATTENTION**. Strikes are an important part to the unarmed element of Martial Arts training. Punching is often not the best weapon to use, so one must hone other skills to minimize self-injury. These techniques involve simple movements and gross motor skills. In combat, taking the offensive is the key to success. At other times an offensive attitude is contrary to our warrior ethos. One aspect of this is our dealings with fellow Marines. Sexual harassment is one type of discriminatory behavior that erodes morale and discipline and is capable of destroying unit readiness.

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

3. **POSITIONS**

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

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

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

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

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

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

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

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

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

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

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

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

(1) Striking Surface. The striking surface for each upper body strike will maximize the damage given to the aggressor while minimizing the damage taken. The eye gouge uses the tips of the fingers and thumb. Hammer fists use the meaty portion of the hand. The striking surface for elbow strikes is two inches above or below the point of the elbow, depending on your angle of attack.

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

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

2. **DEMONSTRATE**

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

INTERIM TRANSITION: Go to practice position one.

3. **IMITATE**

a. **Eye Gouge.** The eye gouge is used to attack the aggressor's eyes, blinding him so follow on techniques can be executed.

(1) From the basic warrior stance, open your left hand with your fingers spread apart and slightly bent.

(2) With the palm of your hand either toward the ground or toward the sky, thrust your left hand forward into the aggressor's eyes.

(3) Thrust your hand at the aggressor's nose level so your fingers can slide naturally into the grooves of his eye sockets.

(4) Return to the basic warrior stance.

b. **Horizontal Hammer Fist.** Striking with the hammer fist concentrates power in a small part of the hand which can have a devastating effect when transferred to the target.

(1) From the basic warrior stance, retract your right hand so your fist is next to your face. Simultaneously rotate your right hip and shoulder backwards.

(2) Thrust your fist forward onto the aggressor while rotating your right hip and shoulder forward. Rotate your wrist so the meaty portion of your fist makes contact on the aggressor.

(3) Follow through the target area with your fist.

(4) Return to the basic warrior stance.

c. **Vertical Hammer Fist.** Striking with the hammer fist concentrates power in a small part of the hand which, when transferred to the target, can have a devastating effect.

(1) From the basic warrior stance, retract your right hand so your fist is next to your face. Simultaneously rotate your right hip and shoulder backwards.

(2) Thrust your fist straight down onto the aggressor while dropping your body weight. Rotate your wrist so the meaty portion of your fist makes contact on the aggressor.

(3) Follow through the target area with your fist.

(4) Return to the basic warrior stance.

d. **Vertical Elbow Strike Low to High.** Elbow strikes are close range weapons that inflict a great amount of damage due to leverage and the transfer of your body weight.

(1) From the basic warrior stance, bend your right elbow keeping your fist close to your body. Your fist is at shoulder level and your elbow is next to your torso.

(2) Thrust your elbow vertically upward toward the aggressor. Keep your elbow bent throughout the movement.

(3) Rotate your right shoulder and hip forward and drive up with your legs to generate power.

(4) Make contact on the aggressor with your right forearm two inches above the point of the elbow.

(5) Return to the basic warrior stance.

e. **Forward Horizontal Elbow Strike.** Elbow strikes are close range weapons that inflict a great amount of damage due to leverage and the transfer of your body weight.

(1) From the basic warrior stance, bring your elbow up and tuck your right fist near your chest with the palm facing the deck.

(2) Thrust your right elbow horizontally forward toward the aggressor, keeping your forearm parallel to the deck.

(3) Keep your fist tucked near your chest with the palm heel facing the ground, and keep your elbow bent throughout the movement.

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

(5) Return to the basic warrior stance.

4. **PRACTICE**

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

TRANSITION: We have learned upper body strikes, are there any questions? Every Marine must also understand and prevent sexual harassment.

5. TIE-IN (SEXUAL HARASSMENT). Sexual harassment is a form of discriminatory behavior that erodes morale and discipline and, if not eliminated, can have an adverse effect on mission readiness. As a warrior, sexual harassment is unacceptable behavior for military or civilian personnel. Such behavior will not be condoned or tolerated and will be reported when observed.

a. **Definition.** Before we begin our discussion, let's define sexual harassment. Sexual harassment is a form of sexual discrimination that involves unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature. The definition emphasizes that the conduct should not result in concrete psychological harm to the victim, but rather need only to be so severe or pervasive that a reasonable person would perceive, and the victim does perceive, the environment as hostile or abusive. For a Marine the concept of sexual harassment means more than just workplace behavior, it includes all times and all places. We are Marines twenty-four hours a day, seven days a week, on or off duty. Therefore our conduct should reflect this at all times.

b. **Impact on Readiness.** Why is it important to prevent sexual harassment? Because of the negative impact it can have. The only reason the United States of America needs a Marine Corps is to fight battles and win wars. Everything else is secondary. Keep this quote in mind when discussing the impact sexual harassment has on the mission and combat readiness. The following are negative effects sexual harassment has on a unit.

(a) Low morale.

(b) Loss of cohesion.

(c) Undermines readiness and interpersonal work relationships.

(d) Detracts from the mission.

c. **Leadership Responsibilities.** Prevention of sexual harassment is a leadership responsibility. Such behavior is degrading to the individual, destructive of morale, and conduct unbecoming an ethical warrior. It is the responsibility of the

leader to maintain proper standards of behavior by all Marines in accordance with the Marine Corps' traditional requirement for good order and discipline. The leader is responsible for ensuring subordinates do not suffer any repercussions for reporting sexual harassment. Additionally, every Marine shares responsibility for maintaining proper behavior with one another so everyone can contribute their best efforts to the accomplishment of the unit mission. The best way to prevent sexual harassment is to stop it before it occurs.

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

TRANSITION: We have discussed sexual harassment, are there any questions?

SUMMARY

(10 MIN)

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

INSTRUCTOR NOTE: Provide follow-on instructions.

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

LESSON PLAN

LOWER BODY STRIKES

MCCS-TAN-1006

TAN BELT

APPROVED BY: LtCol (Ret) Shusko, J. C. DATE: 07/14/2015

UNITED STATES MARINE CORPS

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

INSTRUCTOR PREPARATION GUIDE

LESSON TITLE: Lower Body Strikes

LESSON DESIGNATOR: MCCS-TAN-1006

TOTAL LESSON TIME: 1 hour 45 minutes

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

PERSONNEL REQUIRED: One instructor and assistants

FACILITIES: Soft footed training area

REVIEW COURSE MATERIALS:
 Review Lesson Plan

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

MATERIALS/EQUIPMENT:
 Striking Pad

SETUP AND PLANNING:
 Reserve Training Area
 Conduct Rehearsals

INTRODUCTION**(5 MIN)**

1. **GAIN ATTENTION**. The legs provide the most powerful weapons of the body to execute strikes because they use the largest muscles of the body. Legs are also less prone to injury than arms. The power with which the legs can be used can inflict serious damage upon an aggressor. Just as Marines before us, we must possess the ability to adapt and operate in hostile environments in order to accomplish our mission.

2. **OVERVIEW**. Good morning, my name is _____. This lesson will cover lower body strikes and a warrior study.

3. **POSITIONS**

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

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

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

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

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

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

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

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

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

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

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

(1) Striking Surface. The striking surface for each lower body strike will maximize the damage given to the aggressor while minimizing the damage taken. The striking surface for a knee strike is two inches above the knee. The front kick uses the toe of the boot or the bootlaces, depending on the target area. The round kick uses the bottom half of your shin, slightly above the ankle. The vertical stomp uses the flat bottom of your boot.

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

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

2. **DEMONSTRATE**

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

INTERIM TRANSITION: Go to practice position one.

3. IMITATE

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

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

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

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

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

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

(2) Never extend your foot above waist high, and keep in mind it is difficult to change the direction of a kick after it is initiated.

(3) Make contact on the aggressor with the toe of your right boot or bootlaces.

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

c. **Round Kick.** The round kick is used to cause maximum damage to the knee or to set up the aggressor for follow on techniques.

(1) From the basic warrior stance, point the foot of your left leg 45 degrees to the outside of the aggressor and raise your right leg slightly off the deck. You may have to shift your body weight to your left leg to maintain balance.

(2) With your left leg slightly bent, thrust your right leg forward in an arcing motion towards the aggressor, rotating your hips and shoulders into the attack.

(3) Make contact on the aggressor with the shin of the right leg or the top of the foot.

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

d. **Vertical Stomp**. The vertical stomp is used to attack the aggressor when he is on the deck and you are standing.

(1) From the basic warrior stance, raise the knee of your right foot above waist level. Your right leg should be bent at a 90 degree angle. Shift your body weight to your left leg to maintain your balance.

(2) Forcefully drive the flat bottom of your right boot down onto the aggressor while keeping your right knee slightly bent.

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

(4) Rapidly retract to the basic warrior stance.

4. PRACTICE

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

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

5. WARRIOR STUDY

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

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

SUMMARY **(10 MIN)**

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

INSTRUCTOR NOTE: Provide follow-on instructions.

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

LESSON PLAN

CHOKES

MCCS-TAN-1007

TAN BELT

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

UNITED STATES MARINE CORPS

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

INSTRUCTOR PREPARATION GUIDE

LESSON TITLE: Chokes

LESSON DESIGNATOR: MCCS-TAN-1007

TOTAL LESSON TIME: 1 hour 25 minutes

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

PERSONNEL REQUIRED: One instructor and assistants

FACILITIES: Soft footed training area

REVIEW COURSE MATERIALS:
 Review Lesson Plan

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

MATERIALS/EQUIPMENT:
 Mouthpiece

SETUP AND PLANNING:
 Reserve Training Area
 Conduct Rehearsals

INTRODUCTION**(5 MIN)**

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

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

3. **POSITIONS**

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

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

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

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

BODY**(70 MIN)**1. **EXPLAIN**

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

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

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

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

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

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

2. DEMONSTRATE

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

INTERIM TRANSITION: Go to practice position one.

3. IMITATE

a. Rear Choke. The rear choke is performed when you are behind the aggressor, when he is on the ground, or when you are taking him to the ground.

(1) Begin with the aggressor kneeling on the deck while you stand behind him.

(2) With your right arm, reach over the aggressor's right shoulder and hook the bend of your arm around his neck. Your chest should be against the aggressor's back.

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

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

(5) Exert pressure with your right biceps and radius bone on the aggressor's carotid arteries, on both sides of the neck.

(6) Maintain pressure on both sides of the neck and draw the aggressor closer to you by pulling your right arm in.

(7) To increase the effectiveness of the choke, apply forward pressure to the back of the aggressor's head with your head.

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

(1) Apply a rear choke. Your body should be against the aggressor's body.

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

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

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

<p>INSTRUCTOR NOTE: The following steps may be used for both chokes when the aggressor is standing.</p>
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c. **From the Standing.** If the aggressor is taller than you or wearing bulky gear you must get him in a position where you can reach around his neck and gain leverage to execute the choke.

(1) Reach over the aggressor's right shoulder with your right arm and hook his chin, face, or neck with your hand, wrist, or forearm.

(2) Step or push on the back of the aggressor's knee with your foot. This will off-balance the aggressor, causing him to bend at the knees and fall forward.

(3) As the aggressor is brought down, pull back on his chin and hook your right arm around his neck.

(4) You are now in position to execute the choke and the steps are the same as from the kneeling position.

4. PRACTICE

INSTRUCTOR NOTE: Fault check student proficiency and safety.

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

5. **TIE-IN (SUBSTANCE ABUSE AND PREVENTION)**. Substance abuse is contrary to our warrior ethos. We train hard and should always be in control of ourselves. This does not prevent you from enjoying yourself or taking a well-deserved break. It simply means you do so without ever compromising your values or standards and never giving up your self-control.

a. **Substance Abuse Policy.** The Marine Corps has a zero tolerance policy in regards to the illegal use of controlled substances. This policy is explained to every potential recruit before joining the Marine Corps and continues to be reinforced throughout a Marines career. No one can say, "I didn't know." By being honest with ourselves and living by our core values the temptation of drug use should be something that each of us can avoid. In regards to alcohol consumption the Marine Corps abides by the local, state and federal regulations to include overseas commands. For the majority of Marines this means the drinking age is 21. Along with this, all leaders in the Corps teach that for those who are old enough and want to drink, they must do so responsibly. For those not yet 21 they are bound by the need for self-discipline and the requirement to follow regulations. For those authorized to consume alcohol, you need to be aware of its effects on your body and mental ability.

b. **The Warrior View.** For the Marine Warrior substance abuse is contrary to our ethos. We train hard to prepare ourselves for the physical rigors of combat, why would we then do something to destroy the efforts of all that training. A warrior is a man or woman of integrity. We know the laws and regulations concerning illegal drug use, drunk and disorderly conduct, or driving under the influence, why would we demonstrate a lack of integrity by ignoring these laws. As a warrior we would not. More importantly as a warrior we should be smart enough to know that when we use illegal drugs or abuse alcohol we are undermining everything that makes us a warrior. We are damaging our body, mind and spirit.

c. When we use drugs or abuse alcohol we cloud our mind. With each drink our judgment becomes more impaired; we are no longer capable of sound judgment and in many cases, make decisions that get us into trouble. The next day we may ask ourselves, "what was I thinking?" When our judgment is impaired and we are faced with moral or ethical decisions will we make the

right one or will we dishonor ourselves and make a decision that we will be ashamed of later?

d. Finally, we become physically helpless when under the influence. As you train in the physical discipline of the Marine Corps Martial Arts program you become tougher and more lethal. But after too many beers could you defend yourself, or would you find yourself assaulted, injured, and powerless to defend yourself? At this point all your training is useless and the only purpose you will have for your belt is as a tourniquet to stop your bleeding. If you drink, know your limits. Enjoy yourself and relax but never let your guard completely down.

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

TRANSITION: We have discussed substance abuse and prevention, are there any questions?

SUMMARY

(10 MIN)

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

INSTRUCTOR NOTE: Provide follow-on instructions.

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

LESSON PLAN

THROWS

MMCCS-TAN-1008

TAN BELT

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

UNITED STATES MARINE CORPS

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

INSTRUCTOR PREPARATION GUIDE

LESSON TITLE: Throws

LESSON DESIGNATOR: MCCS-TAN-1008

TOTAL LESSON TIME: 1 hour 25 minutes

REFERENCES: MCO 1500.59
 NAVMC 3500.41
 MCRP 3-02B

PERSONNEL REQUIRED: One instructor and assistants

FACILITIES: Soft footed training area

REVIEW COURSE MATERIALS:
 Review Lesson Plan

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

MATERIALS/EQUIPMENT:
 Mouthpiece

SETUP AND PLANNING:
 Reserve Training Area
 Conduct Rehearsals

INTRODUCTION**(5 MIN)**

1. **GAIN ATTENTION**. In any combat situation, the size and strength of your aggressors will vary. Marines will never have the opportunity to choose their enemies on the battlefield; they need the skills to handle any situation with any aggressor. Just as Marines know there are different sizes and strengths of enemy, so are there different races, colors, creeds, sexes, and religions within our Corps. By our differences, we balance each other and together our team is stronger.

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

3. **POSITIONS**

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

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

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

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

BODY**(70 MIN)**1. **EXPLAIN**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

2. DEMONSTRATE

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

INTERIM TRANSITION: Go to practice position one.

3. IMITATE

a. Leg Sweep. A leg sweep is particularly effective if the aggressor is moving backward or pulling on you.

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

(2) Step forward with your left foot on the outside of the aggressor's right foot. Your foot should be on line or behind the aggressor's foot, and far enough outside to provide room to bring the other leg through to execute the sweep.

(3) At the same time, grab the aggressor's right wrist with your left hand and his left shoulder with your right hand. You may grab the aggressor's flesh, clothing, or gear.

(4) Off-balance the aggressor by pulling his wrist downward close to your trouser pocket and pushing his shoulder backward.

(5) Raise your right knee waist high and bring your foot behind the aggressor's right leg. The leg should be bent at the knee because it takes less movement than straightening the leg prior to the sweep. When your leg is raised you should be balanced while the aggressor is off-balance.

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

(6) Sweep through the aggressor's leg, making contact with your calf on the aggressor's calf. At the same time,

continue to pull the aggressor's right wrist and push his left shoulder.

INSTRUCTOR NOTE: Ensure calf on calf contact is being made. In a combative engagement contact will be made with the cutting edge of your heel on the aggressor's Achilles tendon.

(7) Drive the aggressor to the deck by bending at the waist, and following through his leg with the sweep. Release your grip on the aggressor's shoulder in order to maintain your balance.

(8) Rapidly return to the basic warrior stance.

4. PRACTICE

INSTRUCTOR NOTE: Fault check student proficiency and safety.

TRANSITION: We have learned throws, are there any questions? Every Marine must also practice equal opportunity.

5. **TIE-IN (EQUAL OPPORTUNITY)**. To begin with we will discuss the definition of the term equal opportunity. "Equal Opportunity" is a concept, which requires the objectives of fair and equal treatment and equality of opportunity for all be applied to all management functions and leadership actions. What does this mean to each of us? Understanding what equal opportunity is, we will now discuss some of the prejudicial attitudes and additional definitions that will help us to understand what equal opportunity is not.

a. **Discrimination**. An act, policy or procedure that arbitrarily denies equal opportunity because of race, color, religion, sex, age or national origin to an individual or group of individuals.

b. **Ethnic Group**. A segment of the population that possesses common characteristics and a cultural or national heritage significantly different from the general population.

c. **Minority**. A group differing from the predominant section of a larger group in one or more characteristics: e.g., ethnic background, language, culture or religion. As a result, a minority group is often subjected to differential treatment.

d. **Prejudice**. The holding of a judgment or opinion without regard to pertinent fact, typically expressed in suspicion, fear, hostility, or intolerance of certain people, customs, and ideas.

e. **Race**. Any of the major biological divisions of mankind distinguished by color of skin and eyes, color and texture of hair, stature, bodily proportions, or other genetically transmitted physical characteristics.

f. **Sexual Harassment**. Influencing, offering to influence, or threatening the career, pay, or job of another person in exchange for sexual favors, or deliberate and/or repeated offensive comments, gestures, or physical contact of a sexual nature in a work or work-related environment.

g. The Marine Corps will provide equal opportunity for all military members without regard to race, color, religion, sex, age or national origin, consistent with requirements for physical and mental capabilities. Marines must recognize the importance, dignity, needs and aspirations of the individual.

h. As warriors, each Marine is part of a team whose primary purpose is to prepare for and fight our Nation's battles. This means there must be a fully integrated Marine Corps in which all personnel are striving for the common goals. Further, there is a need for the development of each individual to the highest possible degree of responsibility, dependent only upon individual talent and diligence. The achievement and maintenance of these goals is integral to full development of our *esprit de corps*, pride and individual preparedness are essential to combat readiness. Ensuring fairness and equality of opportunity are extended to all personnel in each and every action that affects the individual Marines is an inherent function of leadership and will be given appropriate consideration in performance evaluation. On the battlefield the race, creed, sex, or ethnic origin of the Marine on your left and right is irrelevant. Being a Marine and working together are what matters.

i. All Marines should understand that adherence to our basic leadership traits and principles provides for the fundamentals equal opportunity addresses. We also must recognize discrimination based upon race, color, religion, gender, age, or national origin, consistent with the law and regulations are alien to the basic values of the Marine Corps. Therefore, discrimination is alien to the actions of a warrior.

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

TRANSITION: We have discussed equal opportunity, are there any questions?

SUMMARY**(10 MIN)**

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

INSTRUCTOR NOTE: Provide follow-on instructions.

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

LESSON PLAN

COUNTERS TO STRIKES

MCCS-TAN-1009

TAN BELT

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

UNITED STATES MARINE CORPS

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

INSTRUCTOR PREPARATION GUIDE

LESSON TITLE: Counters to Strikes

LESSON DESIGNATOR: MCCS-TAN-1009

TOTAL LESSON TIME: 1 hour 25 minutes

REFERENCES: MCO 1500.59
 NAVMC 3500.41
 MCRP 3-02B

PERSONNEL REQUIRED: One instructor and assistants

FACILITIES: Soft footed training area

REVIEW COURSE MATERIALS:
 Review Lesson Plan

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

MATERIALS/EQUIPMENT:
 Mouthpiece

SETUP AND PLANNING:
 Reserve Training Area
 Conduct Rehearsals

INTRODUCTION**(5 MIN)**

1. **GAIN ATTENTION**. In a close combat situation, an aggressor may attempt to strike you with punches or kicks. When an aggressor uses a strike, you must avoid the strike and put yourself in an offensive position to attack the aggressor. In the same way, understanding and ensuring personal readiness develops a counter to the unexpected situations of life.

2. **OVERVIEW**. Good morning, my name is _____. This lesson will cover counters to strikes and personal readiness.

3. **POSITIONS**

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

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

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

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

BODY**(70 MIN)**

1. **EXPLAIN**

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

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

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

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

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

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

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

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

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

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

2. **DEMONSTRATE**

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

INTERIM TRANSITION: Go to practice position one.

3. **IMITATE**

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

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

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

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

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

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

(6) Return to the basic warrior stance.

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

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

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

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

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

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

(6) Return to the basic warrior stance.

4. **PRACTICE**

INSTRUCTOR NOTE: Fault check student proficiency and safety.

TRANSITION: We have learned counters to strikes, are there any questions? Every Marine must also maintain personal readiness.

5. **TIE-IN (PERSONEL READINESS)**. The Marine Corps prides itself on being the Nation's force in readiness. This continual state of mission readiness demands around-the-clock vigilance by all Marines everywhere. Commitment to readiness requires attention beyond just developing our war fighting skills; it requires each of us be personally ready for whatever we are asked to do. Just as readiness within the Marine's unit must be maintained, so must the Marine's personal matters. Personal, family, and unit readiness are absolutely essential components of mission readiness.

a. **Need for Personal Readiness**. Personal readiness refers to an individual Marine's organization and preparedness for daily living. Family readiness is an extension of personal readiness to include the wider circle of a Marine's family members. Unit readiness includes manpower, training, and equipment factors. Taken together, these three, personal, family, and unit readiness contribute to overall readiness to meet any mission requirement.

(1) Clearly, unit readiness requirements are constant, but why are personal and family readiness such key components of making the Marine Corps "the Nation's force in readiness?" Because when personal affairs are in order, Marines and their commanders can fully focus on the mission. While no amount of planning can provide for every eventuality, careful preparation in these areas will significantly reduce distractions, allowing the Marine's full attention to the military matters at hand. Distracted Marines can be a burden on their command and a danger to themselves and fellow Marines.

(2) Marines whose personal affairs are not in order will place an administrative and leadership burden on a command. This is not the same as taking the time to help a Marine who has an unforeseen problem. This is the Marine who through neglect creates problems that take the leaders time and focus away from the mission. In a worse case scenario this Marine's problems may become so severe he becomes combat ineffective and is as useless to the unit as if he had become a battle casualty.

(3) If you recognize the need for personal and family readiness early on and reinforce it in everything you do, then readiness will become automatic. All Marines must understand the components of personal and family readiness to ensure proper preparedness for themselves and their Marines.

b. **Areas of Personal Readiness**. The following are six general areas of personal affairs readiness concerns.

(1) **Administrative Issues**. This involves your personal administrative matters and include, annual audit of your military

records and records updates as needed such as RED, SGLI, BAQ/VHA applications and allotments. In addition, Marines with dependents will also need to consider the following: ID cards, DEERS enrollments, dental plan enrollments, Family Care Plan (for single Marines with minor children, or those with military spouses and minor children), and additional allotments.

(2) Legal Issues. This area applies if you are single or married and include, wills (you and spouses), powers of attorney (both general and special), federal and state tax filing requirements, single parent and joint household plan for children, and estate planning.

(3) Financial Issues. These include building a good budget that is financially fit by taking charge of your credit, car buying, renting or buying a home, and insurance. If married, the Marine should involve their spouse in this financial planning. Decide on the best way for bill-paying. Will the method used to pay bills while in garrison continue to work when the Marine is deployed? What arrangements can be made for bill-paying during extended training, school, or deployment conditions? Discuss the value of a good credit record. If married, who handles these arrangements? Acknowledge and consider that there are many categories of pay adjustments and recognize they can become complicated. This just further magnifies the importance of advanced planning and financial readiness.

(4) Medical/Dental Readiness Issues. Missing or incomplete records cause an administrative burden and hinder proper treatment. Missed appointments do the same. For family members this can be aggravated by failure to enroll dependents in the DEERS system and the Tri-care program.

(5) Support Programs. Educate yourself and your Marines concerning the various support programs available to assist the individual Marine and family members as part of the readiness program. These include the unit Family Readiness Officer (FRO), Chaplain, Base and Station Family Service Center (FSC), Key Volunteer Network, Exceptional Family Member Program (EFMP), Navy Marine Corps Relief Society (NMCRS), American Red Cross (ARC), United Service Organization (USO), Navy Mutual Aid Society, and federal, state and local Human Service agencies.

(6) Practical Issues. This section covers a wide variety of practical matters often overlooked. Your own experience, combined with a review of readiness checklists, should serve to highlight the most important considerations for your situation. Discuss storage of important papers such as wills, insurance papers, deeds, birth certificates, marriage certificates, etc. Proper storage may be in a desk drawer, file cabinet, fireproof container, or safe deposit box. Discuss unit plans for vehicle

and personal property storage. Emphasize the advantage of always having a back-up plan. Stress how important it is for Marines to review with their spouse the matters noted above and those following.

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

SUMMARY

(10 MIN)

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

INSTRUCTOR NOTE: Provide follow-on instructions.

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

LESSON PLAN

COUNTERS TO CHOKES AND HOLDS

MCCS-TAN-1010

TAN BELT

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

UNITED STATES MARINE CORPS

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

INSTRUCTOR PREPARATION GUIDE

LESSON TITLE: Counters to Chokes and Holds

LESSON DESIGNATOR: MCCS-TAN-1010

TOTAL LESSON TIME: 1 hour 45 minutes

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

PERSONNEL REQUIRED: One instructor and assistants

FACILITIES: Soft footed training area

REVIEW COURSE MATERIALS:
 Review Lesson Plan

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

MATERIALS/EQUIPMENT:
 Mouthpiece

SETUP AND PLANNING:
 Reserve Training Area
 Conduct Rehearsals

INTRODUCTION**(5 MIN)**

1. **GAIN ATTENTION.** An effective choke can render you unconscious in eight to thirteen seconds. A hold will allow your aggressor to control you and thus remove your ability to attack. It is important to be able to free yourself from chokes and holds so you can counter with an attack and end the fight. Just as Marines before us, we must possess the ability to adapt and operate in hostile environments in order to accomplish our mission.

2. **OVERVIEW.** Good morning, my name is _____. This lesson will cover counters to chokes and holds and a warrior study.

3. **POSITIONS**

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

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

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

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

BODY**(90 MIN)**

1. **EXPLAIN**

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

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

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

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

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

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

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

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

2. **DEMONSTRATE**

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

INTERIM TRANSITION: Go to practice position one.

3. **IMITATE**

a. **Counter to the Rear Choke.** The counter to a rear choke is used when the aggressor approaches from the rear and puts his right arm around your throat.

(1) Start with the aggressor standing behind you and placing you in a rear choke with his right arm.

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

(3) At the same time, drop your body weight down and step out with your right leg. This places you more to the aggressor's right side and makes space for your left foot to step through.

(4) Step behind the aggressor's right leg with your left foot. Keep your legs bent in a stable squatting position and make contact on the aggressor with your left hip. Place your hips lower than the aggressor's hips so you can easily maintain your balance while off-balancing the aggressor.

(5) Turn forcefully to the left and strike the aggressor's torso with your left elbow. The aggressor should fall to his back or side causing him to lose his grip.

(6) Return to the basic warrior stance.

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

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

(2) Break the aggressor's grip by flaring your elbows and hook his arms with your hands to prevent them from slipping up into a choke. Maintain control of the aggressor's arms.

(3) At the same time, drop your body weight down and step out with your right leg. This places you more to the aggressor's right side and makes space for your left foot to step through.

(4) Step behind the aggressor's right leg with your left foot. Keep your legs bent in a stable squatting position and make contact on the aggressor with your left hip. Place your hips lower than the aggressor's hips so you can easily maintain your balance while off-balancing the aggressor.

(5) Turn forcefully to the left and strike the aggressor's torso with your left elbow. The aggressor should fall to his back or side causing him to lose his grip.

(6) Return to the basic warrior stance.

c. **Counter to the Rear Headlock.** The counter to a rear headlock is used when the aggressor approaches from the rear and

puts his right arm around your neck, bending you forward and locking your head against his hip.

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

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

(3) Take a 12-15 inch step forward with your right foot to off balance the aggressor and reach over his right shoulder with your left hand. Grab any part of the aggressor's face with your left hand and pull back while rising to a standing position.

(4) Turn forcefully to the left and execute a hammer fist strike the aggressor's face, throat, or torso with your right hand. The aggressor should fall to his back or side causing him to lose his grip.

(5) Return to the basic warrior stance.

4. PRACTICE

INSTRUCTOR NOTE: Fault check student proficiency and safety.

TRANSITION: We have learned counters to chokes and holds, are there any questions? We will now discuss _____.

5. WARRIOR STUDY

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

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

SUMMARY

(10 MIN)

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

INSTRUCTOR NOTE: Provide follow-on instructions.

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

LESSON PLAN

UNARMED MANIPULATIONS

MCCS-TAN-1011

TAN BELT

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

UNITED STATES MARINE CORPS

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

INSTRUCTOR PREPARATION GUIDE

LESSON TITLE: Unarmed Manipulations

LESSON DESIGNATOR: MCCS-TAN-1011

TOTAL LESSON TIME: 1 hour 45 minutes

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

PERSONNEL REQUIRED: One instructor and assistants

FACILITIES: Soft footed training area

REVIEW COURSE MATERIALS:
 Review Lesson Plan

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

MATERIALS/EQUIPMENT:
 Mouthpiece

SETUP AND PLANNING:
 Reserve Training Area
Conduct Rehearsal

INTRODUCTION**(5 MIN)**

1. **GAIN ATTENTION**. We have learned many martial arts techniques intended to kill an aggressor. In many situations, Marines must be able to handle a situation without resorting to deadly force. These actions include the martial art techniques of unarmed manipulation. Marines must be prepared to act appropriately in any given situation. This also includes appropriate behavior within the chain of command to prevent fraternization.

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

3. **POSITIONS**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

2. **DEMONSTRATE**

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

INTERIM TRANSITION: Go to practice position one.

3. **IMITATE**

a. **Basic Wristlock Takedown**. The basic wristlock takedown applies pressure to the aggressor's wrist to take him to the deck and gain control of the aggressor.

(1) Begin with the aggressor placing his hands on your collar/shoulders.

(2) Grab the aggressor's left hand with your right hand by placing your thumb on the back of his hand hooking your fingers across the fleshy part of his palm, below the thumb.

(3) Pull the aggressor's left hand to your chest. Rotate the aggressor's hand so his palm is facing him and his fingers point skyward. Keep his hand tight to your chest to fully control him and gain leverage.

(4) Bring your left hand up to join your right hand. Ensure both of your thumbs are on the back of the aggressor's hand and your fingers are across his palm.

(5) Apply pressure downward on the back of the aggressor's hand to rotate and twist the wrist outboard.

(6) At the same time, pivot on the ball of your left foot and step back with your right foot, quickly turning to your right to take the aggressor to the ground.

(7) Continue to apply pressure on the wrist as the aggressor lands on his back with his arm straight in the air.

(8) Slide your left foot under the aggressor's left shoulder.

(9) Apply pressure with your knee against the aggressor's triceps/elbow while pulling back on his arm and maintaining downward pressure on the wrist until pain compliance is achieved.

INSTRUCTOR NOTE: Ensure students apply slow steady pressure.

b. **Reverse Wristlock.** The reverse wristlock applies pressure to the aggressor's wrist to gain control of the aggressor.

(1) Begin with the aggressor placing his hands on your collar/shoulders.

(2) Grab the aggressor's right hand with your right hand by placing your palm on the back of the aggressor's right hand and wrapping your fingers across the fleshy part of his palm, below his little finger.

(3) Pull the aggressor's right hand to your chest. Rotate the aggressor's hand to the right so his palm faces left. Keep his hand tight to your chest to fully control him and gain leverage.

(4) Bring your left hand up to join your right hand. Ensure both of your thumbs are across the aggressor's first

knuckle and your fingers are across the fleshy part of his palm, below his little finger.

(5) Apply downward pressure on the aggressor's hand, mimicking a praying motion.

(6) Step back with your right foot to maintain better balance and lean forward to use your body weight to add additional pressure to the joint.

INSTRUCTOR NOTE: Ensure students apply slow steady pressure.

c. **Armbar Takedown.** The armbar takedown applies pressure to the aggressor's elbow to take him to the deck and gain control of the aggressor.

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

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

(3) Off-balance the aggressor by pulling his right wrist across your body toward your right hip.

(4) Pivot on your left foot and step out with your right so you face the same direction as the aggressor. Your right foot must be forward of your left foot.

(5) Apply downward pressure on or slightly above the aggressor's elbow with your left forearm perpendicular to the aggressor's arm. Maintain control of the aggressor's wrist by keeping it locked into your hip.

(6) Drive the aggressor to the deck by applying downward pressure on the arm and dropping your body weight.

(7) Place your left knee on the back of the aggressor's right shoulder to maintain control.

4. **PRACTICE**

INSTRUCTOR NOTE: Fault check student proficiency and safety.

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

5. **TIE-IN (FRATERNIZATION)**. Fraternization is the term used to describe improper personal and business relationships among Marines of different ranks or positions. When contact and

relationships exceed these standards and become those of "buddies" or peers, then fraternization exists. Look at the facts and circumstances of each case and ask the following questions.

a. **Marine Corps Policy.** The Marine Corps policy regarding fraternization is the product of naval service customs. The Marine Corps specifically, and military society in general, has historically imposed social constraints on personal relationships between individuals of different rank, grade, or position. Fraternization in any form is a violation of Marine Corps regulations, specifically articles 92, 133, and 134 of the Uniform Code of Military Justice (UCMJ).

b. **Purpose.** Fraternization rules date back to the time of the Roman army. The purpose of such constraints is to:

- (1) Maintain good order and discipline.
- (2) Promote relationships of mutual respect and confidence between juniors and seniors.
- (3) Prevent adverse impact upon a junior's response to orders, the senior's exercise of command, or the perception of others regarding the senior's impartiality.
- (4) Preserve the integrity of the chain of command.

c. **Indicators.** The key issue is whether a relationship has developed in which mutual respect of grade is ignored. Relationships within the same chain of command are the most obvious, but there is no such requirement. Normal relationships between Marines within the same grade are not normally considered fraternization; however, some instructor-student relationships would be considered fraternization.

- (1) Is there a compromise of the chain of command?
- (2) Is there an appearance of partiality? Perception is as important as reality.
- (3) Is there a potential for good order, discipline, morale, or authority to be undermined?

d. **Responsibilities.** The responsibility for maintaining the customary and traditional standards of conduct lies with the senior. The line between acceptable conduct and fraternization will not be crossed unless the senior allows it to happen.

(1) The leader must be careful to avoid even the perception of fraternization without destroying the fraternal bond between Marines of all grades.

(2) Educate your Marines about both the Marine Corps policy on fraternization and the reasons behind it. If we expect our Marines to respect us, there can't be even the hint of favoritism.

(3) Additionally, we must demand an obedience to lawful orders that is unhesitating. If the chain of command is allowed to be weakened by a lax attitude toward fraternization, we will not be able to depend on discipline when it counts the most.

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

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

SUMMARY

(10 MIN)

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

INSTRUCTOR NOTE: Provide follow-on instructions.

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

LESSON PLAN

ARMED MANIPULATION

MCCS-TAN-1012

TAN BELT

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

UNITED STATES MARINE CORPS

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

INSTRUCTOR PREPARATION GUIDE

LESSON TITLE: Armed Manipulation

LESSON DESIGNATOR: MCCS-TAN-1012

TOTAL LESSON TIME: 2 hour 30 minutes

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

PERSONNEL REQUIRED: One instructor and assistants

FACILITIES: Soft footed training area

REVIEW COURSE MATERIALS:
 Review Lesson Plan

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

MATERIALS/EQUIPMENT:
 Mouthpiece
 Rifle

SETUP AND PLANNING:
 Reserve Training Area
 Conduct Rehearsal

INTRODUCTION**(5 MIN)**

1. **GAIN ATTENTION.** A Marine is taught to keep their weapon with them at all times. Marines must constantly be aware of their surroundings because someone may attempt to take their weapon at any time. Just as Marines before us, we must possess the ability to adapt and operate in hostile environments in order to accomplish our mission.

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

3. **POSITIONS**

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

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

- a. Start slowly and increase speed with proficiency.
- b. Never execute techniques at full force or full speed.
- c. Techniques will be performed on a soft-footed area.
- d. Before training with firearms, unload and show clear.
- e. When handling firearms, the weapons safety rules apply.
 - (1) Treat every weapon as if it were loaded.
 - (2) Never point a weapon at anything you do not intend to shoot.
 - (3) Keep your finger straight and off the trigger until you are ready to fire.
 - (4) Keep your weapon on "safe" until you intend to fire.

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

BODY**(105 MIN)**

1. **EXPLAIN**

a. **Purpose.** The purpose of armed manipulations is to retain your weapon and gain compliance of the aggressor. Blocking techniques are used to stop an attack.

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

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

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

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

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

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

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

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

2. **DEMONSTRATE**

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

INTERIM TRANSITION: Go to practice position one.

3. **IMITATE**

a. **Counter to the Muzzle Grab**. This technique is used when an aggressor grabs the muzzle of your rifle.

(1) Start facing the aggressor in the port arms position. The aggressor grabs the muzzle of your weapon with either hand.

(2) Forcefully rotate the muzzle in a circular motion towards the aggressor's thumb and then slash downward to release his grip.

(3) At the same time, step back with your right foot to increase your leverage and balance.

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

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

b. **Counter to the Over-Hand Grab.** This technique is used when an aggressor grabs the hand guards of your rifle palm down.

(1) Start facing the aggressor in the port arms position. The aggressor grabs the hand guards of your weapon with either hand palm down.

(2) Just as in the muzzle grab, forcefully rotate the muzzle in a circular motion towards the aggressor's thumb and then slash downward to release his grip.

(3) At the same time, step back with your right foot to increase your leverage and balance.

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

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

c. **Counter to the Under-Hand Grab.** This technique is used when an aggressor grabs the hand guards of your rifle palm up.

(1) Start facing the aggressor in the port arms position. The aggressor grabs the hand guards of your weapon with either hand palm up.

(2) Just as in the muzzle grab, forcefully rotate the muzzle in a circular motion towards the aggressor's thumb and then slash downward to release his grip.

(3) At the same time, step back with your right foot to increase your leverage and balance.

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

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

d. **High Block**. A high block is executed against a vertical attack coming from high to low.

(1) Begin in the modified port-arms.

(2) Step forward with your lead foot and forcefully thrust your arms up at approximately a 45-degree angle from your body. The weapon should be over the top of your head, parallel to the deck.

(3) Ensure the weapon is over the head to block a blow to your head, with the pistol grip and magazine facing the attack.

(4) The elbows are bent but there is enough muscular tension in the arms to absorb the impact and deter the attack.

(5) Left hand grip will be firm on the hand guards. Hand positions and grip should not change from port arms.

(6) Return to modified port-arms.

e. **Low Block**. A low block is executed against a vertical attack coming from low to high.

(1) Begin in the modified port-arms.

(2) Step forward with your lead foot and forcefully thrust your arms down at approximately a 45-degree angle from your body. The weapon should be at or below your waist, parallel to the deck.

(3) The elbows are bent but there is enough muscular tension in the arms to absorb the impact and deter the attack.

(4) Return to modified port-arms.

f. **Mid Block**. A mid-block is executed against a linear/straight attack coming directly toward you.

(1) Begin in the modified port-arms.

(2) Step forward with your lead foot and forcefully thrust your arms straight out from your body. The weapon should be held at a position similar to "present arms."

(3) The elbows are bent but there is enough muscular tension in the arms to absorb the impact and deter the attack.

(4) Return to modified port-arms.

g. **Left Block**. A left block is executed against a horizontal buttstroke or a slash.

(1) Begin in the modified port-arms.

(2) Step forward-left, at a 45-degree angle and forcefully thrust your arms to the left, holding the rifle vertically in the direction of the attack.

(3) The elbows are bent but there is enough muscular tension in the arms to absorb the impact and deter the attack.

(4) Return to modified port-arms.

h. **Right Block**. A right block is executed against a horizontal buttstroke or a slash.

(1) Begin in the modified port-arms.

(2) Step forward-right, at a 45-degree angle and forcefully thrust your arms to the right, holding the rifle vertically in the direction of the attack.

(3) The elbows are bent but there is enough muscular tension in the arms to absorb the impact and deter the attack.

(4) Return to modified port-arms.

4. **PRACTICE**

INSTRUCTOR NOTE: Fault check student proficiency and safety.

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

5. **WARRIOR STUDY**

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

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

SUMMARY

(10 MIN)

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

INSTRUCTOR NOTE: Provide follow-on instructions.

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

LESSON PLAN

KNIFE TECHNIQUES

MCCS-TAN-1013

TAN BELT

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

UNITED STATES MARINE CORPS

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

INSTRUCTOR PREPARATION GUIDE

LESSON TITLE: Knife Techniques

LESSON DESIGNATOR: MCCS-TAN-1013

TOTAL LESSON TIME: 1 hour 30 minutes

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

PERSONNEL REQUIRED: One instructor and assistants

FACILITIES: Soft footed training area

REVIEW COURSE MATERIALS:
 Review Lesson Plan

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

MATERIALS/EQUIPMENT:
 Mouthpiece
 Training Knives

SETUP AND PLANNING:
 Reserve Training Area
 Conduct Rehearsal

INTRODUCTION**(5 MIN)**

1. **GAIN ATTENTION**. All Marines must be trained and prepared to use a knife should the situation arise. Knife fighting is a violent engagement likely resulting in death. When armed with a knife, the Marine must use it responsibly. We also need to act responsibly off duty by practicing sexual responsibility.

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

3. **POSITIONS**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

2. **DEMONSTRATE**

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

INTERIM TRANSITION: Go to practice position one.

3. **IMITATE**

a. **Vertical Slash**. Slashing techniques are used to cut the aggressor and/or open him up for follow-on techniques. Slashing distracts the aggressor or causes enough damage to get in close to the aggressor.

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

(2) Thrust your right hand out and bring the weapon straight down on the aggressor.

(3) Continue dragging the knife down through the aggressor's body. Maintain contact on the aggressor's body with the blade of the knife. The slashing motion follows a vertical line straight down through the target.

(4) Return to the modified basic warrior stance.

b. **Vertical Thrust**. Thrusting techniques are more effective than slashing techniques because of the damage they can cause. The thrusting motion follows a vertical line straight up through the target.

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

(2) Thrust your right hand toward the aggressor, inserting the knife blade straight into the target.

(3) Pull the knife out of the aggressor.

(4) Return to the modified basic warrior stance.

4. **PRACTICE**

INSTRUCTOR NOTE: Fault check student proficiency and safety.

TRANSITION: We have learned knife techniques, are there any questions? We will now discuss sexual responsibility.

5. **TIE-IN (SEXUAL RESPONSIBILITY)**. As a warrior each Marine's conduct should always be above reproach. This includes our sexual relationships. The most important factor affecting your choices should be your moral foundation as a warrior. This is your character. During your development as a Marine, and as you learn martial arts, you should be strengthening your character as well as your mind and body. You should understand what our core values are and put them into practice as part of your daily life. Like every other choice in life, you can choose to do the right or wrong thing. Let us discuss some of the values involved with our sexual conduct.

a. **Duty**. As a warrior your duty is to conduct yourself properly at all times. Our core values should guide your actions.

b. **Discipline**. For each Marine this is self-discipline by having the ability to control our actions and not give in to pressure. Have the discipline to practice safe sex, avoid promiscuity and take responsibility for your actions.

c. **Pride**. Having pride in yourself and the Marine Corps means remembering certain sexual conduct and practices can bring discredit upon the Marine Corps as well as shame and

embarrassment to you and your family. This should always be a consideration when making important life decisions.

d. **Moral Courage**. Have the courage to be honest in your relationships. This includes the courage to take responsibility for your actions if your sexual relationship results in pregnancy or a sexually transmitted disease.

e. **Commitment**. Understand we have committed ourselves as Marines to do the right thing but if we make a mistake we admit to it and live with the consequences of our actions.

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

TRANSITION: We have discussed sexual responsibility, are there any questions?

SUMMARY

(10 MIN)

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

INSTRUCTOR NOTE: Provide follow-on instructions.

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

LESSON PLAN

WEAPONS OF OPPORTUNITY

MCCS-TAN-1014

TAN BELT

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

UNITED STATES MARINE CORPS

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

INSTRUCTOR PREPARATION GUIDE

LESSON TITLE: Weapons of Opportunity

LESSON DESIGNATOR: MCCS-TAN-1014

TOTAL LESSON TIME: 30 minutes

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

PERSONNEL REQUIRED: One instructor

FACILITIES: Soft footed training area

REVIEW COURSE MATERIALS:
 Review Lesson Plan

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

MATERIALS/EQUIPMENT:
 None

SETUP AND PLANNING:
 Reserve Training Area
 Conduct Rehearsal

INTRODUCTION**(5 MIN)**

1. **GAIN ATTENTION**. On the battlefield, a Marine should be ready to use anything around him to serve as a weapon. Weapons of opportunity can be a stick, a club, a broken rifle, an e-tool, or even a belt. A Marine must always be able to adapt to his immediate situation and overcome any adversity.
2. **OVERVIEW**. Good morning, my name is _____. This lesson will cover weapons of opportunity.
3. **LEARNING OBJECTIVES**. This is a lesson purpose class with no associated learning objectives.
4. **METHOD/MEDIA**. This lesson will be taught by the informal lecture method.
5. **EVALUATION**. This class is lesson purpose and will not be evaluated.
6. **SAFETY/CEASE TRAINING**. In the case of a fire alarm you will exit the classroom and the class commander will get a head count and report to the instructor.

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

BODY**(15 MIN)**

1. **PURPOSE**. The purpose of weapons of opportunity is to use anything on the battlefield to inflict maximum damage on the aggressor. This may mean throwing sand or liquid in an aggressor's eyes to temporarily impair his vision so that fatal damage can be done to his head with a rock, e-tool, helmet, or anything that is readily available to the Marine. In a confrontation, a Marine must use whatever it takes to win, or face the very real possibility of losing his life. Weapons of opportunity are classified into four categories:
 - a. **Long Weapons**. Long weapons are those whose length and/or weight require them to be held with two hands in order to be effectively employed. Long, straight weapons such as long tent poles, camouflage net poles, pioneer gear from vehicles such as a shovel, axe, pry bar, pick, or similar items should be employed in the same manner as a rifle and bayonet with a two handed grip.
 - b. **Short Weapons**. Short weapons are those whose length allows them to be held with one hand in order to be effectively employed. A short, straight weapon in the form of a stick such as an e-tool, tent stake, short tent pole, maintenance tools or smaller pieces of gear should be employed in the same manner as a

knife or non-lethal baton to block, strike, or thrust at an aggressor.

c. **Flexible Weapons**. Flexible weapons such as a belt, rope, tent guideline, communications wire, length of chain, bootlace or similar material can also be used effectively to block or capture an aggressor's weapon, or to distract or garrote an aggressor.

d. **Battlefield Debris**. Debris on the battlefield such as glass or any sharp piece of metal may be used to cut, slash, or stab an aggressor. Other debris such as ammo can, sand bags, rocks, boards, metal pipe, or broken rifles may be used to strike an aggressor or block his attack.

INSTRUCTOR NOTE: Provide examples of weapons of opportunity.

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

a. **Mindset**. When engaged, your mindset is a factor of success or failure. Mindset is the "mental trigger" during a defining moment that enables you to commit to an attack. You must have the mindset to use anything you can find on the battlefield to kill the enemy by whatever means necessary.

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

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

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

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

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

3. **FUNDAMENTALS**. The fundamentals for weapons of opportunity are target areas and angles of attack.

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

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

TRANSITION: We discussed weapons of opportunity, are there any questions?

SUMMARY

(10 MIN)

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

INSTRUCTOR NOTE: Provide follow-on instructions.

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

LESSON PLAN

STRUCTURE AND HISTORY OF MCMAP

MCCS-TAN-1015

TAN BELT

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

UNITED STATES MARINE CORPS

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

INSTRUCTOR PREPARATION GUIDE

LESSON TITLE: Structure and History of MCMAP

LESSON DESIGNATOR: MCCS-TAN-1015

TOTAL LESSON TIME: 30 minutes

REFERENCES: MCO 1500.59
 NAVMC 3500.41
 MCRP 3-02B

PERSONNEL REQUIRED: One instructor and assistants

FACILITIES: Indoor/Outdoor Classroom

REVIEW COURSE MATERIALS:
 Review Lesson Plan

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

MATERIALS/EQUIPMENT:
 None

SETUP AND PLANNING:
 Reserve Training Area
 Conduct Rehearsals

INTRODUCTION**(5 MIN)**

1. **GAIN ATTENTION**. The Marine Corps Martial Arts Program has a specific structure that makes it unique to all organized training groups. It is comprised of similar characteristics and distinct measures that make it a full program. At the end of the period of instruction you will have a clear idea of the composition of the Marine Corps Martial Arts Program.
2. **OVERVIEW**. Good morning, my name is _____. The purpose of this lesson is to provide you with a detailed understanding of the history and structure of MCMAP. We will be covering the history of martial arts, history of MCMAP, overview of MCMAP, and structure of MCMAP.
3. **LEARNING OBJECTIVES**. This is a lesson purpose class with no associated learning objectives.
4. **METHOD/MEDIA**. This lesson will be taught by the informal lecture method.
5. **EVALUATION**. This is a lesson purpose class and will not be evaluated.
6. **SAFETY/CEASE TRAINING**. In the case of a fire alarm you will exit the classroom and the class commander will get a head count and report to the instructor.

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

BODY**(15 MIN)****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.

TRANSITION: We have covered the structure and history of MCMAP, are there any questions?

SUMMARY

(10 MIN)

During this period of instruction we have discussed the history of martial arts, history of MCMAP, overview of MCMAP, and structure of MCMAP. I am now confident you have a thorough understanding of the history and structure of MCMAP.

INSTRUCTOR NOTE: Provide follow-on instructions.

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

LESSON PLAN

RESPONSIBLE USE OF FORCE

MCCS-TAN-1016

TAN BELT

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

UNITED STATES MARINE CORPS

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

INSTRUCTOR PREPARATION GUIDE

LESSON TITLE: Responsible Use of Force

LESSON DESIGNATOR: MCCS-TAN-1016

TOTAL LESSON TIME: 30 minutes

REFERENCES: MCO 1500.59
 NAVMC 3500.41
 MCRP 3-02B

PERSONNEL REQUIRED: One instructor and assistants

FACILITIES: Indoor/Outdoor Classroom

REVIEW COURSE MATERIALS:
 Review Lesson Plan

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

MATERIALS/EQUIPMENT:
 None

SETUP AND PLANNING:
 Reserve Training Area
 Conduct Rehearsals

INTRODUCTION**(5 MIN)**

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

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

BODY**(15 MIN)**

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

a. **Missions of the Marine Corps**. The missions of today's Marine Corps encompass peacekeeping, humanitarian assistance, and domestic leadership. This includes evacuation operations, maintaining law and order, riot control, courtesy patrol, and the example Marines must set while off-duty. As you hone your martial arts skills and those of your students, you need to be aware that you may eventually find yourself confronted with one of these

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

TRANSITION: We have covered the responsible use of force, are there any questions?

SUMMARY

(10 MIN)

During this period of instruction we have discussed the responsible use of force, temper and intent, and real world scenarios. I am now confident you will use the martial arts skills you have learned in a responsible manner.

INSTRUCTOR NOTE: Provide follow-on instructions.

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

LESSON PLAN

PUGIL STICK TRAINING

MCCS-TAN-1017

TAN BELT

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

UNITED STATES MARINE CORPS

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

INSTRUCTOR PREPARATION GUIDE

LESSON TITLE: Pugil Stick Training

LESSON DESIGNATOR: MCCS-TAN-1017

TOTAL LESSON TIME: 2 hours 15 minutes

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

PERSONNEL REQUIRED: Referee, RSO, Corpsman

FACILITIES: Soft footed training area

REVIEW COURSE MATERIALS:
 Review Lesson Plan

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

MATERIALS/EQUIPMENT:
 Pugil Sticks
 Mouthpiece
 Helmet w/ Face Cage
 Neck Roll
 Flak Jacket
 Hockey Gloves
 Groin Protection

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

INTRODUCTION**(5 MIN)**

1. **GAIN ATTENTION**. Training not only the physical but also the mental is crucial to the development of the combative mindset. Pugil stick training prepares the Marine to function when faced with stress and violence. These skills are the building block to developing the physical skills and combative mindset vital to success on the battlefield.

2. **OVERVIEW**. Good morning, my name is _____. This lesson will cover the conduct of pugil stick training.

3. **SAFETY SCREENING**. Prior to pugil stick training, you must ask participating students the following questions.

a. Anyone answering yes to the following questions will be prohibited from participating in pugil stick training.

(1) Who has had dental surgery within the last 24 hours?

(2) Are you in a limited duty or no duty status, or do you have a sick call chit stating "no martial arts training"?

(3) Who has stitches or staples on their body?

(4) Do you have an ear infection/pain?

(5) Do you currently have a sinus infection?

(6) Do you have a facial injury, either a black eye or facial bruising?

(7) Have you participated in a pugil stick bout in the last 7 days?

b. Any of the following questions answered "yes" require that the student see and obtain approval from a medical officer in order to participate in pugil stick training.

(1) Who has had a broken bone (not including stress fractures) within the last six months?

(2) Who has had a head /shoulder injury within the last five years?

(3) Who has ever dislocated their shoulder?

(4) Who has received a blow to the head within the last seven days, for any reason?

(5) Who has had a concussion within the last six months and have not been medically screened since arriving for training?

(6) Do you have a history of recurring headaches and have not been medically screened since arriving for training?

(7) Have you ever sustained an injury in pugil stick training?

(8) Have you ever been knocked out during a recruit training event?

(9) Have you become disoriented as a result of a blow received in martial arts training? "Disoriented" is defined as a student who either:

(a) Appears to be dazed or confused

(b) Does not respond to/understand commands

(c) Can't remember being knocked down or hit

(d) Has slurred speech or appears abnormally clumsy

c. Students answering "yes" to any of the following questions will be examined by a corpsman. The corpsman will recommend to the safety officer or MAI/MAIT whether or not the Marine should participate in pugil stick training.

(1) Are you restricted to wearing running shoes by medical personnel?

(2) Do you currently have a headache?

(3) Who is on light duty?

(4) Do you have a medical condition not covered above that prevents you from participating in close combat training?

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

BODY

(2 HOURS)

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

a. **Bridge from Static to Dynamic.** Pugil sticks is the bridge between static bayonet techniques and a dynamic environment. This is the final stage of training after executing bayonet techniques in the air and on dummies. 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. By introducing Marines to violence on a personal level, they will be more prepared for a real close combat scenario.

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

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

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

c. **Time Limit.** There is no time limit for pugil sticks because the bout will be stopped on the first killing blow.

d. **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.

e. **Whistle.** The referee will control all pugil stick bouts 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.

f. **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.

g. **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.

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

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

(1) **Fighters.** All Marines are personally responsible for their safety and the safety of the other fighter. Marines must be in a full duty status to participate in free sparring. If there is any question as to whether or not a Marine is physically qualified to participate, they will see a corpsman or medical officer. Before pugil sticks is conducted, the instructor must read the pugil stick training screening that can be found above.

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

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

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

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

b. **Safety Gear.** All gear must be inspected by the instructor for serviceability prior to use. The safety gear required for pugil sticks is a helmet with face cage, mouthpiece, neck roll, flak jacket, groin protection, and hockey gloves. The pugil stick or training weapons must also be checked for serviceability.

c. **Training Area.** A soft footed area with a non-slippery surface must be selected for conducting pugil sticks. This can be a sandy or grassy area that is clear of rocks, stumps, and debris. Mats are not recommended for pugil sticks 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. **Chronic Traumatic Encephalopathy (CTE).** Also known as boxer's dementia and punch drunk syndrome, CTE is brain damage caused by repeated mild head injuries. Medical researchers have recently found that CTE also occurs in other sports such as football, hockey, soccer, and wrestling. Increased awareness of CTE has led to a push for additional caution in dealing with concussions and other head injuries among youth, high school, college, and professional athletes. When properly implemented, the safeties for free sparring mitigate repeated head injury, and CTE.

f. **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.

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

SUMMARY**(10 MIN)**

During this period of instruction we have practiced pugil stick training. I am now confident you will be able to use these techniques to kill the enemy.

INSTRUCTOR NOTE: Provide follow-on instructions.

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

LESSON PLAN

BODY SPARRING

MCCS-TAN-1018

TAN BELT

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

UNITED STATES MARINE CORPS

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

INSTRUCTOR PREPARATION GUIDE

LESSON TITLE: Body Sparring

LESSON DESIGNATOR: MCCS-TAN-1018

TOTAL LESSON TIME: 1 hour

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

PERSONNEL REQUIRED: Referee, RSO, Corpsman

FACILITIES: Soft footed training area

REVIEW COURSE MATERIALS:
 Review Lesson Plan

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

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

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

INTRODUCTION**(5 MIN)**

1. **GAIN ATTENTION**. Training not only the physical but also the mental is crucial to the development of the combative mindset. Body sparring prepares the Marine to function when faced with stress and violence. These skills are the building block to developing the physical skills and combative mindset vital to success on the battlefield.

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

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

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

BODY**(45 MIN)**

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

a. **Bridge from Static to Dynamic**. Body sparring is the bridge between static punches and a dynamic environment. This is the final stage of training after executing punches in the air and on 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. By introducing Marines to violence on a personal level, they will be more prepared for a real close combat scenario.

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

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

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

c. **Time Limit**. Body sparring will be two to three minutes rounds, when conducted at the entry level.

d. **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.

e. **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.

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

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

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

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

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

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

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

b. **Safety Gear**. The safety gear required for 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.

c. **Training Area**. A soft footed area with a non-slippery surface must be selected for conducting body sparring. This can be a sandy or grassy area that is clear of rocks, stumps, and debris. Mats may be used if available. 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. **Chronic Traumatic Encephalopathy (CTE)**. Also known as boxer's dementia and punch drunk syndrome, CTE is brain damage caused by repeated mild head injuries. Medical researchers have recently found that CTE also occurs in other sports such as football, hockey, soccer, and wrestling. Increased awareness of CTE has led to a push for additional caution in dealing with concussions and other head injuries among youth, high school, college, and professional athletes. When properly implemented, the safeties for free sparring mitigate repeated head injury, and CTE.

f. **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.

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

be injured, by screaming or yelling, the fight must be stopped. Once the unsafe condition is corrected, the referee will restart the fight.

SUMMARY

(10 MIN)

During this period of instruction we have practiced body sparring. I am now confident you will be able to use these techniques to fight the enemy.

INSTRUCTOR NOTE: Provide follow-on instructions.

GUIDED DISCUSSION 1: MARINE CORPS CORE VALUES

<u>TIME</u>	<u>INTRODUCTION</u>	<u>REMARKS /</u> <u>NOTES</u>
	<p>Good morning my name is _____ today we will be talking about _____.</p> <p>The ground rules for this discussion are:</p> <ol style="list-style-type: none"> (1) No personal attacks on anyone's opinions (2) Allow each participant to express themselves (3) Drinking coffee and soda is allowed (4) Make head calls at your leisure, just don't interrupt the group (5) Keep your language clean as not to offend others (6) PARTICIPATION BY ALL!!!!!! <p>Gain Attention</p> <p>Bronze Star with "V" Citation: Captain John W. Maloney, USMC:</p> <p>For heroic achievement in connection with combat operations against the enemy as Commanding Officer, Company C, 1st Battalion, 5th Marines, 2d Brigade Combat Team, 2d Marine Division, II Marine Expeditionary Force (Forward) in support of Operation IRAQI FREEDOM 03-05 and 04-06 from March to June 2005. Captain Maloney was instrumental in the battalion's success as he led his rifle company through multiple engagements on the streets of Ramadi for 109 consecutive days. During the first direct enemy assault on a battalion outpost on 18 March, he decisively moved to counter-attack the enemy when his vehicle was struck by an Improvised Explosive Device. Despite being thrown from the vehicle and badly injured, he called in his own medevac and forced the enemy to retreat by maneuvering his forces against them. On 16 June, he led his company into the southwestern sector of Ramadi to kill or capture insurgents. When enemy small arms fire threatened a small detachment, he maneuvered his company to cut off the attackers and protect the force. Suspecting an ambush on his egress route, he instinctively placed his vehicle at the front of the company and began to lead them out of the danger zone. As he personally led his men out of</p>	

	<p>harm's way, a massive explosive device struck his vehicle and killed him. His selfless leadership continued to inspire his Marines as they fought for the next two hours against heavy machinegun, rocket-propelled grenade, and mortar fire. By his zealous initiative, courageous actions, and exceptional dedication to duty, Captain Maloney reflected great credit upon himself and upheld the highest traditions of the Marine Corps and the United States Naval Service.</p> <p>Key points for this discussion will be:</p> <ul style="list-style-type: none"> (1) Definition of honor (2) Definition of courage (3) Definition of commitment <p>Learning Objective: After this guided discussion, you will have a better understanding of the Marine Corps core values of honor, courage, and commitment and how Capt John Maloney's heroic actions exemplified what it means to be a United States Marine.</p>	
<p><u>TIME</u></p>	<p><u>DISCUSSION</u></p> <p><u>KEY POINT 1</u></p> <p>1. What does the word "honor" mean to you?</p> <ul style="list-style-type: none"> - Honesty, fairness, or integrity in one's beliefs and actions - The bedrock of our character. The quality that guides Marines to exemplify the ultimate in ethical and moral behavior; never to lie, cheat, or steal; to abide by an uncompromising code of integrity; to respect human dignity; to have respect and concern for each other. The quality of maturity, dedication, trust, and dependability that commits Marines to act responsibly; to be accountable for actions; to fulfill obligations; and to hold others accountable for their actions. <p>2. What does the following quote mean to you? "Greater love has no one than this, that one lay down his life for his friends."</p> <ul style="list-style-type: none"> - Quote from the Bible, John 15:13 (New International Version) 	<p><u>REMARKS /</u> <u>NOTES</u></p>

	<p>3. From Bronze Star Summary of Action:</p> <p>-Though a skilled tactician and aggressive warrior, Capt Maloney took a personal interest in accomplishing the civil affairs mission designed to improve the lives and infrastructure of the Iraqi people. He devoted himself to improving the vital local medical services for Iraqi women and children. After developing a positive relationship with the medical staff of the Ar Ramadi Maternity and Children's Hospital, he worked to assist in improving their ability to care for the 400,000 citizens in the city and its surrounding rural districts. With an average of 20 infants being delivered daily at the hospital, he focused on critical supply deficiencies noted by the doctors. On 17 May 2005 he arranged for the delivery of \$500,000 worth of medical supplies to the facility. Not satisfied that they had enough supplies specific to infant care and maternity, he arranged for a second shipment of \$25,000 worth of specialized medicines and equipment that were delivered on 16 June 2005. Later that day, after seeking local opinions on how to improve security for Iraqis living in the village, Capt Maloney was killed in action. The contrast of how he lived and died demonstrated his selfless mission to both lead and protect his Marines and improve the lives of the Iraqi people.</p> <p>4. Do you consider Capt Maloney's actions honorable? Why?</p> <p>Interim Summary: We just finished defining honor and discussing how Capt Maloney displayed honor by sacrificing his own life to protect his Marines and the Iraqi people; now let's examine the definition of courage and how Capt Maloney's courage saved lives.</p>	
<p><u>TIME</u></p>	<p><u>DISCUSSION</u></p> <p><u>KEY POINT 2</u></p> <p>1. What does "courage" mean? Do you think that there are different types of courage?</p> <p>- The quality of mind or spirit that enables a</p>	<p><u>REMARKS /</u> <u>NOTES</u></p>

person to face difficulty, danger, pain, etc., without fear; bravery.

- The heart of our core values, courage is the mental, moral, and physical strength ingrained in Marines to carry them through the challenges of combat and the mastery of fear; to do what is right; to adhere to a higher standard of personal conduct; to lead by example, and to make tough decisions under stress and pressure. It is the inner strength that enables a Marine to take that extra step.

- Physical courage is courage in the face of physical pain, hardship, death, or threat of death.

- Moral courage is the ability to act rightly in the face of popular opposition, shame, scandal, or discouragement.

2. From Bronze Star Summary of Action:

- Capt Maloney demonstrated courageous dedication as he led a Quick Reaction Force (QRF) in response to an enemy engagement at Observation Post (OP) 295 on 18 March 2005. While moving to close with the enemy, an Improvised Explosive Device (IED) disabled his High Mobility Multi-purpose Wheeled Vehicle (HMMWV) and threw him nearly thirty meters out of the vehicle. While under intense small arms fire, Capt Maloney disregarded injuries to his back, quickly mounted another vehicle, and continued to the location of the enemy where he supported his Marines in the fight.

- On 16 June 2005, Capt Maloney placed himself at the point of friction and led his company away from the contact until his vehicle was hit by another IED combined with machine gun fire. Though he was mortally wounded from the vehicle explosion, his leadership lived on in the way his company fought and cleared the enemy after his death.

3. Would you say that Capt Maloney was a courageous leader? Do you think his actions inspired his Marines to continue and win the fight?

	<p>Interim Summary: We just finished defining courage and how Capt Maloney's physical courage enabled him to lead his Marines during combat; now let's define commitment and discuss how Capt Maloney showed his commitment to his Marines, the Corps, the Iraqi people, and our country.</p>	
<p><u>TIME</u></p>	<p><u>DISCUSSION</u></p> <p><u>KEY POINT 3</u></p> <p>1. What does the word "commitment" mean to you?</p> <ul style="list-style-type: none"> - A pledge or promise; obligation - The spirit of determination and dedication within members of a force of arms that leads to professionalism and mastery of the art of war. It leads to the highest order of discipline for unit and self; it is the ingredient that enables 24-hour-a-day dedication to Corps and Country; pride; concern for others; and an unrelenting determination to achieve a standard of excellence in every endeavor. Commitment is the value that establishes the Marine as the warrior and citizen others strive to emulate. <p>2. From Bronze Star Summary of Action:</p> <ul style="list-style-type: none"> - While moving to close with the enemy, an Improvised Explosive Device (IED) disabled his High Mobility Multi-purpose Wheeled Vehicle (HMMWV) and threw him nearly thirty meters out of the vehicle. While under intense small arms fire, Capt Maloney disregarded injuries to his back, quickly mounted another vehicle, and continued to the location of the enemy where he supported his Marines in the fight. Though injured from the IED blast, Capt Maloney demonstrated a firm commitment to lead his Marines from the front. - News Article: AR RAMADI, Iraq - A local hospital here running low on medication and other supplies had its healthcare resources fully replenished by Marines and soldiers. Elements from 1st Battalion, 5th Marine Regiment, with help from the Army's 2nd Brigade Combat Team, delivered four sea containers of medical supplies, valued at more than \$500,000, to the Ramadi Maternity and Children's Hospital. 	<p><u>REMARKS /</u> <u>NOTES</u></p>

	<p>The supplies ranged from heart monitors and antibiotics to new bed sheets and bandages. The operation was conducted in an effort to improve medical care for residents of the city, according to Capt. John W. Maloney, commander of Company C, 1st Battalion, 5th Marines. "The hospital was in dire need of the supplies we brought here today," the 36-year-old from Chicopee, Mass., said while standing in the facility's parking lot overseeing supplies being offloaded from the trucks. "The mission shows the Iraqi people that the Marines (and coalition forces) mean well."</p> <p>http://www.2ndmardiv.marines.mil/News/NewsArticleDisplay/tabid/2643/Article/40243/marines-soldiers-deliver-mass-meds-to-ramadi-hospital.aspx</p> <p>We know that Capt Maloney was committed to his Marines; do you think he was committed to the Iraqi people? What actions suggest that he was committed to helping people he did not know?</p>	
<p><u>TIME</u></p>	<p><u>SUMMARY/CONCLUSION</u></p> <p>Today we have defined our Marine Corps core values of honor, courage, and commitment and discussed the how Capt John Maloney's heroic acts embodied each of our core values. I am confident that you now have a better understanding of honor, courage, and commitment and how Capt Maloney's selfless acts exemplified what it means to be a United States Marine.</p> <p>Closing Statement: For more than two centuries Marines have produced victory. It has been the vitality of the Marine leader that has upheld the "critical foundations of our Corps in the searing cauldron of combat." Whatever the challenges, Marines have overcome them using the foundations of Marine Corps leadership—foundations steeped in the values, traditions, customs, and history of our Corps. - <i>MCWP 6-11 Leading Marines</i></p> <p><u>END OF DISCUSSION</u></p>	<p><u>REMARKS /</u> <u>NOTES</u></p>

GUIDED DISCUSSION 2: SEXUAL HARASSMENT

<u>TIME</u>	<u>INTRODUCTION</u>	<u>REMARKS /</u> <u>NOTES</u>
	<p>Good morning my name is _____ today we will be talking about _____.</p> <p>The ground rules for this discussion are:</p> <ol style="list-style-type: none"> (1) No personal attacks on anyone's opinions (2) Allow each participant to express themselves (3) Drinking coffee and soda is allowed (4) Make head calls at your leisure, just don't interrupt the group (5) Keep your language clean as not to offend others (6) PARTICIPATION BY ALL!!!!!! <p>Gain Attention</p> <p>Pfc Jenny Smith is 18-years-old and recently checked into her first unit aboard Camp Lejeune, NC. She works mostly with other junior Marines, and her NCOIC, Sgt Jason Peters, is 23-years-old. During her first week of work, Sgt Peters would sometimes wink or smile at Pfc Smith, and she found it exciting to be noticed by someone attractive and senior in rank. Now, into Pfc Smith's second week, Sgt Peters whistles at her when she arrives for PT every day and regularly jokes that she must get a lot of dates with a mature body like hers. He also tells her that she should consider going on a date with him because "older guys are more experienced than junior Marines."</p> <p>Even though Pfc Smith has no interest in dating Sgt Peters, and these comments make her uncomfortable, she has noticed him saying similar things to other female Marines who go along with it, so she worries she is overreacting. Pfc Smith is also afraid to say something because Sgt Peters is the NCOIC, and she does not want to cause trouble or draw attention to herself.</p> <p>Key points for this discussion will be:</p> <ol style="list-style-type: none"> (1) Definition of sexual harassment (2) Marine Corps Policy on sexual harassment (3) Discuss Pfc Smith's situation 	

	<p>Learning Objective: After this guided discussion, you will have a better understanding of sexual harassment and Marine Corps Policy on sexual harassment.</p>	
<u>TIME</u>	<p><u>DISCUSSION</u></p> <p><u>KEY POINT 1</u></p> <p>1. What does the term sexual harassment mean to you?</p> <p>- Sexual harassment is a form of discrimination that involves unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature.</p> <p>2. Who thinks sexual harassment only occurs between members of the opposite sex? Who thinks it can happen to members of the same sex?</p> <p>- Both victim and the harasser can be either a woman or a man, and the victim and harasser can be the same sex.</p> <p>Interim Summary: We just finished discussing sexual harassment; now let's talk about the Marine Corps Policy on sexual harassment.</p>	<u>REMARKS / NOTES</u>
<u>TIME</u>	<p><u>DISCUSSION</u></p> <p><u>KEY POINT 2</u></p> <p>1. Who thinks sexual harassment occurs in the Marine Corps? In our unit?</p> <p>2. Does the Marine Corps have a policy on sexual harassment? Who can tell the group what Marine Corps' policy is on sexual harassment?</p> <p>- Zero tolerance!</p> <p>- Sexual harassment is prohibited. All leaders (officer, enlisted, and civilian) are obligated to uphold and protect the dignity of all Marine Corps personnel. Sexual harassment devalues the individual and threatens unit cohesion. It has no</p>	<u>REMARKS / NOTES</u>

place in the Marine Corps. How we treat and care for each other and how we feel about our organizations are vital to mission readiness. No individual Marine or civilian employee of the Marine Corps will:

- Commit or allow others to commit sexual harassment.
- Take reprisal action against a person who provides information on an alleged or substantiated incident of sexual harassment.
- Knowingly make a false accusation of sexual harassment.
- While in a supervisory or command position, condone or ignore sexual harassment of which he or she has knowledge or has reason to have knowledge.

3. What are the three criteria for a person's behavior to be considered sexual harassment?

- For a person's behavior to be considered sexual harassment, it must meet three criteria:

- It must be unwelcome. Unwelcome behavior is behavior that a person does not ask for and which that person considers undesirable or offensive. Not everyone has the same perception of "undesirable or offensive." Since the person being subjected to the behavior--the recipient is the one being affected; it is the recipient's perception that counts. Using a "reasonable person standard" from the perspective of the recipient is considered a common sense approach in determining which behaviors might be considered sexual harassment. In this regard, behavior, which the recipient finds unwelcome, should be stopped.
- It must be sexual in nature. Behavior, which is sexual in nature, is fairly easy to determine. Telling sexually explicit jokes, displaying sexually suggestive pictures, talking about sex are obviously "sexual in nature." Some people would consider other behaviors, such as touching, to be sexual in some cases but not in others. Again, the reasonable person standard is considered a

common sense approach. (Sexist behavior: behavior which disparages or discriminates based on gender--is not sexual, however, it is a form of discrimination and equally unacceptable.)

- It must occur in or impact on the work environment. For sexual harassment to occur, the unwelcome behavior must occur in or impact on the work environment.

4. What is the behavior classification system of Green, Yellow, and Red Zones used for? Who can explain differences between the three classifications?

- There is a wide range of behaviors, which can be unwelcome, sexual, and work-connected and can, therefore, constitute sexual harassment. It can be confusing. What if a behavior doesn't meet all three criteria? Some behaviors may be unwelcome and work-connected, but not sexual, such as performance counseling, and obviously do not constitute sexual harassment. To better explain the range of behaviors, which may constitute sexual harassment, the traffic light illustration was developed. Behaviors are divided into three zones, corresponding to the colors on a traffic light.

- Green Zone: Green means "go" on a traffic light and these behaviors are not sexual harassment and can continue. Examples include: touching, which could not reasonably be perceived to be sexual, such as a professional handshake or a friendly pat on the shoulder; counseling on military appearance or conduct; social interaction; showing concern or encouragement in a reasonable manner; a polite compliment; or friendly conversation.

- Yellow Zone: Yellow means "caution" and these are behaviors, which many people would find unacceptable and they could be sexual harassment, particularly if repeated and especially after the offender has been told the behavior is unwelcome. Examples include: violating personal space; cat calls or whistling; questions about personal life; lewd or sexually suggestive comments; suggestive posters or calendars; off-color jokes; leering or

	<p>staring; repeated requests for dates; foul language; unwanted letters or poems; and sexually suggestive touching or gesturing.</p> <p>- Red Zone: Red means "stop" and these behaviors are always sexual harassment. Examples include: making sexual favors a condition for employment rewards; threats if sexual favors are not provided; sexually explicit pictures (including calendars or posters) or remarks; using status to request dates; or obscene letters or comments.</p> <p>Interim Summary: We just finished discussing the Marine Corps' Policy on Sexual Harassment; now let's discuss Pfc Smith's situation.</p>	
<p><u>TIME</u></p>	<p><u>DISCUSSION</u></p> <p><u>KEY POINT 3</u></p> <p>Time permitting; recommend you re-read the Gain Attention prior to asking the following questions.</p> <p>1. Do you think Pfc Smith was sexually harassed? At what point do you think sexual harassment occurred?</p> <p>- Sexual harassment occurred when Sgt Peters whistles at Pfc Smith when she arrives for PT every day and regularly jokes that she must get a lot of dates with a mature body like hers. He also tells her that she should consider going on a date with him because "older guys are more experienced than junior Marines."</p> <p>2. Do any of Sgt Peters' comments fall into the "Red Zone"? Which ones and why? How do you think Sgt Peters' actions and comments made Pfc Smith feel?</p> <p>- She should consider going on a date with him because "older guys are more experienced than junior Marines". (using status to request date)</p> <p>- Possible answers for Pfc Smith's feelings: Uncomfortable, nervous, confused, uneasy, helpless, frustrated, alone, like there's something wrong with me for feeling this way.</p>	<p><u>REMARKS /</u> <u>NOTES</u></p>

3. Do you think Sgt Peters violated any of our Core Values? Which ones and why?

- Honor: The bedrock of our character. The quality that guides Marines to exemplify the ultimate in ethical and moral behavior; never to lie, cheat, or steal; to abide by an uncompromising code of integrity; to respect human dignity; to have respect and concern for each other. The quality of maturity, dedication, trust, and dependability that commits Marines to act responsibly; to be accountable for actions; to fulfill obligations; and to hold others accountable for their actions.

- Courage: The heart of our core values, courage is the mental, moral, and physical strength ingrained in Marines to carry them through the challenges of combat and the mastery of fear; to do what is right; to adhere to a higher standard of personal conduct; to lead by example, and to make tough decisions under stress and pressure. It is the inner strength that enables a Marine to take that extra step.

- Commitment: The spirit of determination and dedication within members of a force of arms that leads to professionalism and mastery of the art of war. It leads to the highest order of discipline for unit and self; it is the ingredient that enables 24-hour-a-day dedication to Corps and Country; pride; concern for others; and an unrelenting determination to achieve a standard of excellence in every endeavor. Commitment is the value that establishes the Marine as the warrior and citizen others strive to emulate.

4. What are some reasons you think Pfc does not want to address Sgt Peters' behavior?

- Fear of reprisal: the major reason why Marines do not report instances of sexual harassment. Indicators of reprisal include reduction in pro/con marks on fitness reports, inequity in duty schedules, or non-recommendation for promotion, retention, school seats, etc.

- Fear of being ostracized by fellow Marines (viewed as a troublemaker).

- Fear of not being believed.

	<ul style="list-style-type: none"> - Lack of awareness about resources. - Lack of trust in the system. - Fear to voice displeasure with another individual's improper comments. <p>5. If you were friends with Pfc Smith, what advice would you give her? What are some options Pfc Smith has?</p> <ul style="list-style-type: none"> - Talk to Sgt Peters or to next individual in Chain of Command. - Consult an Equal Opportunity Advisor or Equal Opportunity Representative. <ul style="list-style-type: none"> • Provide POCs for your unit - File a complaint (informal or formal). <ul style="list-style-type: none"> • Informal: Resolve it at the lowest level possible. Generally with the two individuals talking about the incident to resolution. • Formal: The preferred method is via Request Mast. Initiate an investigation within 72 hours of receipt of the complaint. Complete the investigation within 14 days. Notify CMC Manpower Equal Opportunity Branch (MPE), located at Headquarters Marine Corps, Manpower and Reserve Affairs Department within 20 days of the outcome (substantiated or unsubstantiated) via the Discrimination and Sexual Harassment (DASH) reporting system. 	
<p><u>TIME</u></p>	<p><u>SUMMARY/CONCLUSION</u></p> <p>Today we have discussed a definition of sexual harassment, the Marine Corps' Policy on sexual harassment, and discussed Pfc Smith's situation. I am confident that you now have a better understanding of sexual harassment and Marine Corps Policy on sexual harassment.</p> <p>Closing Statement: The key to stopping sexual harassment is leadership: setting the example and</p>	<p><u>REMARKS / NOTES</u></p>

	<p>treating everyone with dignity and respect. This does not only apply to Officers, SNCOs, and NCOs. It applies to all Marines; police yourself and others if they need it.</p> <p><u>END OF DISCUSSION</u></p>	
	<p><u>REFERENCES:</u></p> <ul style="list-style-type: none"> - MCO 1000.9A: Sexual Harassment - CMC White Letter 06-03: Changing Attitudes Towards Sexual Harassment in the Marine Corps - CMC White Letter 13-96: Sexual Harassment and Fraternalization - SECNAVINST 5300.26D: Department of the Navy Policy on Sexual Harassment - http://www.eeoc.gov/laws/types/sexual_harassment.cfm 	

GUIDED DISCUSSION 3: DRUG ABUSE

<u>TIME</u>	<u>INTRODUCTION</u>	<u>REMARKS /</u> <u>NOTES</u>
	<p>Good morning my name is _____ today we will be talking about _____.</p> <p>The ground rules for this discussion are:</p> <ol style="list-style-type: none"> (1) No personal attacks on anyone's opinions (2) Allow each participant to express themselves (3) Drinking coffee and soda is allowed (4) Make head calls at your leisure, just don't interrupt the group (5) Keep your language clean as not to offend others (6) PARTICIPATION BY ALL!!!!!! <p>Gain Attention</p> <p>You're currently a SSgt and one of your NCOs, who has been a solid performer, comes to you following the random unit-sweep urinalysis. The NCO claims stress at home caused him/her to use drugs for the first and only time in his/her life, and he/she deeply regrets it. The results of the urinalysis subsequently turned out to be negative.</p> <p>Key points for this discussion will be:</p> <ol style="list-style-type: none"> (1) Define an illegal drug (2) Discuss indicators that someone is using drugs (3) Discuss the Marine Corps Policy on Substance Abuse (4) Identify where Marines and Sailors can seek education, information, and help (5) Discuss the Marine Corps Leadership Traits and Principles that may apply <p>Learning Objective: After this guided discussion, you will have a better understanding of why the use, distribution, or possession of illegal drugs or abuse/misuse of prescription and over the counter drugs is inconsistent with our core values as Marines.</p>	

<u>TIME</u>	<u>DISCUSSION</u>	<u>REMARKS /</u> <u>NOTES</u>
	<p><u>KEY POINT 1</u></p> <p>1. What is the definition of a drug?</p> <p>- MCO 5300.17: Any chemical compound, which may be used on or administered to humans or animals, that modifies their physiological or psychological behavior or function.</p> <p>2. What do you think are some of the commonly used drugs in America?</p> <p>- Commonly used drugs:</p> <ul style="list-style-type: none"> • Alcohol • Bath Salts (Synthetic Cathinones) • Club Drugs • Cocaine • Heroin • Inhalants • K2/Spice (Synthetic Marijuana) • LSD (Acid) • Marijuana • MDMA (Ecstasy) • Methamphetamine • Over the Counter Drugs • PCP/Phencyclidine • Prescription Drugs • Salvia • Steroids (Anabolic) <p>For description on each drug, you can go to the following web site: http://www.drugabuse.gov/drugs-abuse</p> <p>2. What is the definition of illegal drugs? Are all drugs are illegal?</p> <p>- MCO 5300.17: Drugs prohibited by law or lawful drugs when obtained or used without proper authority.</p> <p>- Some of the illegal drugs:</p> <ul style="list-style-type: none"> • Ecstasy • Cocaine 	

	<ul style="list-style-type: none"> • Hallucinogens • Amphetamines • Rohypnol • Steroids • Heroin • PCP • Marijuana <p>- Alcohol is considered a drug, but it is legal.</p> <p>Interim Summary: We just finished discussing what an illegal drug is; now let's discuss some indicators that suggest that someone may be using drugs.</p>	
<u>TIME</u>	<u>DISCUSSION</u>	<u>REMARKS / NOTES</u>
	<p><u>KEY POINT 2</u></p> <p>1. Who thinks that some Marines and Sailors abuse drugs or use illegal drugs? What do you think are some indicators that would suggest that someone maybe abusing or using drugs?</p> <p>- Signs of Drug Use:</p> <ul style="list-style-type: none"> • Personality: <ul style="list-style-type: none"> o Becomes disrespectful - is verbally and physically abusive o Is angry a lot, acts paranoid or confused, or suffers from extreme mood swings o Seems depressed and less out-going than usual o Is secretive and lies about what they are doing and where they are going o Is stealing or "losing" possessions they used to value o Seems to have a lot of money, or is always asking for money o Withdraws from the family and family activities • Physical Appearance: <ul style="list-style-type: none"> o Not taking care of hygiene and grooming o Not sleeping or sleeping too much o Loss of appetite o Weight loss or weight gain o Too hyperactive or too little energy • Social Activity: 	

	<ul style="list-style-type: none"> o Drops old friends and activities o Loses concentration and is having trouble remembering things <p>Interim Summary: We just finished discussing some of the indicators of drug use; now let's discuss the Marine Corps Policy on Substance Abuse.</p>	
<u>TIME</u>	<u>DISCUSSION</u> <u>KEY POINT 3</u> 1. What does the Marine Corps "zero tolerance" towards substance abuse mean to you? - MCO 5300.17: The distribution, possession, use, trafficking or distribution of illegal drugs or drug paraphernalia is contrary to the effective performance of Marines and to the Marine Corps mission, and will not be tolerated. 2. Do you think that the distribution, possession, use, trafficking or distribution of illegal drugs or drug paraphernalia is consistent with our core values? 3. Could you trust a Marine that you know uses drugs? Why? Why not? Interim Summary: We just finished discussing the Marine Corps Policy on Substance Abuse; now let's talk about where Marines and Sailors can go to receive education, information, and help.	<u>REMARKS /</u> <u>NOTES</u>
<u>TIME</u>	<u>DISCUSSION</u> <u>KEY POINT 4</u> 1. From the story at the beginning of the discussion, do you think that there is enough evidence to support the NCO's claim that he/she used drugs? What would you do with the NCO and his/her admission to using drugs? What message would your actions or non-actions tell other Marines in your unit? 2. Who thinks that he/she could just be reaching out to you for help?	<u>REMARKS /</u> <u>NOTES</u>

3. Who can tell the group some of the resources that are available to you and your NCO?

- Suggested Resources:

- Chain of Command
- Unit Substance Abuse Control Officer (SACO)
 - Get the name and contact information for your unit
- Consolidated Substance Abuse Counseling Center (CSACC)
 - Provide the location and phone number for the CSACC for your base
- Military One Source
 - <http://www.militaryonesource.com/>
 - For Immediate Help 24/7, Phone: 1-800-342-9647
- Marine Corps Community Services (MCCS) Substance Abuse Program
 - <http://www.usmc-mccs.org/subabuse/?sid=fl>

- Guidance:

- [MARADMIN 520/01](#): Substance Abuse Prevention
- [OPNAVINST 5350.7](#): Drug and Alcohol Abuse Program Management for the Office of Chief of Naval Operations and CNO Claimancy
- [SECNAVINST 5300.28 D](#): Military Substance Abuse Prevention and Control
- [MCO P1900.16F](#): Marine Corps Separation Manual
- MCO 5300.17: Marine Corps Substance Abuse Program

Interim Summary: We just finished discussing where Marines and Sailors can go to receive education, information, and help; now let's talk about which Marine Corps Leadership Traits and Principles would apply to you as the SSgt.

<u>TIME</u>	<u>DISCUSSION</u>	<u>REMARKS /</u> <u>NOTES</u>
	<p data-bbox="305 270 516 296"><u>KEY POINT 5</u></p> <p data-bbox="305 342 1263 443">1. Do you think that any of the Marine Corps Leadership Traits apply to you as the SSgt? Marine Corps Leadership Principles?</p> <p data-bbox="305 485 683 510">- Leadership Traits:</p> <ul data-bbox="354 527 656 1087" style="list-style-type: none"> • <u>J</u>ustice • <u>J</u>udgment • <u>D</u>ependability • <u>I</u>nitiative • <u>D</u>ecisiveness • <u>T</u>act • <u>I</u>ntegrity • <u>E</u>nthusiasm • <u>B</u>earing • <u>U</u>nselfishness • <u>C</u>ourage • <u>K</u>nowledge • <u>L</u>oyalty • <u>E</u>ndurance <p data-bbox="305 1115 760 1140">- Leadership Principles:</p> <ul data-bbox="354 1157 1263 1686" style="list-style-type: none"> • Know Yourself and Seek Self Improvement • Be Technically And Tactically Proficient • Know Your People And Look Out For Their Welfare • Keep Your Personnel Informed • Set The Example • Ensure That The Task Is Understood, Supervised, and Accomplished • Train Your Marines And Sailors As A Team • Make Sound And Timely Decisions • Develop A Sense Of Responsibility Among Your Subordinates • Employ Your Command Within its Capabilities • Seek Responsibilities And Take Responsibility 	

<u>TIME</u>	<u>SUMMARY/CONCLUSION</u>	<u>REMARKS /</u> <u>NOTES</u>
	<p>Today we defined an illegal drug, discussed indicators that someone is using drugs, the Marine Corps Policy on Substance Abuse, identified where Marines and Sailors can go to receive education, information, and help, and discussed the Marine Corps Leadership Traits and Principles that may apply to you as the SSgt. I am confident that you now have a better understanding of why the use, distribution, or possession of illegal drugs or abuse/misuse of prescription drugs is inconsistent with our Marine Corps Core Values.</p> <p>Closing Statement: The abuse of substances is counter to our core values of honor, courage, and commitment. Furthermore, substance abuse decimates physical and mental fitness and has devastating consequences on our families and fellow Marines and Sailors. Substance abuse destroys the ability of our unit to accomplish its mission and is counter to our ethos of taking care of our brothers and sisters in arms.</p> <p><u>END OF DISCUSSION</u></p>	

GUIDED DISCUSSION 4: EQUAL OPPORTUNITY

<u>TIME</u>	<u>INTRODUCTION</u>	<u>REMARKS /</u> <u>NOTES</u>
	<p>Good morning my name is _____ today we will be talking about _____.</p> <p>The ground rules for this discussion are:</p> <ol style="list-style-type: none"> (1) No personal attacks on anyone's opinions (2) Allow each participant to express themselves (3) Drinking coffee and soda is allowed (4) Make head calls at your leisure, just don't interrupt the group (5) Keep your language clean as not to offend others (6) PARTICIPATION BY ALL!!!!!! <p>Gain Attention</p> <p>You are the Maintenance Platoon Commander assigned to Support Company, Engineer Support Battalion. Your Company Commander routinely inspects all the company's rooms in the barracks every Friday morning. For the last three weeks, several members of your platoon have had discrepancies with their rooms. This morning, the Company Commander, 1stSgt, and Company GySgt inspected the rooms with a SNCO from each platoon/section. One Marine from each room was required to be present during the inspection. The same Marines from your platoon had discrepancies again this morning. The discrepancies included rooms that had not been cleaned, racks that were not made, waste cans that were not emptied, and liquor in the room of an underage Marine.</p> <p>The Company GySgt kicked over the waste cans that were not emptied and flipped over the racks that were not made. The Company Commander made the underage Marines pour the contents of the liquor bottle down the drain. In addition to on the spot corrections, the Marines were told they would be required to stand inspection on Saturday morning. Later during the day, three minority Marines are talking and realize they are the only three Marines in your platoon that failed the room inspection. After discussing this, they arrive at the conclusion they failed because they are</p>	

	<p>minorities. That afternoon they approached you and claimed the Company Commander was racist and "had failed them on room inspection because they are minorities".</p> <p>(The Company Commander and Company GySgt are Caucasian. The 1stSgt and several of the SNCOs are minorities.)</p> <p>Key points for this discussion will be:</p> <ol style="list-style-type: none"> (1) Definition of discrimination (2) Marine Corps Policy and Program on Equal Opportunity (3) Marine Corps Leadership Principles Equal Opportunity is based upon <p>Learning Objective: After this guided discussion, you will have a better understanding of discrimination, Marine Corps Policy and Program on Equal Opportunity, and which Leadership Principles the Marine Corps Policy and Program on Equal Opportunity is based upon.</p>	
<u>TIME</u>	<u>DISCUSSION</u>	<u>REMARKS / NOTES</u>
	<p><u>KEY POINT 1</u></p> <p>1. What does the term discrimination mean to you? Are there different forms of discrimination? What kind?</p> <p>- The act, policy, or procedure that arbitrarily denies equal opportunity because of age, color, national origin, race, ethnic group, religion or gender to an individual or group of individuals.</p> <p>- Different forms of discrimination:</p> <ul style="list-style-type: none"> • Racism • Sexism • Religious intolerance • Age • National origin • Sexual harassment <p>2. Have any of you ever been discriminated against? Before you joined the Marine Corps? While in the Corps? Do you think the three Marines who failed the room inspection were discriminated</p>	

	<p>against? Why or why not?</p> <p>-While it may appear that there could have been discrimination, it is most likely not.</p> <p>-The Marines clearly failed room inspection and have been failing continually.</p> <p>-There are other issues such as subordinate leadership in the platoon, chain of command not being utilized and unsubstantiated accusations of a senior commissioned officer.</p> <p>3. If you were the Platoon Commander, which of these options would you choose?</p> <p>A. Tell the Marines they have a valid point, that you will address it with the CO.</p> <p>B. Tell the Marines you do not want to hear from them again, stop complaining.</p> <p>C. Insist the Marines use the chain of command, explain to them they were wrong and they failed the room inspection because of their sub-standard performance. Talk to the NCOs and SNCOs about the issue and make sure they are doing their jobs...providing leadership, supervising and dealing with the problems at the lowest level...there is no reason for the Company Commander to find rooms in an unsatisfactory state of police. Additionally, if there are problems the NCOs and SNCOs should address them with you, the junior Marines should not be bringing them to you. Accompany the CO on the next inspection.</p> <p>Please explain why? Can someone offer another way you could handle the situation?</p> <p>- A and C are the preferred options</p> <p>Interim Summary: We just finished discussing discrimination; now let's talk about the Marine Corps Policy and Program on Equal Opportunity.</p>	
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<u>TIME</u>	<u>DISCUSSION</u>	<u>REMARKS /</u> <u>NOTES</u>
	<p data-bbox="305 268 516 300"><u>KEY POINT 2</u></p> <p data-bbox="305 342 1222 405">1. What does the term Equal Opportunity mean to you?</p> <p data-bbox="305 447 1255 783">- The right of all persons to participate in, and benefit from, programs and activities for which they are qualified. These programs and activities will be free from social, personal, or institutional barriers that prevent people from rising to the highest level of responsibility possible. Persons will be evaluated on individual merit, fitness, and capability, regardless of age, color, national origin, race, ethnic group, religion or gender.</p> <p data-bbox="305 825 1263 961">2. Why do you think the Marine Corps has a policy and program on Equal Opportunity? Why is it important to integrate Equal Opportunity into every aspect of Marine Corps life?</p> <p data-bbox="305 1003 1255 1161">- The Marine Corps is built on the trust and teamwork shared between individual Marines and their leaders. Inherent in this trust is the understanding that fair, scrupulous, and unbiased treatment is the Marine Corps leadership standard.</p> <p data-bbox="305 1203 1255 1507">- The responsibility for accomplishing Equal Opportunity is not dependent on authority or solely the function of any special staff officer. Rather, all Marines are expected to promote camaraderie among individuals, regardless of age, color, gender, race, religion, or national origin, by setting an example of unprejudiced actions and identifying unfair practices to higher authority via the chain of command.</p> <p data-bbox="305 1549 1263 1875">- <u>Purpose of Equal Opportunity</u>: Unlawful discriminatory practices within the Marine Corps are counterproductive and unacceptable. Discrimination undermines morale, reduces combat readiness, and prevents maximum utilization and development of the Marine Corps' most vital asset, its "people". The policy of the Marine Corps is to provide equality of treatment and the opportunity for all Marines to achieve their full potential based solely upon individual merit, fitness, and</p>	

	<p>ability.</p> <p>- <u>Objectives of program</u>: The primary objective is to integrate Equal Opportunity into every aspect of Marine Corps life. Specific objectives are as follows:</p> <ul style="list-style-type: none"> • To build and maintain a cohesive combat ready corps of Marines who are focused and determined to accomplish their mission. • To promote teamwork and cohesion through the elimination of prejudice and harassment. • To ensure Equal Opportunity exists for all Marines. <ul style="list-style-type: none"> ○ We must ensure that every Marine is prized and appreciated for their individual worth, and that each Marine is afforded full opportunity for professional achievement. ○ The obligation of each member of the chain of command is to ensure that this sense of fairness is constant and genuine. An environment of fairness for all Marines is crucial to building a Warfighting unit. <p>Interim Summary: We just finished discussing what Equal Opportunity means and the Marine Corps' Policy; now let's talk about which leadership principles that Equal Opportunity is based upon.</p>	
<p><u>TIME</u></p>	<p><u>DISCUSSION</u></p> <p><u>KEY POINT 3</u></p> <p>1. Which of the Marine Corps Leadership Principles do you think the Marine Corps Policy and Program on Equal Opportunity is based upon? Explain why you think the principle applies.</p> <p>- Possible Answers:</p> <ul style="list-style-type: none"> • Know your Marines and look out for their welfare. • Set the example. • Train your Marines as a team. 	<p><u>REMARKS /</u> <u>NOTES</u></p>

<u>TIME</u>	<u>SUMMARY/CONCLUSION</u>	<u>REMARKS /</u> <u>NOTES</u>
	<p>Today we have discussed a definition of discrimination, the Marine Corps' Policy and Program on Equal Opportunity and the Marine Corps Leadership Principles that Equal Opportunity is based upon. I am confident that you now have a better which Leadership Principles the Marine Corps policy and program on Equal Opportunity is based upon.</p> <p>Closing Statement: Regardless of race, color, gender, religion, age, or national origin every individual deserves the right to be treated with dignity and respect. Semper Fidelis is more than our motto; it is a foundation for living that expresses our dedication to the Corps and the respect we must demonstrate to our fellow Marines and Sailors.</p> <p><u>END OF DISCUSSION</u></p>	
	<p><u>REFERENCE:</u></p> <p>- Marine Corps Order P5354.1D w/Ch 1</p>	

GUIDED DISCUSSION 5: FRATERNIZATION

<u>TIME</u>	<u>INTRODUCTION</u>	<u>REMARKS /</u> <u>NOTES</u>
	<p>Good morning my name is _____ today we will be talking about _____.</p> <p>The ground rules for this discussion are:</p> <ol style="list-style-type: none"> (1) No personal attacks on anyone's opinions (2) Allow each participant to express themselves (3) Drinking coffee and soda is allowed (4) Make head calls at your leisure, just don't interrupt the group (5) Keep your language clean as not to offend others (6) PARTICIPATION BY ALL!!!!!! <p>Gain Attention</p> <p><i>Marine recruiter pleads guilty in sex case</i> The Associated Press Posted : Thursday Aug 28, 2008 15:02:03 EDT</p> <p>SAN DIEGO – A SSgt shamed his uniform when he pleaded guilty to having sex with young women he recruited for the Marine Corps, a military judge said during sentencing.</p> <p>LtCol Jeffrey Meeks sentenced SSgt Timothy J. Hall to one year in prison on Wednesday and ordered a bad conduct discharge.</p> <p>A plea agreement stipulated Hall will only serve four months.</p> <p>The 31-year-old Hall pleaded guilty to charges of fraternization, obstructing justice and violating an order during his court-martial at the Marine Corps Recruit Depot in San Diego.</p> <p>Meeks also found Hall guilty of adultery after a Lcpl at Camp Pendleton testified that he forced her to have sex with him last year in a recruiting office in Oshkosh, Wis.</p> <p>http://www.santacruzsentinel.com/nationalbreaking/ci_10327197</p>	

	<p>Key points for this discussion will be:</p> <ul style="list-style-type: none"> (1) Definition of fraternization (2) Marine Corps policy on fraternization (3) How the Marine Leadership Traits and Principles support the Marine Corps' policy on fraternization <p>Learning Objective: After this guided discussion, you will have a better understanding of the Marine Corps policy on fraternization and how the Marine Corps Leadership Traits and Principles support the policy.</p>	
<p><u>TIME</u></p>	<p><u>DISCUSSION</u></p> <p><u>KEY POINT 1</u></p> <p>1. What is fraternization?</p> <ul style="list-style-type: none"> - Personal relationships that contravene the customary bounds of acceptable senior-subordinate relationships. Fraternization also includes improper relationships and improper social interaction between officer members of different grades and enlisted members of different grades. - Fraternization is a social or business relationship between Marines of different grades in violation of a custom of the Naval Service which, in the eyes of one experienced in military leadership, impacts adversely on good order and discipline, or degrades or at least threatens to degrade the character or status of the position that a Marine holds. - Personal relationships that are unduly familiar and/or do not respect differences in grade or rank <p>2. What types of personal relationships do you think would be considered fraternization?</p> <ul style="list-style-type: none"> - Noncommissioned officers and junior personnel - Staff/Instructor and student personnel - Recruiters and recruits/applicants - Officer and Officer 	<p><u>REMARKS /</u> <u>NOTES</u></p>

	<p>- Enlisted and Enlisted</p> <p>- Officer and Enlisted</p> <p>Interim Summary: We just finished discussing what fraternization is; now let's talk about the Marine Corps policy regarding fraternization.</p>	
<p><u>TIME</u></p>	<p><u>DISCUSSION</u></p> <p><u>KEY POINT 2</u></p> <p>1. Do you think the Marine Corps has a policy on fraternization?</p> <p>- Professional and personal relationships between Marines. Professional and personal relationships, including duty, social, and, business contacts among Marines of different grades will be consistent with traditional standards of good order and discipline and the mutual respect that has always existed between Marines of senior grade and those of lesser grade. Personal relationships between officer and enlisted members that are unduly familiar and that do not respect difference in grade or rank constitute fraternization and prohibited. When prejudicial to good order and discipline or of a nature to bring discredit on the Marine Corps, personal relationships between officer members or between enlisted members that are unduly familiar and that do not respect differences in grade or rank constitute fraternization and are prohibited. Prejudice to good order and discipline or discredit to the Marine Corps may result from any circumstance which calls into question a senior's objectivity, results in actual or apparent preferential treatment, undermines the authority of the senior, or compromises the chain of command.</p> <p>2. Do you think there are circumstances in which an officer can marry and enlisted service member?</p> <p>- The Marine Corps accepts officer/enlisted marriages which occur before the officer receives his commission or before the officer reverts to an enlisted grade. However, misconduct, including fraternization, is neither excused nor mitigated</p>	<p><u>REMARKS /</u> <u>NOTES</u></p>

by subsequent marriage between the parties. Only marriage is recognized as a preexisting relationship.

3. Who believes that committing fraternization in any form is a violation of Marine Corps regulations? Can you be charged under the UCMJ? What articles do you think would apply?

- Article 134, UCMJ. Fraternization has been a listed offense under the UCMJ since 1984.

- Maximum punishment is dismissal, forfeiture of all pay and allowance, and confinement for two years

- Article 133, UCMJ. Whenever a commissioned officer, cadet, or midshipman engages in behavior, which dishonors or disgraces the officer, such as dishonesty, unfair dealing, indecency, lawlessness, injustice, or cruelty, that officer may be prosecuted under Article 133.

- Article 92, UCMJ. Whenever a local command has established regulations or orders as to the conduct of relationships or fraternization, a Marine may be subject to prosecution for fraternization as a violation of an order.

4. Why do you think the Marine Corps has a policy on fraternization?

- The purpose of the Marine Corps policy is to:

- Maintain good order and discipline.
- Promote relationships of mutual respect and confidence between juniors and seniors.
- Prevent adverse impact upon a junior's response to orders, the senior's exercise of command, or the perception of others regarding the senior's impartiality.
- Preserve the integrity of the chain of command.

5. If fraternization occurs in your unit, what problems do you think could arise?

-Possible effects on unit:

	<ul style="list-style-type: none"> • A senior's objectivity can be called into question • It can result in actual or apparent preferential treatment • It can undermine the authority of the senior members • It can compromise the chain of command <p>- The key issue is whether a relationship has developed in which mutual respect of grade is ignored. The relationship need not be male-female.</p> <p>- The military services demand a regard for authority by juniors towards their seniors which experience has shown is enhanced by the observance of decorum, tradition, custom, usage, and conventions, which are peculiar to the services alone. The unquestioned obedience mandated in time of battle rests on regard and respect for authority. This respect is lessened by the failure to observe niceties of military courtesy and other traditions and customs.</p> <p>Interim Summary: We just finished discussing the Marine Corps' policy on fraternization; now let's discuss how the Marine Corps Leadership Traits and Principles support the policy.</p>	
<p><u>TIME</u></p>	<p><u>DISCUSSION</u></p> <p><u>KEY POINT 3</u></p> <p>1. Which of the Marine Corps Leadership Traits did SSgt Hall (from the news article) not possess? Did he violate any of the Marine Corps Leadership Principles?</p> <p>- Possible Leadership Traits:</p> <ul style="list-style-type: none"> • Judgment • Dependability • Loyalty <p>- Possible Leadership Principles:</p> <ul style="list-style-type: none"> • Make sound and timely decisions • Set the example • Seek responsibility and take responsibility for your actions 	<p><u>REMARKS /</u> <u>NOTES</u></p>

	<p>2. What would you do if you were working as a Recruiter's Assistant for SSgt Hall? Would you have the moral courage to confront him? What would you do if he told you to mind your business? Would you look the other way or would you go to the SNCOIC?</p>	
<p><u>TIME</u></p>	<p><u>SUMMARY/CONCLUSION</u></p> <p>Today we have discussed the definition of fraternization, the Marine Corps policy on fraternization, and how some of the Marine Leadership Traits and Principles support the Marine Corps' policy. I am confident that you now have a better understanding of the Marine Corps policy on fraternization and how some of the Marine Corps Leadership Traits and Principles support the policy.</p> <p>Closing Statement: All Marines must understand that professional and personal relationships, including duty, social, and business contacts among Marines of different grades will be consistent with traditional standards of good order and discipline and the mutual respect that has always existed between Marines of senior grade and those of lesser grade.</p> <p><u>END OF DISCUSSION</u></p>	<p><u>REMARKS /</u> <u>NOTES</u></p>
	<p><u>REFERENCES:</u></p> <ul style="list-style-type: none"> - ALMAR Number 185/96, "Marine Corps Manual," Change 3, 13 May 1996 - Manual for Courts Martial (2012 Edition) - Marine Corps Manual, "Military Leadership" Section (PAR 1100) 	