

MARTIAL ARTS CENTER OF EXCELLENCE



BLACK BELT

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

DETAILED INSTRUCTOR OUTLINE

LESSON TITLE

BAYONET TECHNIQUES

COURSE TITLE

BLACK BELT

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

APPROVAL SHEET

DETAILED INSTRUCTOR OUTLINE

LESSON TITLE

BAYONET TECHNIQUES

COURSE TITLE

BLACK BELT

PREPARED BY: MACE STAFF DATE: _____

APPROVED BY: MACE STAFF DATE: _____

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

INSTRUCTOR PREPARATION CHECKLIST

ESSENTIAL DATA

LESSON DESIGNATOR	MA-5.01
LESSON TITLE	Bayonet Techniques
DATE PREPARED	December 2004
TIME	2.5 hrs
METHOD	Lecture, demonstration, practical application
LOCATION	Classroom
INSTRUCTORS REQUIRED	One and assistants as needed
REFERENCES	MCO 1500.54A, 1510.122A, MCRP 3-02B MCRP 6-11B, FMFM 6-7
TRAINING AIDS/EQUIPMENT	Bayonet trainer safety gear, pads

UNITED STATES MARINE CORPS
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DETAILED OUTLINE

BAYONET TECHNIQUES

INTRODUCTION

(3 MIN)

1. GAIN ATTENTION. The Eternal Student never stops learning, never stops becoming something more. He revisits his past victories and defeats in order to learn more about himself and the way he interacts with others. Sometimes the key to a future success is held within a very small detail, perhaps missed as a beginner, when everything was new. With this in mind we will dissect the most basic technique in the Marine Corps Martial Arts Program, the straight thrust.

2. OVERVIEW. In this class we will train, in stages, the straight thrust bayonet technique. We will cover aspects of low light engagements, putting them together with your brown belt bayonet techniques. We will also discuss what it means to be the "Eternal Student" and give some ways to continue to develop as war-fighters and human beings.

3. INTRODUCE LEARNING OBJECTIVES. The Terminal Learning Objectives and Enabling Learning Objectives pertaining to this lesson are as follows:

a. **TERMINAL LEARNING OBJECTIVES.**

(1) Given a low light environment, 782 Gear Plus, Opponents, wooden bayonet trainer, BTPG1, mouthpiece, and without the aid of references, execute bayonet techniques in accordance with the references. (8550.05.01).

(2) Given 782 Gear Plus, and without the aid of references, discuss the Concept of "The Eternal Student" in accordance with the references. (8550.05.16)

b. **ENABLING LEARNING OBJECTIVES.**

(1) Given a low light environment, 782 Gear Plus, Opponents, wooden bayonet trainer, BTPG1, mouthpiece, and without the aid of references, execute bayonet techniques in a one-on-one engagement in accordance with the references. (8550.05.01a)

(2) Given a low light environment, 782 Gear Plus, Opponents, wooden bayonet trainer, BTPG1, mouthpiece, and without the aid of references, execute bayonet techniques in a one-on-two engagement in accordance with the references. (8550.05.01b)

(3) Given a low light environment, 782 Gear Plus, Opponents, wooden bayonet trainer, BTPG1, mouthpiece, and without the aid of references, execute bayonet techniques in a two-on-one engagement in accordance with the references. (8550.05.01c)

(4) Given 782 Gear plus and without the aid of references, discuss the components of the Marine Corps Professional Military Education Program in accordance with the references. (8550.05.16a)

(5) Given 782 Gear plus and without the aid of references, discuss the components of the Marine Corps life long learning program in accordance with the references. (8550.05.16b)

(6) Given 782 Gear Plus and without the aid of references, discuss the purpose of the Marine Corps Professional Reading Program in accordance with the references. (8550.05.16c)

(7) Given 782 Gear Plus, and without the aid of references, discuss the concept of being and becoming in accordance with the references. (8550.05.16d)

4. METHOD/MEDIA. This class will be taught by lecture, demonstration, and practical application.

INSTRUCTOR'S NOTE: *Those with IRFs, set them aside until the end of this period of instruction.*

5. EVALUATION. You will be evaluated by practical application and participation in all bayonet engagements.

TRANSITION: Review material, probe with questions, and introduce new material. Anybody can thrust a bayonet into a dummy with relative ease. It is much harder to do against an actively resisting opponent.

BODY **(145 MIN)**

We will begin by breaking down our posture, movement, and thrust into discrete stages or parts. By breaking down this seemingly "simple" technique we will

discover a layer of complexity that may have previously eluded us. At each of these stages we include contact training to reinforce the "live" nature of these skills, because, face it, few if any of our enemies are going to stand there like a bayonet dummy waiting to be skewered.

1. Safety Precautions During Training. To prevent injury to students, ensure the following:

- a. During stages one and two the "aggressor" will use a striking pad to absorb the Marine's impact.
- b. During stage three the "aggressor" will wear a flack jacket and helmet with a face cage, and use two striking pads to absorb the Marines' impact. The aggressor should stack the two pads front to back and securely grasp the front pad's back seam in order to protect the fingers.
- c. The Marine must exercise good muzzle control and impact squarely in the center of the pads with his/her bayonet trainer during stage three.
- d. Start slowly and increase speed and intensity as proficiency increases.

2. STAGE ONE. This stage focuses on the student's basic posture and movement.

- a. Assume a basic warrior stance at approach distance from the aggressor (who is covering his upper body and head with the striking pad) and begin your approach. Your knees should stay bent, hips low, with short stride length (approx 12-18"). **This is also known as a "combat glide".**
- b. As you approach and close with the aggressor, your **stride length will not deviate**, only your turn-over rate will increase. There should be a significant, noticeable change in speed when you change from approach to close. The change in speed does the following:

- (1) Forces the aggressor to react to your actions, which will ideally put him on the defensive, which you can exploit.
- (2) Changes the timing of the engagement, which makes you a harder target for the aggressor to hit.
- (3) Increases your momentum, which will impart more force in your attack.

- c. Impact the training pad with your left shoulder and hip simultaneously (for a right handed shooter) while striving to maintain your "combat glide". While the shoulder will impact with the pad, it is important to note that the hip should be

driving the shoulder. In other words, the movement should not resemble a tackle. Neither the Marine nor the aggressor should telegraph or brace for the impact. Make contact in a way that allows you to continue through your aggressor, prepared to move on to another engagement.

3. **STAGE TWO.** This stage adds arm movement to the stable platform practiced in stage one. The Marine repeats the sequence for stage one with the following differences:

a. When you close with the aggressor you **should thrust with your palms into the pad at a distance where you get good extension of your arms.** **The arms should not be locked out** (thereby avoiding hyper-extension) but should be extended to an optimal point which:

(1) Allows for the maximum amount of momentum to be built up by the arms, which, when added to your momentum generated by body movement, becomes a much greater momentum transfer than without.

(2) Gives the maximum "stand off" distance, which provides more time for rapid retraction and additional follow on thrusts.

4. **STAGE THREE.** The third stage is the last you will do with a compliant target. The same steps from one and two are followed, but now we include a wooden bayonet trainer for the Marine, and the aggressor will hold two pads, wear a flack jacket and bayonet training gear and helmet for protection.

a. The Marine starts by "locking-in" on his bayonet trainer. This is accomplished by:

(1) Establish a firm grip on the pistol grip with the right hand (for right-handed shooters).

(2) The butt stock of the weapon should be tight and roughly parallel to the right forearm throughout the engagement (as if the forearm and butt stock were taped together). Place the butt stock on the front portion of the right hip, trapping it there with the right forearm.

(3) The left hand will come to rest on the hand guards in a manner that follows the point of the weapon to the enemy's center of mass, supporting the front of the weapon but not over gripping or pulling the point off of target. "Wring the towel" by making pressure with your hands in opposing directions (elbows in), locking the weapon in.

b. You will be able to attack the aggressor from greater distance than before due to the stand off allowed by the bayonet trainer. You should take full advantage of this and maximize the damage inflicted on the aggressor by applying the same principles from stage two.

5. COMMON STUDENT ERROR. It is common for the student to wait too long and thrust too late. As a result, he gets caught up and entangled with his opponent and his bayonet trainer, he has to pull the weapon back too far with his arms (this often referred to as "cocking" the weapon back). These things put the Marine at a serious disadvantage for the following reasons:

a. It completely disrupts the Marine's momentum. Often he will find it necessary to completely stop and reverse direction of movement to clear the blade.

b. Pulling the weapon back that far puts it in the Marine's weaker range of motion, which negatively impacts the power and ability to execute follow on bayonet techniques.

c. Cocking the weapon at any time serves to telegraph the Marine's intent to thrust the bayonet.

Follow on training: After reviewing the basics and applying them to a cooperative opponent like we have done in the previous stages, we can apply our recently polished skills to active, resisting opponents in one-on-one, two-on-one, and one-on-two bayonet trainer engagements like you did in brown belt. It is also good to apply the three stages of the previous exercise to each of the three different types of engagements mentioned. As the eternal student, it is important to revisit these exercises and techniques often. These are very perishable skills. However, they can be maintained and improved upon easily with frequent, short, sustained sessions.

TRANSITION: Review, Probe with questions, Introduce new material. So far we have discussed the safeties and fundamentals involved for training black belt bayonet, are there any questions?

6. THE LOW LIGHT ENVIRONMENT. Night Vision. You can see much more in the dark than you realize. Using your eyes effectively at night requires the application of the principles of night vision: dark adaptation, off center vision, and scanning.

a. Dark adaptation is allowing your eyes to become accustomed to low levels of illumination. It takes about 30 minutes for you to be able to distinguish objects in dim light. Red light is used to not destroy your night vision.

b. Off-center vision is the technique of keeping your attention focused on an object without directly looking at it. When you look directly at an object, the image is formed on the cone region of your eye, which is not sensitive at night. When you look slightly off center (optimum is usually six to ten degrees) of an object, the image is formed on the area of your retina containing rod cells, which are sensitive in darkness.

c. Scanning is using off center vision to observe an area or an object. When you use rod vision the cells being used black out after four to ten seconds and the observed object disappears. You must shift your eyes slightly so fresh rod cells are used. This is accomplished by moving your eyes in short, abrupt, irregular movements over and around your target.

Using your night vision considerations alone will not guarantee your victory in a low light environment. It is necessary to combine these attributes with all of the others you have practiced, such as, movement, posture, and technique. Low light engagements usually call for you to adjust your approach and close speeds due to uncertain terrain, making this dangerous training.

However, it is imperative that we be able to operate in a low-light environment for many of our missions, so once again, we have to train as we fight.

TRANSITION: Review, Probe with Questions, Introduce new material. At this point we have trained different scenarios for low light conditions, are there any questions?

7. THE ETERNAL STUDENT. As stated in his Commandant's Guidance (ALMAR 023-99), General Jones believes that PME not only causes Marines to experience personal and professional growth, but also increases their self-worth and productivity.

The development of a Marine leader is never ending. The Marine Corps envisions four elements, or pillars, of leadership development:

a. First is education, the development of a creative mind that has the ability to question, to reason, and to think under pressure and to successfully lead Marines in combat.

b. Second is training, which is usually performance based and measured against a standard. For Marines, training will dominate the early part of their career; however, Marines never stop training.

c. Third is experience; the knowledge based on day-to-day events that occur throughout life.

d. Fourth is self-development, the individual commitment to the profession of arms through activities as professional reading and off-duty education.

The Marine Corps provides a full spectrum of professional military education (PME) for all personnel, officer and enlisted, commensurate with their grade level of responsibility. The Marine Corps PME courses are also available to some international military students.

8. LIFE LONG LEARNING PROGRAMS. The Marine Corps' Life Long Learning Program's mission is to provide a variety of world-class educational programs offering opportunities that inspire and prepare Marines with career progression, enlighten and strengthen the Corps'. Lifelong learning will provide goals for the Marine Corps Community and guide them into the next century by assisting in the development of the "Total Marine". Some of these programs include: the Tuition Assistance Program, Dante's Examination Program, Military Academic Skills Program, the G.I. Bill, the U.S. Military Apprenticeship program. The Lifelong Learning Programs Branch (MRV) at Headquarters Marine Corps is guided by DOD Directive 1322.8 to provide programs for the following areas:

- Adopt-A-School Program.
- Afloat Education Program.
- United Services Military Apprenticeship Program (USMAP).
- Defense Activity for Non-Traditional Education Support (DANTES).
- School Age Family Member Program.
- Library Programs.
- Marine Corps Satellite Education Network (MCSEN).
- Military Academic Skills Program (MASP).
- Military Installation Voluntary Education Review (MIVER).
- Military Tuition Assistance (TA).
- Montgomery GI Bill (MGIB).
- Sailor/ Marine American Council on Education Registry Transcript (SMART).
- Service members Opportunity Colleges Marine Corps (SOCMAR).
- Spouse Tuition Assistance (TA).

Lifelong Learning also provides policy, procedures and funding for the Lifelong Learning Offices on Marine Corps Bases and Installations.

9. MARINE CORPS PROFESSIONAL READING PROGRAM. The purpose of the Marine Corps Professional Reading program is to encourage Marines to read books that have a direct relationship to war fighting. We will do this by issuing the Commandant's intent on professional reading in ALMAR 246/96 and the list by MCBUL 1500.

a. CMC's Intent

(1) In an era of constrained resources, our professional reading program is designed to provide Marines with an intellectual framework to study warfare and enhance their thinking and decision making skills. The mind, like the body, grows soft with inactivity. All Marines must understand that mental fitness is as demanding and as important as physical fitness, as both require commitment and perseverance. In a world characterized by rapid change and great uncertainty, our reading program will act as a combat multiplier by providing all Marines with a common frame of reference and historical perspective on warfare, human factors in combat and decision-making. In so doing, the program will also strengthen the threads of cohesion that make our Marine Corps unique.

(2) The CMC reading list, issued as MCBUL 1500, establishes the framework for professional reading. Valuable periodicals include the Marine Corps Gazette, the Naval Institute Proceedings, and Military Review.

(3) As part of our overall professional military education program, I encourage Marines to comply with the guidelines established in the reading list. We have no more important responsibility to the American people than to be ready to fight and win our nation's battles. Education is critical—perhaps central—to this ability. Our professional reading program will help us to achieve this.

10. BEING AND BECOMING. Being and Becoming - There are many discussions on this topic available for your personal use, each with their own connotations, depending on their frame of reference. We will discuss them from our own perspective, with an understanding that this concept reaches far beyond the scope of our limited discussion.

a. Being is a stagnant notion. It evokes a view that one has accomplished everything there is to do for one's station in life. It does not allow room for growth. We generally find those that feel that they have arrived, as egotistical or arrogant. They are unable to move past the things they do not know, because they have determined that they already have all of the information they need to reach a decision. Their ways of training become less proficient. If we feel that we have become something, then there is no reason to continue striving for it. We stop growing and often slide into a state of disrepair, where we are nowhere near where we think they are.

b. Becoming is a dynamic state, which allows for limitless growth. When we exist in this state we do not limit ourselves, or become so defined by our past accomplishments. Marines that are always becoming are not threatened by new ways to accomplish the mission, because they are open to the ideas that they have not come across yet. They are not easily defeated, as they are able to take

in new information, adapt to a changing environment, and overcome the challenges of their enemies.

TRANSITION: Review, Probe with questions, move to summary. The development of a Marines leadership is never-ending, and learning to become a dynamic learner allows for limitless growth.

SUMMARY **(2 MIN)**

We have discussed the attributes of the eternal student, and many of the programs the Marine Corps has to facilitate our constant evolution as war fighters. We have also revisited a skill set and re-explored its complexities, discovering a new level of understanding. By keeping the "tan belt mentality". We are always ready to undertake new challenges and rise to any occasion, day or night, 365 days a year as America's force in readiness.

INSTRUCTOR'S NOTE: *The instructor will collect the IRF's from designated personnel.*

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QUANTICO, VIRGINIA 22134

DETAILED INSTRUCTOR OUTLINE

LESSON TITLE

Sweeping Hip Throw

COURSE TITLE

Black Belt

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APPROVAL SHEET

DETAILED INSTRUCTOR OUTLINE

LESSON TITLE

SWEEPING HIP THROW

COURSE TITLE

BLACK BELT

PREPARED BY: MACE STAFF DATE: _____

APPROVED BY: MACE STAFF DATE: _____

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INSTRUCTOR PREPARATION CHECKLIST

ESSENTIAL DATA

LESSON DESIGNATOR	MA-5.02
LESSON TITLE	Sweeping Hip Throw
DATE PREPARED	December 2004
TIME	1.5 hr
METHOD	EDIP and Guided Discussion
LOCATION	training area
INSTRUCTORS REQUIRED	One and assistants as needed
REFERENCES	MCO 1500.54B, MCO 1510.122A, MCRP 3-02B, MCRB 6-11B
TRAINING AIDS/EQUIPMENT	MOUTHPIECE

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DETAILED OUTLINE

SWEEPING HIP THROW

INTRODUCTION **(3 MIN)**

- 1. GAIN ATTENTION**. In any combat situation, sizes and strengths of your opponents will vary. Marines will never have the opportunity to choose their enemies on the battlefield and will need the skills to handle any situation with any opponent. During this class, you will learn to gain a tactical advantage on your opponent using the sweeping hip throw. We will also learn about the Leader/Follower relationship in the Corps.
- 2. OVERVIEW**. The purpose of this period of instruction is to give you the skills to properly execute the sweeping hip throw. We will also discuss the leader and follower relationship between Marines.
- 3. INTRODUCE LEARNING OBJECTIVES**. The Learning objectives pertaining to this lesson are as follows:

a. **TERMINAL LEARNING OBJECTIVES**.

(1) Given 782 gear plus, opponent, mouthpiece, and without the aid of references, execute a sweeping hip throw, in accordance with the references. (8550.05.02)

(2) Given 782 gear and without the aid of the reference, discuss the concept of "The Leader and the Follower" in accordance with the references. (8550.05.13)

b. **ENABLING LEARNING OBJECTIVES**.

(1) Given 782 gear plus, opponent, mouthpiece and without the aid of references, execute entry in accordance with the references. (8550.05.02a)

(2) Given 782 gear plus, opponent, mouthpiece and without the aid of references, execute off-balancing in accordance with the reference. (8550.05.02b)

(3) Given 782 gear and without the aid of references, discuss the definition of follow ship in accordance with the references. (8550.05.13a)

(4) Given 782 gear and without the aid of references, discuss the Marine Corps philosophy on senior-subordinate relations in accordance with the references. (8550.05.13b)

4. METHOD/MEDIA. This class will be taught by lecture, demonstration, and practical application.

INSTRUCTOR NOTE: Inform the students with IRFs, to set them aside and complete them at the end of the lesson.

5. EVALUATION. Topics from this lesson will be evaluated by performance and oral evaluation when requirements are met.

TRANSITION: Review material, probe with questions, and introduce new material. So far, we have covered the purpose, your TLOs and ELOs, how I will teach this class, and how you will be evaluated. (Probe Students) Now, we will cover an introduction to throws and the safety precautions used when training throws.

BODY **(85 MIN)**

1. INTRODUCTION TO THROWS.

a. The purpose of a throw is to bring an opponent to the deck to gain the tactical advantage. Throws apply the principles of balance, leverage, timing, and body position to upset an opponent's balance and to gain control by forcing the opponent to the deck. When executing a throw, it is important to maintain control of your own balance and simultaneously to prevent the opponent from countering a throw or escaping after he is forced to the deck.

b. Safety Precautions During Training. To prevent injury during training, ensure the following:

(1) Select a training area with soft footing such as a sandy or grassy area. If training mats are available, use them. A flight deck or hard surface area is not appropriate for training throws.

(2) Perform the techniques for throws slowly at first and increase the speed of execution as proficiency is developed.

(3) Students being thrown should execute the appropriate break fall to prevent injury. To reduce head and neck injuries, ensure chins are tucked and hand placement is correct so students' heads do not hit the deck during the fall.

INSTRUCTOR'S NOTE: *Ensure all safeties are explained to student and supervised during the practical application of the techniques*

TRANSITION: Review material, probe with questions, and introduce new material. Now that we have covered our safety precautions, we will next talk about the three portions, or parts, of a throw.

2. THE THREE PARTS OF A THROW.

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

(1) Balance. In any Martial Arts scenario, it is important for you to maintain your own balance. The last place you want to be in a Martial Arts confrontation is on the deck. Keep a strong base, a low center of balance, feet shoulder width apart, and stay on your toes to enable you to move quickly.

b. Off-balancing. The second piece of a throw is off-balancing. Off-balancing techniques are used to control an opponent by using the momentum of the opponent to move or throw him. Off-balancing techniques can be used to throw an opponent to the deck while you remain standing, or they can be used to put you in a position for a strike, a choke, etc. Off-balancing also aids in execution of throws because your opponent is unable to fight your attack with full strength due to being off-balanced.

c. Angles of Off-balancing. There are eight angles or directions in which an opponent can be off-balanced. Imagine the angles at your feet labeled with Forward, Rear, Right, Left, Forward Right, Forward Left, Rear Right, and Rear Left.

(1) The angles correspond to your perspective, not the opponent's.

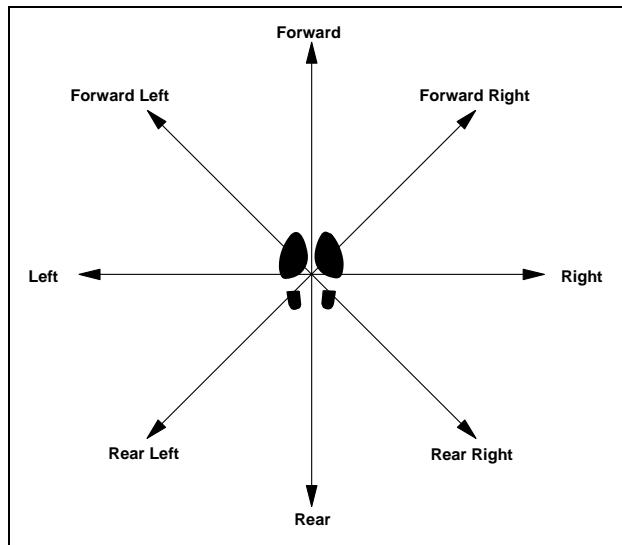
(2) Forward, Rear, Right, and Left are straight angles.

(3) Forward Right, Forward Left, Rear Right, and Rear Left are considered quadrants, at a 45-degree angle in either direction to your front or your rear.

d. Off-balancing Techniques. An opponent can be off balanced by pushing or pulling. An opponent can be pulled or pushed with your hands, arms, or body.

(1) Pulling. Pulling is performed by grabbing an opponent with your hands and driving him forcefully to one of the rear quadrants or right or left.

(2) Pushing. Pushing is performed by grabbing the opponent with your hands and driving him forcefully into one of the front quadrants or right or left. Bumping is executed in the same manner as pushing but without using your hands to grab the opponent. Instead, use other parts of your body such as your shoulders, hips, and legs.



e. Principles of Off-balancing.

(1) Off-balancing techniques rely on the momentum of the opponent. For example, if the opponent is charging at you, you can pull him to drive him to the deck. Likewise, if the opponent is pulling on you, you can push him to drive him to the deck.

(2) Off-balancing techniques rely on the generated power of the opponent. In combat, you are often tired and may be outnumbered. Depending on the generated energy and momentum of the opponent, you can employ these techniques with very little effort and still provide effective results.

(3) Because off-balancing techniques rely on the momentum and power generated by the opponent, they are particularly effective techniques for men and women who may be outsized by their opponent or lack their opponent's strength.

f. Practical Application for Off-balancing.

(1) Begin the practical application with students facing one another. Designate one student as the opponent and the other to perform off-balancing.

(2) Direct students: With your left hand, grasp the opponent's right hand, with your right hand, grasp the opponent's left shoulder, etc.

(3) Practice each of the eight angles of off-balancing. Ensure students push or pull just enough to see that the opponent is off-balanced, not to drive the opponent to the deck. When the opponent takes a step back or forward, he is off-balanced and compensating to maintain his balance.

g. Execution. The third and final piece of a throw is the execution. Whatever steps remain in the throw to take the opponent to the deck are utilized here. Each piece before this is just to set up and assist in this final process.

INSTRUCTOR'S NOTE: *All techniques taught during this lesson are for right-handed students. Left-handed students should reverse instructions as necessary.*

TRANSITION: Review material, probe with questions, and introduce new material. We have covered the three parts of a throw so far. Now, we will talk about how all three will come together to execute the sweeping hip throw.

3. THE SWEEPING HIP THROW.

a. Sweeping Hip Throw. If an opponent is moving toward you to attack, a sweeping hip throw can be used to take the opponent to the deck while you remain standing. A sweeping hip throw is particularly effective if the opponent is moving forward or pushing on you. Execution of the sweeping hip throw uses the opponent's forward momentum.

b. Training the Technique. To teach the sweeping hip throw, walk students through the technique, step by step, working on proper body position and execution. To teach the sweeping hip throw, have the student:

INSTRUCTOR NOTE: *Remind student's that this is very similar to what they already know; they learned the Hip Throw in Gray Belt.*

- (1) Stand facing the aggressor in the basic warrior stance.
- (2) Grab the aggressor's right wrist with your left hand.
- (3) Step forward with your right foot to the inside of the aggressor's right foot. Your heel should be between his feet and your toes should be even with the aggressor's toes.
- (4) Step back with your left foot, rotating on the ball of your right foot. Your heels should come close together resembling the foot position in the position of attention. Your feet should be in between the aggressor's with your knees bent.
- (5) At the same time, rotate your waist, and hook your right hand around the back of the aggressor's body anywhere from his waist to his head, depending on your relative sizes and heights. If the aggressor is shorter than you, it may be easier to hook your arm around his head.
 - (a) Hand placement should allow you to control the aggressor and pull him in close to you.
 - (b) Your back side and hip should be up against the aggressor.
- (6) Rotate your hip up against the aggressor. Your hips must be lower than his. Use your right hand to pull the aggressor up on your hip to maximize contact.
- (7) Pull the aggressor's arm across your body and, at the same time, slightly lift him off the ground by bending at the waist, straightening your legs.
- (8) Once the aggressor starts to come off the deck forcefully, sweep his upper right thigh back with your right leg.
- (9) At the same time continue to pull the aggressor's right arm forcefully to the left across your body to assist in bringing him to the deck.
 - (a) If the aggressor cannot be easily lifted, your body positioning is not correct.
 - (b) Practice these steps as many times as necessary until you determine proper body positioning.
- (10) Practice the steps again and, this time, continue this action to force the aggressor to the ground.

TRANSITION: Review material, probe with questions, and introduce new material. This throw will give you the skills to take your opponent to the deck and gain the tactical advantage. Leadership is a skill that is also very important in combat and being a good follower is just as important.

4. THE CONCEPT OF "THE LEADER AND THE FOLLOWER".

a. A leader is defined as "one who or that which leads." A follower is defined as "one in service of another, one that follows the opinions or teachings of another, or one that imitates another." In the Marine Corps, this leader-follower is discussed as senior-subordinate relations. Many join the Corps to be leaders of Marines, but we must remember all leaders are also followers of someone else. Thus, we come into the Corps to be leaders--and we continuously talk about, read, and discuss leadership--but the follower part, or follower-ship, is often overlooked. Let us discuss follower-ship.

(1) Follower-ship must be an integral part of our philosophy, for it is the base upon which future leaders are tempered and its enhancement among subordinates will ensure that professionalism is keyed at all levels--followers, as well as leaders.

(2) We spend most of our formative years in following (and demonstrating signs of leadership) and though we study and try to abide by the leadership principles, we tend to copy the style and methods used by former leaders. We pick out some leader, or the strong points of several leaders whom we have followed, and try to emulate them. Marines can also learn what not to do by observing poor leaders. In theory, if a follower could acquire a combination of the good features they have observed in their leaders, they would command the qualities of the ultimate leader. So there is a very close relationship between leadership and follower ship.

(3) The follower must have a personal commitment to the successful completion of his mission or assigned task. The most effective follower is the one who accepts the necessity for compliance and who is committed to placing the needs of others above his own. Dedication is a commitment to a system or ideal. It is the vehicle of self-discipline, competence, responsibility, and professionalism; it is the follower's guideline. Leaders are useless without followers, and followers are useless without leaders.

(4) The most effective follower is that individual who has proven leadership abilities and who is loyal, dependable, obedient, and dedicated to uphold their responsibilities and perform their duties to the best of their ability as well as exert positive influence upon their fellow Marines.

b. Having already developed an understanding of what a leader is and now with an understanding of follower-ship, let's discuss how the two interact.

(1) Leaders must treat their followers as Marines and as individuals. Marines stripped of their dignity, individuality, and self-respect are destined to mediocrity and are potential "problems." The leader must ensure that what is best for the many can be achieved without cramping the life style or withering the individuality and initiative of those who follow. Leaders can achieve loyalty, obedience, and discipline without destroying independence.

(2) The leader must realize each Marine is a unique individual and that it is natural to treat each one differently. The leader who claims: "I treat all my Marines alike," is a confusing leader-follower relations. Leadership relations with all followers should be consistent (i.e., fair, firm, understanding, etc.); their policies must not fluctuate (all shoes will be shined daily and everyone will have a regulation haircut); their actions should be reasonably predictable to their followers, who must know what is expected of them. The Marine from the Bronx who comes from a broken home, however, is different from the Marine from a Kansas farm with close knit family ties--the leader will find it most difficult to counsel, communicate with, or otherwise treat these Marines alike.

(3) Most Marines expect and seek tough training or they wouldn't have joined in the first place; but Marines can be tougher, perform better in garrison, and fight harder in combat if their leaders show they care. Making Marines feel they belong and treating them with dignity and respect makes them feel important and valuable.

c. The philosophy of the leader and follower is based upon the concept that there should exist a "spirit of comradeship in arms" between seniors and subordinates in the Corps. This mutual understanding of their roles as the senior and the subordinate establishes the "Brotherhood/Sisterhood of Marines." As part of this unique bond, each Marine shares the common experience of depending upon fellow Marines for accomplishing the mission. The senior-subordinate relationship is based on a mutual trust and understanding and thrives on trust and confidence.

TRANSITION: Review material, probe with questions, and introduce new material. Leading Marines is something that needs to be continuously developed. Followers also need to prepare for the day when they will fill a leadership position.

SUMMARY

(2 MIN)

Every follower is potentially a leader and every leader is also a follower. This statement defines the fact that every Marine has responsibilities as both a leader and follower. These roles and responsibilities extend beyond the leader and led to

the concept laid down by General John A. Lejeune when he described the relationship of seniors and juniors as that of teacher-to-scholar, and father-to-son. By understanding these roles and the responsibilities that go with them, we will be able to continually develop new leaders for the future. Maintaining and improving techniques like the sweeping hip throw is also very important and both require practice to accomplish.

INSTRUCTOR NOTE: *Inform the students to complete and turn the IRFs in to you at this time.*

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QUANTICO, VIRGINIA 22134

DETAILED INSTRUCTOR OUTLINE

LESSON TITLE

GROUND FIGHTING

COURSE TITLE

BLACK BELT TRAINING

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

APPROVAL SHEET

DETAILED INSTRUCTOR OUTLINE

LESSON TITLE

GROUND FIGHTING

COURSE TITLE

BLACK BELT TRAINING

PREPARED BY: MACE STAFF DATE: _____

APPROVED BY: MACE STAFF DATE: _____

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

INSTRUCTOR PREPARATION CHECKLIST

ESSENTIAL DATA

LESSON DESIGNATOR	MA-5.03
LESSON TITLE	BLACK BELT GROUND FIGHTING
DATE PREPARED	December 2004
TIME	1 hr 45 Min
METHOD	Lecture, demonstration, practical application
LOCATION	Classroom indoor/outdoor training area
INSTRUCTORS REQUIRED	One and assistants as needed
REFERENCES	MCRP 3-2B, MCO 1500.54B, MCO 1510.122A, MCRB 6-11B
TRAINING AIDS/EQUIPMENT	TRAINING AREA

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DETAILED OUTLINE

GROUND FIGHTING

INTRODUCTION **(3 MIN)**

1. **GAIN ATTENTION.** As you may have learned earlier in your martial arts training, the fight may end up on the ground. Because of battlefield conditions, you will want to get off the ground as soon as possible. You have also learned the two basic ground fighting positions, the mount and the guard. Winning the fight on the ground demands rapid, flexible, and opportunistic maneuver. The traditional understanding of maneuver is a spatial one; we maneuver in space to gain a positional advantage. These new techniques will help build this skill.
2. **OVERVIEW.** This lesson will cover the face rip from the guard, straight and bent arm bars from the scarf hold, and Expeditionary Warfare.
3. **INTRODUCE LEARNING OBJECTIVES.** The Learning Objectives pertaining to this lesson are as follows:

a. **TERMINAL LEARNING OBJECTIVES.**

- (1) Given 782 Gear plus, opponent, mouthpiece, and without the aid of references, execute ground fighting in accordance with the references.
(8550.05.03)

- (2) Given 782 Gear plus, and without the aid of references, discuss expeditionary maneuver warfare in accordance with the references. (8550.05.18)

b. **ENABLING LEARNING OBJECTIVES.**

- (1) Given 782 Gear plus, opponent, mouthpiece, and without the aid of references, execute the face rip from the guard in accordance with the references.
(8550.05.03a)

- (2) Given 782 Gear plus, opponent, mouthpiece, and without the aid of references, execute a straight armbar from a scarf hold in accordance with the references. (8550.05.03b)
- (3) Given 782 Gear plus, opponent, mouthpiece, and without the aid of references, execute a bent arm bar from a scarf hold in accordance with the references. (8550.05.03c)
- (4) Given 782 Gear plus, and without the aid of references, discuss the definition of maneuver in accordance with the references. (8550.05.18a)

4. METHOD/MEDIA. This class will be taught by lecture, demonstration, and practical application.

INSTRUCTOR'S NOTE: *Those with IRFs, set them aside until the end of this period of instruction.*

5. EVALUATION. Topics from this lesson will be evaluated by performance evaluation.

TRANSITION: These are fairly simple techniques, but extensive practice time is necessary to ensure mastery.

BODY **(100 MIN)**

1. INTRODUCTION TO FACE RIP FROM THE GUARD.

What you will learn now is a technique to get an opponent out of your guard and into your mount.

a. Purpose. This technique is executed if the opponent is on top of you and your legs are wrapped around the opponent's waist. In this scenario, the opponent is trying to do damage to you by striking at your face and head.

b. Safety Precautions During Training. To prevent injury to students during training, ensure the following:

(1) Have students perform the technique slowly at first, and increase the speed of execution as they become more proficient.

(2) Never execute techniques at full force or full speed.

(3) Students should apply just enough pressure to the opponents' limbs to understand the technique, but not enough pressure to injure or break the limbs.

(a) Once a technique is applied to the point the student is uncomfortable, the student must "tap out" to indicate to his opponent to immediately release pressure or stop the technique.

(b) The student "taps out" by firmly tapping his hand or foot two or more times on any part of the opponent's body that will get his attention.

(4) Ensure training is conducted on a soft-footed area, i.e. sand, mats, or soft grassy area.

Confirm by questions.

INSTRUCTOR'S NOTE: All techniques taught during this lesson are for right-handed students. Left-handed students should reverse instructions as necessary.

2. FACE RIP FROM THE GUARD.

a. Technique. To teach the face rip from the guard position, have the students:

(1) Lay on your back with the aggressor kneeling in your guard.

(2) The aggressor is trying to do damage to you by striking your head.

(3) Pull down on the back of the aggressor's neck or head with both hands so his head is on or next to your right shoulder, chin facing outboard. Hug the back of the aggressor's neck to keep him on your chest and to ensure you have control of his head.

(4) Reach around the back of the aggressor's neck with your left arm and grab his chin with your left hand.

(5) Place your right hand on the right side of the aggressor's chin.

(6) Twist the aggressor's neck by pulling to the left with your left hand and pushing up with your right hand.

(7) Push off the ground with your right foot while blocking the aggressor's right leg with your left leg. Continue to exert pressure on his neck, coming to the mount position over him.

(8) Continue to apply pressure to the aggressor's chin and face with your right hand and follow on with strikes with your left hand to finish him.

TRANSITION: Review material, probe with questions, and introduce new material. To become proficient as a Martial Arts Instructor Trainer, you must be able to perform the techniques for ground fighting, you must understand and be able to apply fault-checking techniques, and you must enforce safety precautions. We will begin by covering the technique for the mount.

3. STRAIGHT ARMBAR FROM THE SCARF HOLD. To train the straight armbar from a scarf hold:

(1) Begin with the aggressor lying on his back. You sit to his right with your back/right side against his right chest/ribs. Place the majority of your weight on your right hip. Wrap your right arm around the back of the aggressor's neck, and grasp his right triceps with your left hand.

(2) Spread your legs to better maintain your balance and to reduce the chances of the aggressor rolling you.

(3) Release the aggressor's triceps with your left hand and grab his right wrist. Apply downward pressure with your left hand on his arm so it is straight across your right leg. Maintain control of his head with your right arm.

(4) Drape your left leg over the aggressor's right forearm and apply downward pressure by forcing your left knee towards the deck. Apply upward pressure with your right leg.

(5) Keep your head and chin tucked to avoid being grabbed or choked by aggressor's free hand. During training apply slow, steady pressure giving your training partner a chance to tap. For joint destruction, quickly scissor legs while maintaining control of your enemy.

TRANSITION: Review material, probe with questions, and introduce new material. If for some reason you cannot get the opponents arm straight and he bends it, you will be able to use another technique.

4. BENT ARMBAR FROM THE SCARF HOLD. To train the Bent Armbar from a scarf hold.

(1) Attempt to put the aggressor in a straight arm-bar, through step three, above. He will often try to bend his arm to avoid the straight arm-bar. When this occurs execute the following steps:

(2) Elevate your right knee over the aggressor's right wrist and trap his wrist in the bend of your right knee.

(3) Press your right knee back to the ground while drawing your right foot towards your buttocks. At the same time, clasp your hands together and pull up on the aggressor's head to apply additional pressure to his shoulder.

(4) Keep your head and chin tucked to avoid being grabbed or choked by the aggressor's free hand. During training apply slow, steady pressure giving your training partner a chance to tap. For joint destruction, quickly draw legs back and jerk up on your enemy's head.

TRANSITION: Review material, probe with questions, and introduce new material. We have trained and practiced the black belt ground fighting techniques, are there any questions?

5. MANEUVER WARFARE.

a. Maneuver warfare is the Marine Corps warfighting doctrine based on rapid, flexible, and opportunistic maneuver. The traditional understanding of maneuver is a spatial one; that is, we maneuver in space to gain a positional advantage.

b. The essence of maneuver is taking action to generate or exploit some kind of advantage over our enemy as a means of accomplishing our objectives as effectively as possible. The advantage may be psychological, technological, or temporal as well as spatial. Especially important is maneuver in time – we generate a faster operating tempo than the enemy to gain a temporal advantage. It is through maneuver in all dimensions that an inferior force can achieve decisive superiority at the necessary time and place.

Maneuver warfare is a warfighting philosophy that seeks to shatter the enemy's cohesion through a variety of rapid, focused, and unexpected actions which create a turbulent and rapidly deteriorating situation with which the enemy cannot cope.

c. Rather than wearing down an enemy's defenses, maneuver warfare attempts to bypass these defenses in order to penetrate the enemy system and tear it apart. The aim is to render the enemy incapable of resisting effectively by shattering his mental, moral, and physical cohesion – his ability to fight as an

effective coordinated whole – rather than to destroy him physically through incremental attrition of each of his components, which is generally more costly and time-consuming. Ideally, the components of his physical strength that remain are irrelevant because we have disrupted his ability to use them effectively. Even if an outmaneuvered enemy continues to fight as individuals or small units, we can destroy the remnants with relative ease because we have eliminated his ability to fight effectively as a force.

d. Inherent in maneuver warfare is the need for **speed** to seize the initiative, dictate the terms of action, and keep the enemy off balance, thereby increasing his friction. We seek to establish a pace that the enemy cannot maintain, so that with every action his reactions are increasingly late – until eventually he is overcome by events.

e. Also inherent is the need to **focus** our efforts in order to maximize effect. In combat this includes violence and shock effect, not so much as a source of physical attrition, but as a source of disruption. We concentrate strength against critical enemy vulnerabilities, striking quickly and boldly where, when, and in ways, which it will cause the greatest damage to our enemy's ability to fight. Once gained or found, any advantage must be pressed relentlessly and unhesitatingly. We must be ruthlessly opportunistic, actively seeking out signs of weakness against which we will direct all available combat power. When the decisive opportunity arrives, we must exploit it fully and aggressively, committing every ounce of combat power we can muster and pushing ourselves to the limit of exhaustion.

f. An important weapon in our arsenal is **surprise**. By studying our enemy we will attempt to appreciate his perceptions. Through deception we will attempt to shape the enemy's expectations. Then we will exploit those expectations by striking at an unexpected time and place. In order to appear unpredictable, we must avoid set rules and patterns, which inhibit imagination and initiative. In order to appear ambiguous and threatening, we should operate on axes that offer numerous courses of action, keeping the enemy unclear as to which one we will choose.

g. Besides traits such as endurance and courage that all warfare demands, maneuver warfare puts a premium on certain particular human skills and traits. It requires the temperament to cope with uncertainty. It requires flexibility of mind to deal with fluid and disorderly situations. It requires a certain independence of mind, a willingness to act with initiative and boldness, and exploitative mindset that takes full advantage of every opportunity, and the moral courage to accept responsibility for this kind of behavior. It is important that this last set of traits be guided by self-discipline and loyalty to the objectives of the seniors. Finally,

maneuver warfare requires the ability to think above our own level and act at our level in a way that is in consonance with the requirements of the larger situation.

TRANSITION: Review material, probe with questions, and introduce new material. Discussed the importance of maneuver warfare and how it relates to a Marine leader, are there any questions?

SUMMARY

(2 MIN)

As has been demonstrated, a one-on-one engagement shares many similarities with our larger concept of maneuver warfare. If we utilize speed, focus, and surprise on the ground with our enemy, we will be able to attack his weakest parts (such as his arms in the arm bars) with our strongest parts (legs) thereby severely limiting his ability to fight.

INSTRUCTOR NOTE: *Inform the students to complete and turn the IRFs in to you at this time.*

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QUANTICO, VIRGINIA 22134

DETAILED INSTRUCTOR OUTLINE

LESSON TITLE

NECK CRANK TAKEDOWN

COURSE TITLE

BLACK BELT

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

APPROVAL SHEET

DETAILED INSTRUCTOR OUTLINE

LESSON TITLE
NECK CRANK TAKEDOWN

COURSE TITLE

BLACK BELT

PREPARED BY: MACE STAFF DATE: _____

APPROVED BY: MACE STAFF DATE: _____

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

INSTRUCTOR PREPARATION CHECKLIST

ESSENTIAL DATA

LESSON DESIGNATOR	MA-5.04
LESSON TITLE	NECK CRANK TAKEDOWN
DATE PREPARED	December 2004
TIME	1 hr 30 Min
METHOD	EDIP and Guided Discussion
LOCATION	training area
INSTRUCTORS REQUIRED	One and assistants as needed
REFERENCES	MCO 1500.54A, MCO 1510.122A, MCRP 3-02B, MCRB 6-11B
TRAINING AIDS/EQUIPMENT	NONE

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DETAILED OUTLINE

NECK CRANK TAKEDOWN

INTRODUCTION

(3 MIN)

- 1. GAIN ATTENTION.** Marines operate within a continuum of force on a daily basis, particularly in support of peacekeeping-type missions. In these situations, Marines must act responsibly to handle a situation without resorting to deadly force. In the third and fourth levels of the continuum of force, compliance techniques, like the neck crank takedown, are applied to control a situation. We must also rely on different leadership styles to accomplish our mission.
- 2. OVERVIEW.** The purpose of this period of instruction is to teach you the neck crank takedown, when it is used, and how to make it most affective for you. We will also learn about different leadership styles and how we can use them.
- 3. INTRODUCE LEARNING OBJECTIVES.** The Learning Objectives pertaining to this lesson are as follows:

a. **TERMINAL LEARNING OBJECTIVE.**

(1) Given 782 Gear plus, opponent, mouthpiece, and without the aid of references, execute the neck crank takedown in accordance with the references. (8550.05.04)

(2) Given 782 Gear plus and without the aid of references, discuss leadership styles in accordance with the references. (8550.05.19)

b. **ENABLING LEARNING OBJECTIVES.**

(1) Given 782 Gear plus, opponent, mouthpiece, and without the aid of references, execute entry in accordance with the references. (8550.05.04a)

(2) Given 782 Gear plus, opponent, mouthpiece, and without the aid of the references, execute off-balancing in accordance with the references. (8550.05.04b)

(3) Given 782 Gear plus and without the aid of the references, discuss the leadership styles most common to the Marine Corps in accordance with the references. (8550.05.19a)

(4) Given 782 Gear plus, opponent and without the aid of the references, discuss the importance of developing the appropriate leadership style in accordance with the references. (8550.05.19b)

4. METHOD/MEDIA. This class will be taught by lecture, demonstration, and practical application.

INSTRUCTOR'S NOTE: Those with IRFs, set them aside until the end of this period of instruction.

5. EVALUATION. Topics from this lesson will be evaluated by performance and EDIP evaluation when requirements are met.

TRANSITION: Review material, probe with questions, and introduce new material. So far, we have covered the purpose, your TLO's and ELO's, how I will teach this class, and how you will be evaluated. (Probe Students) Now, we will cover an introduction to the neck crank takedown and the safety precautions used when training it.

BODY **(85 MIN)**

1. Behavior of the subject. In third level of the continuum of force (resistant – active), the subject first demonstrates physical resistance.

a. The subject does not actively attack the Marine but continues to openly defy the Marine's verbal commands.

b. The following behaviors are the types the Marine may encounter at this level: continued refusal to comply with directions, pulling away, shouting, struggling, locking oneself in a car, or fleeing from the area. At this level, the physical threat to the Marine remains low.

2. Compliance techniques. Compliance techniques are unarmed restraints and manipulation techniques used to physically force a subject or opponent to comply. Compliance can be achieved through martial arts techniques:

a. Pain compliance using joint manipulation and pressure points.

b. Come-along holds.

3. Principles of joint manipulation. Joint manipulation is used to initiate pain compliance and gain control of a subject.

a. Joint manipulation involves the application of pressure on the joints such as the elbow, wrist, shoulder, knee, ankle, and fingers or neck. Pressure can be applied in two ways:

(1) Pressure is applied in the direction in which the joint will not bend. For example, joints such as the knees and elbows only bend in one direction and when pressure is applied in the opposite direction, pain compliance can be achieved.

(2) Pressure is applied beyond the point where the joint stops naturally in its range of movement.

b. There are breaking points on each joint. A slow steady pressure should be applied until pain compliance is reached. Continued pressure will break the joint and may escalate the violence of the situation.

c. Joint manipulation additionally uses the principles of off-balancing. A subject can be better controlled when he is knocked off balance.

4. Safety precautions during training. To prevent injury to students during training, ensure the following:

a. When executing a joint manipulation in training, apply slow, steady pressure until compliance is achieved. Bones can break if too much pressure is applied.

b. Once a technique is applied to the point the student is uncomfortable, the student must "tap out" to indicate to immediately release pressure to stop the technique. The student taps out by firmly tapping his hand several times on any part of his opponent's body to get his attention.

c. Move slowly at first, increasing speed and power with proficiency and your partner's comfort level.

d. Ensure training is conducted on a soft-footed area, i.e. sand, mats, soft grassy area.

Confirm with questions

TRANSITION: Review material, probe with questions, and introduce new material. So far, we have covered some basic information on joint manipulation

and when you would need to use the neck crank takedown. Now lets get into the technique.

5. Neck Crank Takedown

- a. Begin in a static position, feet on line, shoulder width apart, in front of the aggressor. Step in with the right foot while quickly placing your left hand behind the aggressor's head and firmly grasping his upper neck/lower head. At the same time, place the palm of your right hand cupped on the aggressor's chin with your fingers extended across the left side of his face (Do this quickly so he can not pull away).
- b. Pull your left hand down and to the left as you forcefully push the aggressor's chin up and to the right to off-balance him.
- c. Step back with your left foot and continue to apply pressure to the aggressor's neck forcing him to the deck.
- d. Once the aggressor is on the ground, maintain control of him by applying pressure to keep his head on the ground.
- e. Recover to the basic warrior stance, creating a safe distance from the aggressor and maintaining awareness of your surroundings.

Confirm by questions

TRANSITION: Review material, probe with questions, and introduce new material. The neck crank takedown is one of many effective unarmed techniques to de-escalate a potentially dangerous situation. Some Marines choose this technique over others. Leadership is the same way. There are many different affective styles of leadership.

6. LEADERSHIP

- a. Leadership is the life-blood of the Marine Corps. Sadly, there is no single manual or course of instruction that teaches the many styles of leadership. All leaders develop their own leadership style by drawing upon experiences gained from reading, through personal experience, and often from techniques passed down from Marine to Marine. As part of our responsibility as a leader, it is up to each Marine to capture his own ideas and lessons learned, combine them with current Marine Corps doctrine, and pass on to their fellow Marines the importance of leadership. While there is no one manual or course there are some basics that can help you in developing your leadership style.

(1) Leadership style is the behavior pattern of a leader, as perceived by his Marines, while the leader is attempting to influence, guide, or direct their activities. Therefore, a Marine's leadership style is not always determined by his thoughts, but rather by the subordinate's. A leader must always be aware of this perception and how to best approach subordinates in various situations.

(2) Leadership styles range from autocratic, the degree of authority used by the leader, to democratic, the degree of authority granted to the subordinate. The following are the four most common styles of leadership found in the Corps today.

(a) Telling Style. The leader making a decision and announcing it without input from subordinates characterizes one-way communication. In a crisis, the leader is expected to be an authoritarian. As leaders, Marines are expected to always be ready to step to the forefront and take control of any given situation. As war fighters there will be times that we will make decisions without input from subordinates, especially during tense and dangerous situations.

(b) Selling Style. The leader presents a decision and invites questions and comments. This style allows subordinates to know why and what went into the decision-making process. Although this style only allows minimal participation from subordinates, it provides an avenue for better understanding, and when effectively used, it can further motivate those executing the plan. Remember, perception is the key. When leaders take subordinates into their confidence and foster two-way communication, trust and respect is formed both ways.

(c) Participating Style. With this style, the leader presents a problem, gets suggestions and makes a decision. Good two-way communication between the leader and subordinates is paramount for this style. Leaders should discuss possible alternative solutions before making their decision. This leadership style promotes initiative and ingenuity among subordinates.

(d) Delegating Style. When using this style, it is important that the leader's goals, objectives, and restrictions are clear to subordinates. The leader defines limits and allows subordinates to make decisions within those limits. This style uses mission-type orders and guidelines to issue the leader's intent. The subordinate then executes the plan and performs all tasks both specified and implied with minimal supervision. This style hinges on the trust and confidence the leader places in his subordinates.

b. Style Variance. Leadership styles will vary depending on the amount of authority the leader decides to use or delegate. For example, when a leader is dealing with inexperienced subordinates and has a mission to complete within a

tight timeline, the leader may use the telling style. On the other hand, when a leader has multiple tasks to complete, the delegating style could be a good choice. To exercise good leadership, a Marine must be consistent; however, his leadership style must be flexible since no one style is applicable for all situations.

c. Personalities. It is unrealistic to think that one style of leadership can be used effectively to obtain the desired results in every situation. Command is the projection of the leader's personality. Leadership is closely related to one's personality. A leadership style that works well for one may not work well for another. Leadership styles are most effective when they become an implementation of the leader's own philosophy and temperament and when they fit the situation, task and the Marines to be led. Marines should strive to promote all that is positive in their style of leading.

TRANSITION: Review material, probe with questions, and introduce new material. Leadership styles will always change from Marine to Marine. The mission still remains the same and there is always more than one way to accomplish it.

SUMMARY

(2 MIN)

No matter what the leadership styles, the most important aspect of leadership is to accomplish the mission and troop welfare. Whatever style is used, it must be flexible enough to meet any situation while providing for the needs of your Marines. One thing in common among great leaders is the ability to read how people will perceive a given order or action, and use the approach that will best communicate the leader's orders to subordinates. Never be afraid to use different styles because the situation and those being led will never be the same twice. Be dynamic and be the best role-model mentally, morally and physically that you can be. Leaders today create the Corps of tomorrow. We must also lead in many difficult situations.

Marines operate within a continuum of force on a daily basis, particularly in support of peacekeeping- or humanitarian-type missions. In these situations, Marines must act responsibly to handle a situation without resorting to deadly force. The neck crank takedown can be used to help you when that time comes.

INSTRUCTOR NOTE: *Those students with IRFs, have them fill them out and turn them in at the end of the lesson.*

UNITED STATES MARINE CORPS
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THE BASIC SCHOOL
MARINE CORPS COMBAT DEVELOPMENT COMMAND
QUANTICO, VIRGINIA 22134

DETAILED INSTRUCTOR OUTLINE

LESSON TITLE

CHOKES

COURSE TITLE

BLACK BELT TRAINING

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

APPROVAL SHEET

DETAILED INSTRUCTOR OUTLINE

LESSON TITLE

GROUND CHOKES

COURSE TITLE

BLACK BELT TRAINING

PREPARED BY: MACE STAFF DATE: _____

APPROVED BY: MACE STAFF DATE: _____

UNITED STATES MARINE CORPS
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THE BASIC SCHOOL
MARINE CORPS COMBAT DEVELOPMENT COMMAND
QUANTICO, VIRGINIA 22134

INSTRUCTOR PREPARATION CHECKLIST

ESSENTIAL DATA

LESSON DESIGNATOR	MA-5.05
LESSON TITLE	GROUND CHOKE
DATE PREPARED	December 2004
TIME	1.0 hr
METHOD	Lecture, demonstration, practical application
LOCATION	Training area
INSTRUCTORS REQUIRED	One and assistants as needed
REFERENCES	MCO 1500.54A, MCRP 3-02B, MCWP 6-11 MCRP 6-11D
TRAINING AIDS/EQUIPMENT	782 gear, Mouthpiece

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

DETAILED OUTLINE

CHOKES

INTRODUCTION

(3 MIN)

1. **GAIN ATTENTION**. The priority in ground fighting is to get back on your feet as quickly as possible. However, often a ground fight can be ended quickly by executing a choke on the opponent. Chokes are among the most dangerous techniques you will learn. When performed correctly, a choke can render an opponent unconscious in as little as eight to thirteen seconds. Chokes can be easily performed regardless of size or gender. Chokes can be applied from the standing or on the ground.
2. **OVERVIEW**. This lesson will cover the techniques for executing black belt level triangle choke from the guard and the process of sustaining the transformation we all undergo throughout our career.
3. **INTRODUCE LEARNING OBJECTIVES**. The learning objectives pertaining to this lesson are as follows:

a. **TERMINAL LEARNING OBJECTIVES**

(1) Given 782 Gear plus, opponent, mouthpiece, and without the aid of references, execute black belt ground choke in accordance with the references. (8550.05.05)

(2) Given 782 Gear plus and without the aid of references, discuss sustaining the transformation in accordance with the references. (8550.05.20)

b. **ENABLING LEARNING OBJECTIVES**

(1) Given 782 Gear plus, opponent, mouthpiece, and without the aid of references, execute a triangle choke from the guard in accordance with the references. (8550.05.05a)

(2) Given 782 Gear plus, opponent, mouthpiece, and without the aid of

the references, execute a guillotine choke in accordance with the references.
(8550.05.05b)

(3) Given 782 Gear plus and without the aid of the references, discuss the phases of the transformation process in accordance with the references.
(8550.05.20a)

(4) Given 782 Gear plus, opponent and without the aid of the references, discuss the definition of cohesion in accordance with the references.
(8550.05.20b)

(5) Given 782 Gear plus, opponent and without the aid of the references, discuss methods of sustaining the transformation in accordance with the references. (8550.05.20c)

4. METHOD/MEDIA. This class will be taught by lecture, demonstration, and practical application.

INSTRUCTOR'S NOTE: Assign specific students to fill out *Instructional Review Forms (IRFs)*. Have them fill out the *IRFs* after the completion of the period of instruction.

5. EVALUATION. This lesson will be evaluated by performance and oral evaluations.

TRANSITION: Review material, probe with questions, and introduce new material. Regardless of the environment, the purpose of this technique is to apply it quickly and get back on your feet to gain the tactical advantage. We will begin by discussing these principles as well as the safety precautions inherent in training the technique.

BODY **(55 MIN)**

1. Introduction to black belt chokes.

a. Purpose. Just as every other ground technique we have learned up to this point the purpose of this technique is to apply it and quickly get back on your feet to gain the tactical advantage.

b. Safety Precautions During Training. To prevent injury to students during training, ensure the following:

(1) Never execute a choke at full force or full speed during training because the carotid artery could collapse.

(2) Once a technique is applied to the point the student is uncomfortable, the student must "tap out" to indicate to his opponent to immediately release pressure or stop the technique. The student "taps out" by firmly tapping his hand several times on any part of the opponent's body that will get his attention. The student should never go to the point of becoming light headed during a choke.

(3) Do not hold a choke for more than five seconds in training.

(4) Do not apply pressure to the opponent's throat during training because the trachea and windpipe can be crushed. During training ensure students apply the procedures properly for blood chokes and do not execute an air choke.

Confirm by questions

INSTRUCTOR'S NOTE: *All techniques taught during this lesson are for right-handed students. Left-handed students should reverse instructions as necessary.*

2. TRIANGLE CHOKE FROM THE GUARD.

a. Triangle Choke. This technique is executed if the opponent is on top of you and your legs are wrapped around the opponent's waist. In this scenario, the opponent is trying to pass your guard and thus gain the tactical advantage.

b. Training the technique. To teach the triangle choke from the guard position, direct the students as follows:

(1) Begin by lying on your back with the opponent kneeling between your legs in your guard.

(2) The opponent tries to pass your guard by reaching back with his right arm and attempting to throw your left leg over his head.

(3) As the opponent tries to throw your left leg over his head quickly place the back of your left knee along the right side of the opponent's neck.

(4) Bend your left knee so that your calf is applying pressure on the back of your opponent's neck.

(a) The student may elevate his hips slightly to help achieve this position.

(5) With both hands grasp your opponent's left wrist and pull it forcefully towards your left hip.

(6) Maintaining control of your opponent's left arm lift your right leg off the deck, place the back of your right knee on the top of your left ankle.

(7) Exert pressure on your opponent's neck by pushing your right heel towards your buttocks.

(a) You can make this technique more effective by pulling on the back of your opponent's head with both hands and thrusting your hips up.

Confirm by questions and practice.

INSTRUCTOR'S NOTE: Ask Marines as many questions as necessary to ensure they fully understand the material presented in this lesson.

3. GUILLOTINE CHOKE.

a. Guillotine Choke. This technique is performed when your opponent is trying to tackle you by grabbing both your legs or around the waist and forcing you to the ground to gain a tactical advantage.

b. Training the Technique. To teach the technique by having the students start in the standing position (this technique can be performed from either the standing or the ground), direct the students as follows.

(1) Begin with students standing facing each other.

(2) As your opponent tries to tackle you, wrap your right arm around his neck and clasp your hands together, the grip will be optional, then wrap your right leg around his left leg.

(3) By arching the back straight and pulling upward with the clasp of the hands, the force against the neck will cause your opponent to choke out.

c. Training the technique while on the ground.

(1) If you reach the ground, wrap both legs around your opponents body by pulling there legs apart, maintaining a tight clasp around the opponent's neck.

(2) Ensure to arch your back and apply pressure with your legs and arms at the same time.

TRANSITION: Review material, probe with questions, and introduce new material. The triangle choke, as well as other aspects of Ground Fighting, is not the preferred means of combat. However, you must train the techniques so they are learned and executed at an instinctive level. We will now discuss the perpetuation of the character discipline that allows the warrior to thrive in our Corps: Sustaining the Transformation.

4. SUSTAINING THE TRANSFORMATION.

Our Corps does two things for America: we make Marines and we win our nation's battles. Our proficiency at the latter directly affects our ability to successfully accomplish the latter. We make Marines through a process called transformation. During this process, we change young men's lives and young women's lives forever by imbuing them with our nation's highest ideals. Since the birth of our Corps, Marines have been forged in the crucible of our entry-level training, whether it is recruit training or Officer Candidate School. Like those who mustered at Tan Tavern in 1775, today's young men and women enlist in the Corps because they seek adventure and the challenge of being a Marine. Through the years, we have refined and strengthened this process in pursuit of increasingly higher standards. Those who earn the title "Marine" have been polished and honed by attentive mentoring and the application of our time proven leadership traits and principles. Transformation does not end at the conclusion of entry-level training; it continues throughout a Marine's service—whether that service ends after a single enlistment or lasts 30 years. Marines maintain standards that are consistent with our core values of honor, courage, and commitment, and they are held accountable for maintaining the legacy of valor established by the sacrifices of those Marines who preceded them.

Let us now look at the five phases of Sustainment so that we better understand the process.

a. The first phase of the transformation process begins with our recruiters. Recruiters carefully screen the young people who come to our door seeking admittance. Those who have solid character, good moral standards, and personal values are those we embrace and validate. We reinforce the values they hold. Those with undamaged characters, but who are among our society's many "empty vessels," we fill with the ideals and values they so desperately need and seek. We evaluate each candidate based on the whole person and decide on acceptance or rejection through an analysis of risk versus potential. During recruitment, we make it clear "who" they are joining and what "it" is they are expected to become. The Marine recruiter is their mentor and he or she launches their transformation.

The recruiter introduces Poolees to the concept of total fitness — body, mind, and spirit — in our improved delayed-entry program. Poolees are better prepared when they reach recruit training because they receive their first introduction to our core values, enhanced physical conditioning, knowledge of our history and traditions, and study guides that facilitate their transformation.

b. The second phase of transformation takes place during recruit training and officer candidate school. During this phase, we prepare all Marines—male and female, those destined for combat arms, and those destined for combat service or combat service support — to fight on the nonlinear chaotic battlefield of the future. During the second phase, the drill instructor becomes the next person to transform the life of the young person desirous to earn the title Marine. The drill instructor is still the backbone of the recruit training process, and he serves as a role model as recruits accelerate in their transformation. Much of the transformation process occurs during recruit training. Recruit training is only the second of five phases in the process.

c. The third phase of the transformation process is the strengthening of the cohesion that was born during recruit training, the cohesion that binds Marines together. We define cohesion as the intense bonding of Marines, strengthened over time, resulting in absolute trust, subordination of self, an intuitive understanding of the collective actions of the unit, and appreciation for the importance of teamwork. However, cohesion cannot simply exist among peers. Of equal importance is the manner by which individual Marines and their teams identify with their units. The cohesion of a larger unit is the result of several teams of Marines joining for a common mission. All leaders must make unit cohesion one of their highest priorities and principal objectives. The more we reinforce the cohesion of our units, the stronger our units will be and the easier it will be to reinforce individual core values through positive peer pressure, mentoring, and leadership.

d. The fourth phase of transformation is *Sustainment*. Sustainment is continuous, and it will span all we do as Marines throughout our service. Our professional military education schools are designed to educate our leaders—our officers, Staff NCOs, and NCOs — in “whole Marine” character development. Leaders in the operating forces and in the supporting establishment accomplish their missions in ways that support and reinforce our core values and foster team building. Leaders will manifest our core values and mentor their subordinates. We will live our ethos through a shared responsibility for all Marines that lasts until the day a Marine hangs up the uniform for the last time . . . and even longer.

e. The fifth phase of transformation is citizenship. Beyond preparing young Marines to win in combat, what truly distinguish our legacy to our nation are the citizens we produce — citizens transformed by their Marine experience and

enriched by their internalization of our ethos, ideals, and values. As Marines, they have learned a nobler way of life, they are able to draw from their experiences, and they are prepared to be leaders within the Corps and within their communities and businesses. During the making of a Marine, our nation's most tangible benefit comes to fruition during the fifth phase, and that is citizenship. We produce citizens with our core values—the highest ideals in the American character—and place them in an environment where they are held accountable for those values. Nearly 70 percent of all Marines are first-term enlistees. While a few will remain and provide our critical NCO and staff NCO leadership, most have other aspirations and they will depart the active ranks upon completion of 4 years of faithful service. Approximately 20,000 Marines leave the Corps each year. Nonetheless, they will always be United States Marines. The responsibility of being a Marine does not end when they leave our active ranks. In many respects, it only just begins. Be it a 4-year enlistment or a 35-year career, we all must become "Former Marines" eventually. We have every reason to take great pride in our service. We have done something that few Americans today ever consider doing—we have sacrificed our personal comfort and liberties for the health and needs of the nation. In return, we were imbued with time-tested values of honor, courage, and commitment that provide the foundation for personal success in any endeavor. These values serve as a moral compass as we return to school or join the workforce, and these values will make us leaders in our universities, workplaces, and communities.

5. COHESION.

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

a. Individual Morale. As leaders, we must know our Marines and look out for their welfare. Leaders who understand that "morale, only morale, individual morale as a foundation under training and discipline, will bring victory"15 are more likely to keep morale high among individual Marines. A high state of morale, in turn, enhances unit cohesion and combat effectiveness.

b. Confidence in the Unit's Combat Capability. Marines' confidence in their unit's combat capability is gained through unit training. The longer Marines serve and train together in a unit, the more effective they become and the more confident they are in their unit's capabilities. They know what their unit can do because they have worked together before. Keeping Marines together through unit cohesion is a combat multiplier. Rarely do those who maintain confidence in their

unit and in their fellow Marines lose battles. Success in battle can be directly attributed to a unit's overall confidence in its level of performance. Of course, the opposite also holds true; lack of cohesion, lack of confidence, and poor performance preordain a unit's failure. "If the history of military organizations proves any-thing, it is that those units that are told they are second-class will almost inevitably prove that they are second-class."

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

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

e. Vertical Cohesion. Vertical cohesion is not new to our Corps; this dimension of cohesion involves the vertical relationship between subordinate and senior. Vertical cohesion is what draws peer groups into a cohesive unit, such as a battalion or squadron. It is, in part, the building of a mutual sense of trust and respect among individuals of different rank or position. Additionally, vertical cohesion is the sense of belonging that the squad or section maintains relative to its role in the battalion or squadron. Some characteristics of vertical cohesion include unit pride and history, leaders' concern for the Marines, leaders' example, trust and respect for leaders, and shared discomfort and danger. An example of vertical cohesion is when many squads and sections come together to form a cohesive company. Each of these subordinate units plays a different role in the company; however, vertical cohesion draws them together in purpose and mutual

support. This sense of unity has several elements. The first is a common sense of unit pride and history — pride not only in themselves as a unit, but also pride in those who have gone before them. The organizational memory of their past achievements drives the unit to still greater heights. Another element that contributes to vertical cohesion is the quality of leadership and the command climate in the unit. Vertical cohesion is stronger in units with effective, well-trained subordinate leaders. Leaders that show concern for their Marines and lead by example will earn the trust and respect of their subordinates. Another element of vertical cohesion includes shared discomfort and danger, which can occur during shared training.

Mutual Support of Horizontal and Vertical Cohesion. Since the birth of our Corps, Marine units have evidenced horizontal and vertical cohesion to varying degrees and with varying success. However, it is vitally important that these two qualities be developed in combination with each other. Just as the strength of combined arms comes from the combined effects of two or more different arms that mutually support one another, the strength of horizontal and vertical cohesion derives from the combined effects and mutual support they provide each other. Blending vertical cohesion and horizontal cohesion ensures a strong, universal sense of bonding and teamwork among various types of units. If vertical and horizontal cohesion are mutually supported, all these units will be composed of Marines who trust and respect each other. Each type of bond reinforces the other. A cohesive battalion that is comprised of cohesive companies that place the goals and interests of the battalion or company above those of their squad and/or section is an example of the blending of both vertical and horizontal cohesion. The figure on slide #5 depicts that to truly sustain the transformation, we must combine both the vertical cohesion axis and horizontal cohesion axis to achieve our goal of combat readiness. A unit capable of combining vertical and horizontal cohesion is far stronger than a unit that is strong in only a single axis.

SUMMARY

(2 MIN)

In this lesson you have learned yet another technique to help you achieve victory if you are in a close combat situation that goes to the ground. Your effective application of this technique can help you quickly get back to your feet. Likewise, your effective sustainment of the transformation enables you to continue to thrive as one of the World's Finest, a US Marine.

INSTRUCTOR NOTE: *Those students with IRFs, have them fill them out and turn them in at the end of the lesson.*

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

DETAILED INSTRUCTOR OUTLINE

LESSON TITLE

ROLLING KNEE BAR

COURSE TITLE

BLACK BELT

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

APPROVAL SHEET

DETAILED INSTRUCTOR OUTLINE

LESSON TITLE

ROLLING KNEE BAR

COURSE TITLE

BLACK BELT TRAINING

PREPARED BY: MACE STAFF DATE: _____

APPROVED BY: MACE STAFF DATE: _____

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

INSTRUCTOR PREPARATION CHECKLIST

ESSENTIAL DATA

LESSON DESIGNATOR	MA-5.06
LESSON TITLE	ROLLING KNEE BAR
DATE PREPARED	December 2004
TIME	1 hr 30 Min
METHOD	EDIP and Guided Discussion
LOCATION	Training Area
INSTRUCTORS REQUIRED	One and assistants as needed
REFERENCES	MCO 1500.54A, MCO 1510.122A, MCRP 3-02B, MCRP 6-11B
TRAINING AIDS/EQUIPMENT	Soft Footed Training area

UNITED STATES MARINE CORPS
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THE BASIC SCHOOL
MARINE CORPS COMBAT DEVELOPMENT COMMAND
QUANTICO, VIRGINIA 22134

DETAILED OUTLINE

ROLLING KNEE BAR

INTRODUCTION

(3 MIN)

1. GAIN ATTENTION. Often in a martial arts situation, your opponent may apply a choke or hold on you. Chokes and holds put you in a vulnerable position. Using techniques to get out of those techniques is the purpose of training in the program. Being held down physically or emotionally is a stressful burden to have, and it is always helpful to have a technique or a person there to help you get out of that situation. A hold will allow your opponent to control you and thus remove your ability to attack. An emotional hold will do the same, taking away your ability to succeed, but having a mentor in your life to learn from and pull you out of bad situations is definitely a better path to walk down. It is important to identify mentors in our lives and to be a positive mentor to others.

2. OVERVIEW. This lesson will cover the techniques for executing the black belt rolling knee bar.

3. INTRODUCE LEARNING OBJECTIVES. The Learning Objectives pertaining to this lesson are as follows:

a. **TERMINAL LEARNING OBJECTIVES.**

(1) Given 782 Gear Plus, opponent, mouthpiece, without the aid of references, execute a rolling knee bar in accordance with the references.
(8550.05.06)

(2) Given 782 Gear Plus and without the aid of references, discuss mentoring in accordance with the references. (8550.05.21)

b. **ENABLING LEARNING OBJECTIVES.**

(1) Given 782 Gear Plus, opponent, mouthpiece, without the aid of references, explain when to use a rolling knee bar in accordance with the references. (8550.05.06a)

(2) Given 782 Gear Plus, opponent, mouthpiece, without the aid of references, secure leg in accordance with the references. (8550.05.06b)

(3) Given 782 Gear Plus, opponent, mouthpiece, without the aid of references, execute forward shoulder roll in accordance with the references. (8550.05.06c)

(4) Given 782 Gear Plus, opponent, mouthpiece, without the aid of references, apply pressure in accordance with the references. (8550.05.06d)

(5) Given 782 Gear Plus and without the aid of references, discuss the roles of the mentor in accordance with the references. (8550.05.21a)

(6) Given 782 Gear Plus and without the aid of references, discuss the role of the protégé in accordance with the references. (8550.05.21b)

(7) Given 782 Gear Plus and without the aid of references, discuss the mentoring connection in accordance with the references. (8550.05.21c)

4. METHOD/MEDIA. This class will be taught lecture, demonstration, and practical application.

INSTRUCTOR'S NOTES: *Those with IRFs, set them aside until the end of this period of instruction.*

5. EVALUATION. Topics from this lesson will be evaluated by performance evaluation.

TRANSITION: Review material, probe with questions, and introduce new material. As mentioned earlier in your training you are very vulnerable while in your opponent's hold. So you must escape your opponent's hold as quickly as possible. That brings us to this period of instruction, which will help you accomplish that mission.

BODY

(85 MIN)

1. INTRODUCTION TO ROLLING KNEE BAR.

a. Purpose. The purpose of the rolling knee bar is to escape from an opponent's rear bear hug. This technique requires that your arms remain free.

b. Safety Precautions During Training. To prevent injuries to students, ensure the following:

- (1) Select a training area with soft footing such as a sandy or grassy area. If training mats are available, use them. A hard surface area is not appropriate for training counters to chokes and holds.
- (2) Have students perform the techniques slowly at first and increase the speed of execution as they become proficient.
- (3) Once a technique is applied to the point the student is uncomfortable, the student must "tap out" to indicate to his opponent to immediately release pressure or stop the technique. The student "taps out" by firmly tapping his hand several times on any part of the opponent's body that will get his attention.
- (4) Never execute softening techniques at full force.
- (5) Mouth Pieces are required.

Confirm by questions.

INSTRUCTOR'S NOTE: All techniques taught during this lesson are for right-handed students. Left-handed students should reverse instructions as necessary.

TRANSITION: Review material, probe with questions, and introduce new material. As discussed earlier if you are ever trapped in your opponent's hold you are in a very vulnerable situation. Therefore you must break free of this hold as quickly as possible and take the tactical advantage.

2. THE ROLLING KNEE BAR.

a. The Rolling Knee bar. This technique is used if an opponent comes up from behind, attempts a bear hug leaving your arms free. To train the rolling knee:

- (1) The aggressor executes a rear bear hug leaving your arms free.
- (2) Execute rear-horizontal elbow strikes to loosen the aggressor's grasp.
 - (a) Horizontal elbow strikes are aimed at the head, but for training purpose they will be thrown in the air (do not make contact with your training partner).

(b) Other distracters can be executed in a live situation (vertical stomp to instep, rear head-butt, etc.).

(3) Step out slightly with your right foot, bend at the knees and waist.

(4) Reach between your legs with both hands and firmly grasp the aggressor's right leg at or below the knee.

(5) Execute a right-forward shoulder-roll and pull the aggressor's right leg close against your torso.

(6) Upon completing the forward shoulder roll you should be lying on your right hip with the aggressor's leg held tight against your torso.

(a) Your left leg should be between his legs, tight to his groin, left foot supported by your right foot. Keep your knees bent and pinched together so you can control the aggressor's upper leg.

(b) The aggressor's knee should be at or slightly above your groin.

(7) Maintain control of the aggressor's leg and arch your hips into his knee, while pulling back with your body (and arms, which are holding the leg to your torso) and your feet. Apply slow, steady pressure for the submission with your training partner. Thrust your hips forward quickly while yanking back on the enemy combatant's leg for joint destruction.

Confirm by questions and practice.

INSTRUCTOR'S NOTE: Use the EDIP technique to instruct the material in this lesson:

1. Explain each step.
2. Demonstrate each step.
3. Allow students to imitate that step as you explain it one more time.
4. After all steps are explained, demonstrated, and imitated, allow time for students to practice the entire procedures on your command.
5. Allow students practice time during the practical application until they are proficient in the technique.

When instructing technique, have students fall into staggered columns to ensure appropriate space is provided between each pair of students.

Fault check student's performance. Enforce safety precautions.

TRANSITION: Review material, probe with questions, and introduce new material. This technique, if practiced repetitively, is very effective in a situation of being held down or put in some sort of hold. Now the emotional hold life can bring us is also something we must prepare for, with the help of our mentors.

3. MENTORING.

"Leadership is a heritage which has passed from Marine to Marine since the founding of the Corps. . . . mainly acquired by observation, experience, and emulation. Working with other Marines is the Marine leader's school."

a. This quote is at the very heart of what mentoring is all about. Mentoring is a formal or informal program that links junior Marines with more experienced Marines for the purposes of career development and professional growth, through sharing knowledge and insights that have been learned through the years. As such mentoring should be looked at as another method to develop subordinate leaders and ensure the legacy of our past continues unbroken into the future. There are two roles that are important to the Mentoring Program.

(1) Mentor. A senior Marine who voluntarily undertakes to coach, advise, and guide a younger Marine in order to enhance technical/leadership skills and intellectual/professional development. The mentor is a teacher, guide, sponsor, motivator, counselor, coach, door opener, role model, and referral agent.

(2) Protégé. A junior Marine who voluntarily accepts tutelage from a more senior Marine for the purpose of enhancing skills and professional development. The protégé is willing, active, accepting, respectful, professional, and prepared.

(a) The rules that govern a Mentoring Program are informal and established by individual commands within guidelines that describe the proper relationships between juniors and seniors. Where no command-sponsored program exists, mentors and protégé who establish their own "natural" mentoring relationships must adhere to all applicable standards of conduct and regulations for junior/senior professional and personal relationships.

A mentoring program neither replaces the chain of command nor is meant to interfere with command relationships, senior/subordinate relationships, or Request Mast. Mentor/protégé relationships are not to be used to influence fitness reports, pro-con marks, non-judicial punishment or other disciplinary actions.

It is primarily the mentor's responsibility to ensure the mentoring connection is kept on a professional level. The command should know that the mentor and protégé, if in the same unit, are working together to improve the protégé

performance. Don't hide the connection. Be open and above board in all actions. Strictly adhere to the guidelines contained in the Marine Corps Manual.

INSTRUCTOR'S NOTE: *Ask Marines as many questions as necessary to ensure they fully understand the material presented in this lesson.*

SUMMARY

(2 MIN)

You have just learned yet another technique to aide in freeing yourself from an opponent's hold. This technique performed correctly with aggression can quickly free you and give you the upper hand over your opponent. Mentoring can also be a powerful tool to ensure that all Marines perform to the best of their abilities, have opportunities for advancement and self-improvement, and can contribute to the success of the Corps. By definition, a mentor is a trusted counselor or guide; although not specifically mentioned in General Lejeune's comments, the concept of mentoring as a leadership tool was surely applicable then and is certainly applicable now.

INSTRUCTOR'S NOTE: *At the end of this period of instruction the MAIT should be prepared to present one of the black belt character and mental tie-ins.*

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

DETAILED INSTRUCTOR OUTLINE

LESSON TITLE

COUNTER TO PISTOL TO THE HEAD

COURSE TITLE

BLACK BELT

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

APPROVAL SHEET

DETAILED INSTRUCTOR OUTLINE

LESSON TITLE

COUNTER TO PISTOL TO THE HEAD

COURSE TITLE

BLACK BELT

PREPARED BY: MACE STAFF DATE: _____

APPROVED BY: MACE STAFF DATE: _____

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

INSTRUCTOR PREPARATION CHECKLIST

ESSENTIAL DATA

LESSON DESIGNATOR	MA-5.07
LESSON TITLE	Counter To Pistol To The Head
DATE PREPARED	December 2004
TIME	1 hr 15 Min
METHOD	EDIP and Guided Discussion
LOCATION	training area
INSTRUCTORS REQUIRED	One and assistants as needed
REFERENCES	MCO 1500.54A, MCRP 3-02B, MCRB 6-11B
TRAINING AIDS/EQUIPMENT	Pistols, holsters, and cartridge belts

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DETAILED OUTLINE

COUNTER TO PISTOL TO THE HEAD

INTRODUCTION

(3 MIN)

1. **GAIN ATTENTION.** Imagine you are in an unfamiliar area in an urban environment and you turn a corner and a gun is pointed directly at your head. Would you know what to do? Would your reaction time be quick enough to counter the situation? Firearm disarmament techniques are designed to counter such a confrontation while permitting you to gain the tactical advantage against an adversary.
2. **OVERVIEW.** This lesson will cover firearm disarmament techniques including safety precautions inherent in training and techniques to counter an adversary armed with a pistol.
3. **INTRODUCE LEARNING OBJECTIVES.** The Learning Objectives pertaining to this lesson are as follows:

a. **TERMINAL LEARNING OBJECTIVES.**

(1) Given 782 gear plus, opponent, training pistol, pistol holster, mouthpiece, and without the aid of references, execute counter pistol to the head in accordance with the references. (8550.05.07)

(2) Given 782 gear plus, and without the aid of references, discuss tactical decision making in accordance with the references. (8550.05.22)

b. **ENABLING LEARNING OBJECTIVES.**

(1) Given 782 gear plus, opponent, training pistol, pistol holster, mouthpiece, and without the aid of references, execute "double the distance" in accordance with the references. (8550.05.07a)

(2) Given 782 gear plus, opponent, training pistol, pistol holster, mouthpiece, and without the aid of references, disarm opponent in accordance with the references. (8550.05.07b)

(3) Given 782 gear plus, and without the aid of references, discuss the means by which decision making skills are developed in accordance with the references. (8550.05.22a)

(4) Given 782 gear plus, and without the aid of references, discuss the leaders estimate of the situation in accordance with the references. (8550.05.22b)

4. METHOD/MEDIA. This class will be taught by lecture, demonstration, and practical application.

INSTRUCTOR'S NOTE: *Those with IRFs, set them aside until the end of this period of instruction.*

5. EVALUATION. Topics from this lesson will be evaluated orally, written, and performance evaluation.

TRANSITION: Review material, probe with questions, and introduce new material. So far, we have covered the purpose, your TLO's and ELO's, how I will teach this class, and how you will be evaluated. Now, we will cover the safety precautions used when training this technique and a basic introduction.

BODY **(70 MIN)**

1. SAFETY PRECAUTIONS AND INTRODUCTION.

a. Safety Precautions During Training. To prevent injury during training, ensure the following:

(1) Have the students perform the technique slowly at first and increase the speed and power with proficiency.

(2) Obey the four weapons handling safety rules:

(a) Treat every weapon as if it were loaded.

(b) Never point a weapon at anything you do not intent to shoot. (n/a to pistol techniques)

(c) Keep finger straight and off trigger until you are ready to fire.

(d) Keep weapon on safe until you intend to fire.

(3) Before training begins, all Marines will conduct “Unload, Show Clear” for all to ensure weapons are unloaded.

(4) Marines will keep their fingers out of the trigger well during this technique to avoid injury.

b. Introduction to Firearm Disarmament. Firearm disarmament techniques are designed to counter a close-range confrontation in which you are unarmed and your opponent has a firearm (pistol). These techniques are equally effective if you are armed but do not have time to react to draw and present your weapon. The object of firearm disarmament techniques is not to necessarily get control of the opponent’s weapon, but to get control of the situation so you gain the tactical advantage.

INSTRUCTOR’S NOTE: The techniques in this lesson are written for right-handed students and apply to the student and the opponent.

TRANSITION: Review material, probe with questions, and introduce new material. So far we have discussed the safeties and principles to fire arm disarmament, are there any questions?

2. COUNTER TO PISTOL TO THE HEAD.

a. Pistol to the Head (two handed). This technique is performed when you are unarmed and your opponent has a pistol pointing at your head. The pistol must be in close distance to you for this technique to be affective.

b. Technique. To teach the counter when a pistol is pointing toward your head, have the student:

(1) Begin at close range with the aggressor pointing a pistol at your head. The aggressor is holding the pistol with both hands.

(2) Assume a submissive posture, your hands about chest high, palms out. Place your hands as close to the weapon as possible without raising the aggressor’s suspicion. Make a submissive verbal statement.

(3) Grab your aggressor’s wrists with both hands and thrust them upward. At the same time, drop your body and head down quickly, bending your knees.

You must do this at the same time to double your distance from the barrel of the pistol and to clear your head out of the line of fire.

- (a) Maintain control of the aggressor's arm(s).
- (b) It does not matter which hand the aggressor is holding the weapon with, always grab his wrist(s) and clear your head in the same manner.
- (4) Step your right foot to the outside of the aggressor's right foot and trap his arm in your right arm pit. Rotate your torso and thrust your hip into him to off-balance him.
 - (a) Pull your right elbow in tight to your side to trap the aggressor's arms.
 - (b) Retain a firm grip on the aggressor's wrist(s) and do not allow them to rotate in your grasp.
- (5) Maintain your right over hook and, with your left hand, grab the pistol and rotate it out of the aggressor's hand. Make sure the muzzle is never pointed at you and that you keep your hand clear of it.
- (6) Use your hips and your upper-body leverage to off-balance the aggressor and get space between you and the aggressor. Turn toward him, perform an expedient press check, and prepare for follow-on actions

c. Pistol to the Head (one handed).

- (1) Begin at close range with the aggressor pointing a pistol at your head. The aggressor is holding the pistol with the right hand, left arm down.
- (2) Assume a submissive posture, your hands about chest high, palms out. Place your hands as close to the weapon as possible without raising the aggressor's suspicion. Make a submissive verbal statement.
- (3) Grab your aggressor's wrist with both hands and thrust upward. At the same time, drop your body and head down quickly, bending your knees. You must do this at the same time to double your distance from the barrel of the pistol and to clear your head out of the line of fire.

- (a) Maintain control of the aggressor's arm.
- (b) It does not matter which hand the aggressor is holding the weapon with, always grab his wrist(s) and clear your head in the same manner.

(4) Step your left foot to the outside of the aggressor's left foot and trap his arm in your left arm pit. Rotate your torso and thrust your hip into him to off-balance him.

(a) Pull your left elbow in tight to your side to trap the aggressor's arm.

(b) Retain a firm grip on the aggressor's wrist and do not allow them to rotate in your grasp.

(5) Maintain your left over hook and, with your right hand, grab the pistol and rotate it out of the aggressor's hand. Make sure the muzzle is never pointed at you and that you keep your hand clear of it.

(6) Use your hips and your upper-body leverage to off-balance the aggressor and get space between you and the aggressor. Turn toward him, perform an expedient press check, and prepare for follow-on actions

INSTRUCTOR'S NOTE: Ask Marines as many questions as necessary to ensure they fully understand the material presented in this lesson.

TRANSITION: Review material, probe with questions, and introduce new material. When a weapon is at your head, making a good, fast, decision could be the difference between life and death. Making tactical decisions in combat works the same way.

3. MENTAL PREPERATION AND DECISION MAKING.

"It cannot be too often repeated that in modern war, and especially in modern naval war, the chief factor in achieving triumph is what has been done in the way of thorough preparation and training before the beginning of war."

—Theodore Roosevelt

There is a critical need for all Marines to prepare themselves mentally and physically for the rigors of combat. Physical preparation has long been ingrained in our culture and Marines are well known for their physical conditioning. Mental preparation needs to receive the same emphasis. Since success in combat depends in large part on our collective capability to make and execute effective military decisions under physical and emotional stress, it is imperative that all Marines make every effort to exercise and develop their decision making abilities.

We will now discuss some of the elements that make up the decision making process.

a. Military Judgment. How do we make a decision? There is no easy answer to that question; each battle will have its own unique answers. As with so much in warfare, it depends on the situation. No formula, process, acronym, or buzzword can provide the answer. Rather, the answer is in military judgment, in the ability of the leader to understand the battlefield and act decisively. Military judgment is a developed skill that is honed by the wisdom gained through experience. Combined with situational awareness, military judgment allows us to identify emerging patterns, discern critical vulnerabilities, and concentrate combat power.

b. Understanding the Situation. The first requirement of a leader is to understand the situation. The successful tactician studies the situation to develop in his mind a clear picture of what is happening, how it got that way, and how it might further develop. Considering the factors of mission, enemy, terrain and weather, troops and support available-time available (METT-T-S-L), the leader must think through all actions, determine the desired result, and ascertain the means to achieve that result. Part of the leader's thinking should also include assuming the role of the enemy, considering what the enemy's best course of action may be, and deciding how to defeat it. Thinking through these elements helps the leader develop increased situational awareness. Based on this understanding of the situation, the leader can begin to form a mental image of how the battle might be fought. Central to the leader's thinking must be the question, "In this situation, what efforts will be decisive?" The leader asks this question not just once, but repeatedly as the battle progresses. The leader must also address possible outcomes and the new situations that will result from those possibilities. As the situation changes, so will the solution and the actions that derive from it. For every situation, the leader must decide which of the countless and often confusing pieces of information are important and reliable. The leader must determine what the enemy is trying to do and how to counter his efforts. Tactics requires leaders to make decisions. A leader must make decisions in a constantly changing environment of friction, uncertainty, and danger. Making effective decisions and acting on those decisions faster than the enemy is a crucial element of Marine Corps tactics.

c. Acting Decisively. Our ability to understand the situation is useless if we are not prepared to act decisively. When the opportunity arrives, we must exploit it fully and aggressively, committing every ounce of combat power we can muster and pushing ourselves to the limits of exhaustion. The keys to this effort are identifying enemy critical vulnerabilities, shaping the operating area to our advantage, designating a main effort to focus our combat power, and acting in a bold and ruthless manner.

As Marine leaders, whether of fire teams or of a Marine Expeditionary Force, we are responsible for achieving success. In combat, the success we seek is victory—not merely a partial or marginal outcome that forestalls the final reckoning, but a victory that settles the issue in our favor. To be victorious, we must work ceaselessly in peacetime to develop in ourselves a talent for military judgment—the ability to understand a situation and act decisively. Military judgment results from the wisdom gained from experience. It allows us to identify patterns of activity and to concentrate our efforts against a critical vulnerability that will bend the enemy to our will. We must sharpen our ability to make decisions intuitively based on our understanding of the situation. How can we do this?

Two means by which decision making skills could be developed are through the use of tactical decision games and through daily discussions about warfighting. This is outlined in MCO 1500.55 Military Thinking and Decision Making Exercises. It is designed to make mental development a component of our daily training. Everything we do in peacetime should prepare us for combat. Our preparation for combat depends upon training and education that develop the action and thought essential to battle. Knowledge gained through individual reading and study provides the intellectual framework for warfighting study and the raw material necessary to develop critical thinking skills. This Order outlines the means to hone that raw material by daily exercise. Decisions made in war must frequently be made under physical and emotional duress. Our mental exercises in peacetime should replicate some of the same conditions. Imaginative combinations of physical and mental activities provide Marines the opportunity to make decisions under conditions of physical stress and fatigue, thereby more closely approximating combat. Some of the types of training and education that will hone our tactical decision making skills are:

- **Professional Reading and Historical Study:** This includes the professional reading program and PME.
- **War gaming:** This includes Tactical Decision Games located in the Gazette and Leatherneck magazines, Commercial board-based war games, and computer based war games available either commercially or from the Marine Corps Modeling and Simulation and Management Office.
- **Terrain Walks:** Done at the small unit level to include local battlefield studies and those provided by the MCU Staff Ride Handbook.
- **Discussion and Case Study:** This should be accomplished each day by the open discussion of warfighting concepts.

"It follows, then, that the leader who would become a competent tactician must first close his mind to the alluring formulae that well-meaning people offer in the name of victory. To master his difficult art he must learn to cut to the heart of a situation, recognize its decisive elements and base his course of action on these."
—Infantry in Battle

INSTRUCTOR'S NOTE: Ask Marines as many questions as necessary to ensure they fully understand the material presented in this lesson.

TRANSITION: Review material, probe with questions, and introduce new material. The decisions you make in the future will affect more than just you. Your preparation decides the outcome.

SUMMARY (2 MIN)

To be prepared for combat in today's Marine Corps, the Marine must be prepared to react to an armed confrontation at close range. In this instance, the Marine may not be armed or he does not have time to withdraw and present his weapon. Would the Marine know what to do? Would his reaction time be quick enough to successfully counter the situation? The Marine must react quickly and decisively if an opponent points a weapon at him at close range. Through firearm disarmament training conducted by a qualified Martial Arts Instructor Trainer, the Marine will have the skills necessary to counter such a confrontation and gain the tactical advantage.

INSTRUCTOR'S NOTE: At the end of this period of instruction the MAIT should be prepared to present one of the black belt character and mental tie-ins.

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

DETAILED INSTRUCTOR OUTLINE

LESSON TITLE

UPPER BODY STRIKES

COURSE TITLE

BLACK BELT

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

APPROVAL SHEET

DETAILED INSTRUCTOR OUTLINE

LESSON TITLE

UPPER BODY STRIKES

COURSE TITLE

BLACK BELT

PREPARED BY: MACE STAFF DATE: _____

APPROVED BY: MACE STAFF DATE: _____

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

INSTRUCTOR PREPARATION CHECKLIST

ESSENTIAL DATA

LESSON DESIGNATOR	MA-5.08
LESSON TITLE	Upper Body Strikes
DATE PREPARED	December 2004
TIME	2 hr
METHOD	EDIP and Guided Discussion
LOCATION	Training area
INSTRUCTORS REQUIRED	One and assistants as needed
REFERENCES	MCO 1500.54A, MCO 1510.122A, MCRP 3-02B , MCRB 6-11B
TRAINING AIDS/EQUIPMENT	Striking pads and mouthpiece

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DETAILED OUTLINE

UPPER BODY STRIKES

INTRODUCTION

(3 MIN)

1. GAIN ATTENTION. The worst possible scenario in combat is when you find yourself unarmed. You have to rely on your body to survive and accomplish the mission. You have to be able to fight with your bare hands until you can gain a weapon to aid you. The strikes you will learn today will help you in these situations. As we learn to develop our physical skills, we will also learn about instilling and developing values.

2. OVERVIEW. The purpose of this period of instruction is to teach you upper body strikes, when to use them, and how to make them the most effective. We will also discuss instilling and developing values.

3. INTRODUCE LEARNING OBJECTIVES. The Learning Objectives pertaining to this lesson are as follows:

a. TERMINAL LEARNING OBJECTIVES.

(1) Given 782 Gear Plus, opponent, striking pad, mouthpiece, and without the aid of references, execute upper body strikes in accordance with the references. (8550.05.08)

(2) Given 782 Gear Plus and without the aid of the references, discuss instilling and developing values in accordance with the references. (8550.05.23)

b. ENABLING LEARNING OBJECTIVES.

(1) Given 782 Gear Plus, opponent, striking pad, mouthpiece, and without the aid of references, execute a cupped hand strike in accordance with the references. (8550.05.08a)

(2) Given 782 Gear Plus, opponent, striking pad, mouthpiece, and without the aid of references, execute a face smash in accordance with the references.
(8550.05.08b)

(3) Given 782 Gear Plus and without the aid of references, discuss how values and attitudes are developed in accordance with the references.
(8550.05.23a).

(4) Given 782 Gear Plus and without the aid of references, discuss some Marine Corps organizational values in accordance with the references.
(8550.05.23b).

(5) Given 782 Gear Plus and without the aid of references, discuss the leaders role in developing values in accordance with the references.
(8550.05.23c).

4. METHOD/MEDIA. This class will be taught by lecture, demonstration, EDIP and practical application.

INSTRUCTOR'S NOTE: *Have the students with Instructor Rating Forms (IRF), set them aside until the end of this period of instruction.*

5. EVALUATION. Topics from this lesson will be evaluated by performance and oral evaluation when requirements are met.

TRANSITION: Review material, probe with questions, and introduce new material. So far, we have covered the purpose, your TLO's and ELO's, how I will teach this class, and how you will be evaluated. (Probe Students) Now, we will cover an introduction to these strikes and the safety precautions used when training them.

BODY **(115 MIN)**

1. INTRODUCTION TO BLACK BELT UPPER BODY STRIKES.

a. Purpose. The purpose of strikes is to stun the opponent or to set them up for a follow-up finishing technique. Strikes are unarmed individual striking techniques that are performed with the arms and legs as personal weapons.

b. Training the Technique. To train the strikes, have students:

(1) The hands, forearms, and elbows are individual weapons of the arms that can be used to execute strikes including the hammer fist, knife hand, chin jab, eye gouge, elbow strikes, cupped hand strike and the face smash.

(2) These strikes provide a variety of techniques that can be used in any type of close combat encounter.

c. Principles of Execution. Regardless of the strike, there are several principles of execution that ensure its effectiveness.

(1) Generating Power. In executing an effective strike, it is important to generate maximum power by:

(a) Rotating the hips and shoulders into the attack.

(b) Transfer body weight into the attack. Body mass can be transferred into an attack from high to low or from low to high.

INSTRUCTOR'S NOTE: *It is important to teach each strike technique before showing students how to generate power in each technique. To be effective, these techniques must be executed instinctively and delivered with maximum power.*

(2) Muscular Tension. There should be muscular tension in the hand and forearm at the moment of impact to maximize damage to the opponent 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 that the weapon (e.g., hand, elbow) hits and remains on the impact site (target), and follows through the target. This technique will inflict maximum damage on the opponent.

(a) Strikes with the arms are executed with "heavy hands," i.e., the strike is executed by driving through with the strike to allow the weight of the hand to go through the target area of the body.

(b) Contact on an opponent should be made with the arm slightly bent; the arm extends as it moves through the target.

(c) Using this technique, strikes do not have to be executed at full force to be effective.

d. Movement. Your movement will put you in the proper position for launching an attack against your opponent as well as to assist in the generation of power. Movement is initiated from the basic warrior stance and ends with resuming the basic warrior stance. Each strike can be performed with either the left or right arm depending upon:

- (1) Your angle of attack.
- (2) The position of the opponent.
- (3) The available vulnerable target areas exposed on the opponent.

e. Target Areas of the Body. For each strike, there are target areas of the body which, when struck, maximize damage to an opponent. Strikes use gross motor skills as opposed to fine motor skills. The target areas of the body are just that - areas. Pinpoint accuracy on a specific nerve is not needed for the strike to be effective.

f. Safety Precautions During Training. To prevent injuries to students, train the practical application portion of strikes in three stages:

(1) Begin with students executing the strikes "in the air." Do not allow students to make contact on an opponent or a target during the initial stages of training.

(a) Ensure students are spaced far enough apart so that they will not strike each other.

(b) When striking in the air, ensure students avoid full extension of the arms to prevent hyper-extension of the joints. When striking an object (e.g., heavy bag), hyper-extension is not as big a concern because the object absorbs the impact.

(2) As students become more proficient, allow them to execute strikes on equipment (when available) such as an air shield, a heavy air bag, or a bayonet dummy.

Confirm by questions.

TRANSITION: Review material, probe with questions, and introduce new material. So far, we've covered the basics of these strikes and the safeties we need to train them. (Probe Students) Now lets get into the techniques.

2. CUPPED HAND STRIKE.

a. Cupped Hand Strike. Striking with the cupped hand concentrates power in a small part of the hand which, when transferred to the target, can have a devastating effect.

(1) Striking Surface. The striking surface of the cupped hand strike is primarily the palm of the hand.

(2) Target Areas of the Body. The cupped hand strike is an excellent technique to use against the neck, the face, the head, the ribs, the groin, and kidneys.

b. Technique. To train the cupped hand strike, have students:

(1) From the basic warrior stance, open your right hand about halfway, keeping your fingers and thumb together.

(2) Retract your right arm so your hand is next to the right side of your face and neck. Your arm is bent at approximately a 45- to 90 degree angle. At the same time, rotate your right hip and right shoulder backward.

(3) Thrust your hand forward while rotating your right hip and shoulder forward.

(4) Rotate your shoulder so the concave portion of the cupped hand makes contact on the aggressor.

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

c. Angles of Attack. The cupped hand can be thrown horizontally or vertically:

(1) When thrown horizontally, cupped hand strike gets its power from a rotation of the hips and shoulder.

(2) When thrown vertically, the cupped hand strike comes straight down in a linear line and gets its power from:

(a) Dropping your weight into the opponent by bending the knees and transferring your weight from high to low.

(b) Rotation of the hips and shoulder.

INSTRUCTOR'S NOTE: All techniques taught during this lesson are for right-handed students. Left-handed students should reverse instructions as necessary.

3. **FACE SMASH**. Striking with the face smash concentrates power in a small part of the hand which, when transferred to the target, can have a devastating effect.

a. **Striking Surface**. The striking surface is primarily the palm of the hand, and secondarily, the fingertips.

b. **Target Areas of the Body**. The face smash is an excellent technique to use against the face.

c. **Technique**. To train the face smash, have students:

(a) From the basic warrior stance open your right hand. Spread and slightly bend your fingers with muscular tension. The hand looks like it could be holding a grapefruit at this stage.

(b) Retract your right arm so your hand is next to the right side of your face and neck. Your arm is bent at approximately a 45- to 90 degree angle. At the same time, rotate your right hip and right shoulder backward.

(c) Thrust your hand forward while rotating your right hip and shoulder forward and forcefully step forward while pushing off on the ball of your right foot. Immediately bring your right foot up to resume the basic warrior stance.

(d) Contact should be made with the palm of the hand and the fingertips.

(e) Follow through the target area with your hand and rake the face of the aggressor with your fingers.

d. **Angle of Attack**. The face smash is executed vertically:

(a) When thrown vertically, the face smash comes straight down in an arcing motion, the face smash gets its power from:

[1] Moving your body in a linear line by taking a forceful step forward with the left foot, pushing off on the ball of the right foot.

[2] Rotating your hips and shoulder into the attack.

TRANSITION: Review material, probe with questions, and introduce new material. The striking surface for these strikes is the palm of your hand. Just as these striking surfaces, the values and beliefs of your young Marines rest in the palm of your hands.

3. VALUES AND BELIEFS.

“...as leaders we must have some knowledge of the souls of our soldiers, because the soldier, the living man, is the instrument with which we have to work in war.... No commander lacking in this inner knowledge of his men can accomplish great things.”

Captain Adolf Von Schell, Battle Leadership

a. Every leadership effort is effected by the relationship between the values of the leader and those of the led. Values are the keystone to motivation because they influence an individual's perceptions and attitudes. To be effective leaders, we must truly appreciate the importance of values in understanding human behavior. We must not only know our own values, but must also be able to assess the similarities and differences of our Marines values. Let us review what values are.

b. Since we first became Marines we have learned how values effect and shape our character. We know that our set of values determines how we view right from wrong. Values are basic ideas about the worth or importance of people, concepts or things. Values influence your behavior because you use them to weigh the importance of alternatives. For example, a person who values personal pleasure more than he values a trim, healthy body continually makes choices between eating and exercising that will ultimately result in his becoming overweight and out of shape. Along with values go attitudes. They are an individual's or group's feelings toward something or someone, and are usually expressed as likes and dislikes. Attitudes could possibly be values in the making. A good example of this is when a dislike becomes a prejudice. The reverse of this is how our values can have a direct effect on our attitude. For example, if you value honesty and work with two Marines, one who is very reliable and the other who stretches the truth you will probably have a more positive attitude towards the first one. In this case your values have influenced your attitude.

c. What does values have to do with leadership? Values are the benchmark of leadership. They are guides to our thinking and behavior and that of our Marines. If a Marine is left without guidance or supervision his personal values will determine what the Marine will or will not do. But what can we do about those values the Marine brought with him into the Marine Corps that are not always compatible with Marine Corps values.

d. Each of us, both leader and led, have been influenced over or lives by others which have helped shape our values and attitudes. Over time it becomes harder to shape a person's values. As a leader one way we can do this is by reinforcing the positive behavioral habits through discipline. This changes the individual's attitude towards a given idea until it becomes a value. For example,

daily inspections of a Marine's quarters until being squared away becomes a habit. As a leader you have the power to influence the beliefs and values of your Marines by setting the example, by rewarding behavior that supports military values and attitudes and by planning and conducting tough individual and unit training. By doing this leaders provide guidance and supervision (reinforce organizational values) and control (effect behavior) to their Marines.

TRANSITION: The influence that leaders have on their Marines is immeasurable. (Probe Students) Your guidance is what molds them.

SUMMARY

(2 MIN)

When the leader understands the development and role of values and attitudes he is in a more favorable position to deal with the problems of his Marines. When he realizes that his Marines will not always act and react as he does, or that they will not understand things or feel the same about them as he does, the leader can approach new situations and his Marines more intelligently. Part of this understanding is that values and attitudes are learned. As leaders we must teach our Marines the proper values and attitudes both by our actions, through education and counseling, and by supervision and discipline. In this way the group values of the Marine Corps become the individual Marines values. Along with teaching our Marines, we must continue to learn and improve ourselves. The strikes that you learned today are valuable assists for your arsenal. The only way to maintain and improve them is by constant sustainment and practice time.

INSTRUCTOR NOTE: *Inform the students with IRFs to fill them out and turn them in to you at this time.*

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QUANTICO, VIRGINIA 22134

DETAILED INSTRUCTOR OUTLINE

LESSON TITLE

KNIFE TECHNIQUES

COURSE TITLE

BLACK BELT

UNITED STATES MARINE CORPS
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THE BASIC SCHOOL
MARINE CORPS COMBAT DEVELOPMENT COMMAND
QUANTICO, VIRGINIA 22134

APPROVAL SHEET

DETAILED INSTRUCTOR OUTLINE

LESSON TITLE

KNIFE TECHNIQUES

COURSE TITLE

BLACK BELT

PREPARED BY: MACE STAFF DATE: _____

APPROVED BY: MACE STAFF DATE: _____

UNITED STATES MARINE CORPS
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QUANTICO, VIRGINIA 22134

INSTRUCTOR PREPARATION CHECKLIST

ESSENTIAL DATA

LESSON DESIGNATOR	MA-5.09
LESSON TITLE	Knife Techniques
DATE PREPARED	December 2004
TIME	1.5 hr
METHOD	EDIP and Guided discussion
LOCATION	Training area
INSTRUCTORS REQUIRED	One and assistants as needed
REFERENCES	MCRP 3-2B (Interim), MCO 1500.54A, MCO 3500.27, MCRP 3-02B,
TRAINING AIDS/EQUIPMENT	Training knives, eye protection, groin protection, and 782 gear

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DETAILED OUTLINE

KNIFE TECHNIQUES

INTRODUCTION

(3 MIN)

1. GAIN ATTENTION. When armed with a rifle, the Marine is issued a bayonet; when armed with a pistol, the Marine is issued a fighting knife. To be truly prepared for combat, the Marine must be trained in knife combat techniques should the situation arise. Knife fighting is an art. With knife combat, the objective and the focus of your instruction is to provide Marines with the knowledge, experience, and commitment to cause enough damage and massive trauma to stop an opponent and end an engagement. This instruction will cover lead hand, and reverse grip knife techniques. As Marines, we must train as we would fight in combat. Realistic training is the only way we can prepare ourselves for such events; however, we cannot recklessly risk our Marines lives for that training. That is where operational risk management (ORM) comes into effect.

2. OVERVIEW. This lesson will cover knife techniques including angles of attack; target areas of the body; grip, stance, movement; vertical slash, vertical thrust, forward slash, reverse slash, forward thrust, and reverse thrust for lead hand knife techniques. We will also cover reverse grip: forward and reverse slash, and forward and reverse thrust. As well as discuss the importance of ORM.

3. INTRODUCE LEARNING OBJECTIVES. The Terminal Learning Objectives and Enabling Learning Objectives pertaining to this lesson are as follows:

a. **TERMINAL LEARNING OBJECTIVES.**

(1) Given 782 gear plus, opponent, training knives, eye protection, groin protection, mouthpiece, and without the aid of references execute knife techniques in accordance with the references. (8550.05.09)

(2) Given 782 gear plus and without the aid of references, discuss ORM in accordance with the references. (8550.05.24)

b. **ENABLING LEARNING OBJECTIVES.**

- (1) Given 782 gear plus, opponent, training knives, eye protection, groin protection, mouthpiece, and without the aid of references execute a lead hand vertical slash in accordance with the references. (8550.05.09a)
- (2) Given 782 gear plus, opponent, training knives, eye protection, groin protection, mouthpiece, and without the aid of references execute a lead hand vertical thrust in accordance with the references. (8550.05.09b)
- (3) Given 782 gear plus, opponent, training knives, eye protection, groin protection, mouthpiece, and without the aid of references execute a lead hand forward thrust in accordance with the references. (8550.05.09c)
- (4) Given 782 gear plus, opponent, training knives, eye protection, groin protection, mouthpiece, and without the aid of references execute a lead hand reverse thrust in accordance with the references. (8550.05.09d)
- (5) Given 782 gear plus, opponent, training knives, eye protection, groin protection, mouthpiece, and without the aid of references execute a lead hand forward slash in accordance with the references. (8550.05.09e)
- (6) Given 782 gear plus, opponent, training knives, eye protection, groin protection, mouthpiece, and without the aid of references execute a lead hand reverse slash in accordance with the references. (8550.05.09f)
- (7) Given 782 gear plus, opponent, training knives, eye protection, groin protection, mouthpiece, and without the aid of references execute reverse grip forward thrust in accordance with the references. (8550.05.09h)
- (8) Given 782 gear plus, opponent, training knives, eye protection, groin protection, mouthpiece, and without the aid of references execute reverse grip forward slash in accordance with the references. (8550.05.09g)
- (9) Given 782 gear plus, opponent, training knives, eye protection, groin protection, mouthpiece, and without the aid of references execute movement against an opponent in accordance with the references. (8550.05.09i)
- (10) Given 782 gear plus and without the aid of references, discuss the tenants of ORM in accordance with the references. (8550.05.24a)
- (11) Given 782 gear plus and without the aid of reference, discuss who is responsible for employing ORM in accordance with the references. (8550.05.24b)

4. METHOD/MEDIA. This class will be taught by lecture, demonstration, and practical application.

INSTRUCTOR'S NOTE: *Those with IRF's, set them aside until the end of this period of instruction.*

5. EVALUATION. Topics from this lesson will be evaluated by performance and oral examination when requirements are met.

TRANSITION: Review previous material, probe with questions, and introduce new material. We will begin with a review of knife fighting including the purpose and the associated safeties we must observe during training.

BODY **(55 MIN)**

1. INTRODUCTION TO KNIFE TRAINING.

a. Purpose of Knife Fighting. The purpose of knife fighting is to cause massive damage and trauma to stop an opponent.

b. Safety Equipment. To safely conduct knife training, each student should be provided a training knife, eye protection, and groin protection.

c. Safety Precautions During Training. To prevent injury to students during training, ensure the following:

(1) Ensure students do not execute the techniques at full speed or with full body contact.

(2) Conduct practical application periods using training knives.

(3) Slowly at first, increase speed with proficiency.

(4) Train the practical application portion of knife techniques in three stages:

(a) Begin with students executing the techniques "in the air." Do not allow students to make contact on an opponent or a target during the initial stages of training. At this stage, students should focus on acquiring skills.

(b) As students become more proficient, allow them to pair up and face each other as they perform the techniques so they can acquire a target. Both the

student and the opponent are stationary. There should be no contact between students at this stage.

(c) In the third stage, have student's pair up and incorporate movement into the techniques by moving forward on an opponent during an attack. The opponent should counter the attack with appropriate blocks.

(5) Ensure all students wear all of the appropriate safety gear.

INSTRUCTOR'S NOTE: *All techniques taught during this lesson are for right-handed students. Left-handed students should reverse instructions as necessary.*

INSTRUCTOR'S NOTE: *Use the EDIP technique to instruct the material in this lesson:*

1. *Explain each step.*
2. *Demonstrate each step.*
3. *Allow students to imitate that step as you explain it one more time.*

After all steps are explained, demonstrated, and imitated, allow time for students to practice the entire procedures on your command.

Allow students practice time during the practical application until they are proficient in the technique.

Explain and demonstrate the knife techniques using EDIP. Allow students to imitate the techniques. Provide practice of the techniques at the end of this lesson.

Fault check students performance. Enforce safety precautions.

TRANSITION: Review previous material, probe with questions, and introduce new material. Before covering knife techniques, we must first review the basics of knife combat including angles of attack, target areas, movement, grip, stance, and principles.

2. KNIFE FIGHTING.

a. Angles of Attack. **There are six angles** from which an attack with a knife can be launched: Vertical strike coming straight down on an opponent. Forward diagonal strike coming in at a 45-degree angle to the opponent. Reverse diagonal strike coming in at a 45-degree angle to the opponent. Forward horizontal strike coming in parallel to the deck. Reverse horizontal strike coming in parallel to the deck. Forward thrust coming in a straight linear line to the opponent.

b. Target Areas of the Body. In any confrontation, the parts of the opponent's body that are exposed or readily accessible will vary. The goal in a knife engagement is to attack soft body vital targets that are readily accessible such as the face, the sides and front of the neck, and the lower abdomen or groin.

c. Movement. Consider a 360-degree circle around an opponent. You can move anywhere in this circle to gain a tactical advantage and make accessible different target areas of your opponent's body.

(1) The worst place to be in a confrontation is directly in front of an opponent. The opponent can rely on his forward momentum and linear power to create a tactical advantage.

(2) When facing an opponent, movement is made in a 45 degree angle to either side of the opponent. Moving at a 45-degree angle is the best way to both avoid an opponent's strike and to put yourself in the best position to attack an opponent.

d. Grip. Your grip on the knife should be natural. Grasp the knife's grip with your fingers wrapped around the grip naturally as it is pulled out of its sheath. This is commonly known as a hammer grip; the blade tip of the knife is always facing the opponent.

e. Principles of Knife Combat

(1) Always execute movements with the knife blade within a box, shoulder-width across from your neck down to your waistline. The opponent has a greater chance of blocking your attack if you bring the blade in a wide sweeping movement to the opponent. Your attacks should close with the opponent, coming straight to your target. Always move with the knife in linear lines.

(2) Always keep the knife's blade or tip forward and pointed toward the opponent.

(3) Apply full body weight and power in each of the knife techniques. Full body weight should be put into the attack in the direction of the blade's movement (slash or thrust). Applying constant forward pressure with your body and blade will keep the opponent off-balanced.

Confirm by questions and practice.

TRANSITION: Review previous material, probe with questions, and introduce new material. There are two basic knife techniques: Slashing and thrusting. But how many different ways can you employ them? I will show you a couple of different ways they can be employed, starting from the lead hand position.

3. LEAD-HAND KNIFE TECHNIQUES.

a. Purpose: The purpose's for lead-hand knife is to give you the ability to use more speed than power, it also gives you more space between you and the enemy especially if he or she is armed with an edged weapon.

b. Stance: Your stance will be slightly different than your normal modified basic warrior stance.

(1) The weak side hand serves as a vertical shield protecting the ribs, head and neck. It will also be used to strike when bulldogging your opponent.

(2) The strong side leg is forward, strong side elbow is slightly bent with the blade and tip pointing forward toward the opponent's head. This position serves as an index point, where all lead-hand techniques are initiated.

(a) Your strong side forearm will be almost parallel to the deck, and forward of your weak side elbow. The weapon will be held approximately chest high, to belt level (inside your box).

(b) The weapon will be kept away from your body to facilitate quicker strikes, and to control the distance.

(c) You will hold the knife in a hammer grip in your lead hand.

c. Slashing Techniques. Slashing techniques are used to close with an enemy. Slashing techniques distract the opponent or cause enough damage to close with him. Targets are usually the limbs or any portion of the body that is presented.

(1) Vertical Slash Technique. The slashing motion follows a vertical line straight down through the target. To train the vertical slashing technique, have the student:

(a) Stand in the modified basic warrior stance facing the aggressor.

(b) Thrust your strong side hand out, and bring the weapon's edge straight down on the aggressor.

(c) Cut down through his body.

(d) Resume the modified basic warrior stance.

(2) Forward Slash Technique. A forward slash follows a horizontal line in a forehand stroke, across the target areas of either the neck (high slash) or abdominal region (low slash). To train the forward slashing technique, have the student:

(a) Stand in the modified basic warrior stance facing the aggressor.

(b) Extend your strong side hand to cut the aggressor with the blade.

[1] Rotate your palm up to make contact with the blade on the aggressor.

[2] Do not move your arm outside the box, i.e., shoulder-width across from your neck to your waistline.

(c) Upon contact, snap the wrist through the slashing motion to maximize contact with the blade on the aggressor.

(d) Continue cutting with the knife through the aggressor 's body, from your strong side to weak side, in a forehand stroke.

[1] Maintain contact on the aggressor 's body with the blade of the knife.

[2] The movement ends with your strong side elbow or tricep against your body and the knife at your weak side, inside your box and with its blade point oriented on the aggressor.

(e) Resume the modified basic warrior stance.

(3) Reverse Slash Technique. A reverse slash follows a horizontal line in a backhand stroke, across the target areas of either the neck (high slash) or abdominal region (low slash). To train the reverse slashing technique, have the student:

(a) Stand in the modified basic warrior stance facing the aggressor.

(b) Bend your strong side arm slightly, crossing your forearm to the weak side and forward of your body inside the box. Rotate your wrist palm down.

(c) Extend your strong side hand to cut the aggressor with the knife blade.

(d) Rotate your palm down to make contact with the blade on the aggressor.

[1] Do not move your arm outside the box, i.e., shoulder-width across from your neck to your waistline.

(e) Upon contact, snap the wrist through the slashing motion to maximize contact with the blade on the aggressor.

(f) Continue cutting with the knife through the aggressor's body, from your weak side to strong side, in a backhand stroke. Maintain contact on his body with the blade of the knife.

(g) Resume the modified basic warrior stance.

INSTRUCTOR'S NOTE: *Ensure that the student's arm is moving in a circular motion not independent of the body but moving with a fluid hip, shoulder rotation, weight transfer from high to low motion.*

d. Thrusting Techniques. The primary objective when fighting with a knife is to insert the blade into an opponent to cause massive damage and trauma. This is done with a thrusting technique. Thrusting techniques are more effective than slashing techniques because of the damage they can cause. However, slashing techniques are used to close with the enemy to get in proximity where a thrusting technique can be used.

(1) Vertical Thrust. The thrusting motion follows a vertical line straight up through the target (low into the abdomen region or high into the neck). To train the vertical thrust, have the student:

(a) Stand in the modified basic warrior stance facing the aggressor.

(b) Thrust your strong side hand toward the target, inserting the knife blade straight into the aggressor.

(c) Pull the knife out of the aggressor.

(d) Resume the modified basic warrior stance.

(2) Forward Thrust. A forward thrust follows a line straight into the opponent's neck (high thrust) or abdominal region (low thrust). To train the forward thrust, have the student:

(a) Stand in the modified basic warrior stance facing the aggressor.

(b) Thrust your strong side hand toward the target, palm down, inserting the knife blade into the aggressor.

(c) Once the knife is inserted, twist the blade by rotating your palm up. This enables the cutting edge of the blade to be in a position to further cut the aggressor in a follow-up action.

[1] Turning the blade and cutting your way out, rather than pulling the knife straight out, causes more damage and trauma to the aggressor.

[2] This action can be taken when thrusting to the aggressor's neck or abdomen region. However, if the aggressor is wearing body armor, it may be difficult or impossible to bring the knife diagonally across his body.

(d) Drop your strong side elbow and bring the knife to the opposite side of the aggressor 's body from where it was inserted. The movement ends with your strong side elbow or tricep against your body and the knife at your weak side, inside your box, and with its blade oriented toward the aggressor.

(e) At the same time, rotate your hips and shoulders downward to bring your body weight to bear on the attack.

(f) Resume the modified basic warrior stance.

(3) Reverse Thrust. A reverse thrust follows a line straight into the opponent's neck (high thrust) or abdominal region (low thrust). To train the reverse thrust, have the student:

(a) Stand in the modified basic warrior stance facing the aggressor.

(b) Bend your strong side arm slightly, crossing your forearm to the weak side and forward of your body inside the box. Rotate your wrist palm up.

(c) Thrust your strong side hand toward the target, palm up, insert the knife blade straight into the aggressor.

(d) Once the knife is inserted, twist the blade by rotating your palm down. This enables the cutting edge of the blade to be in a position to further cut the aggressor in a follow-up action.

[1] Turning the blade and cutting your way out, rather than pulling the knife straight out, causes more damage and trauma to the aggressor.

[2] This action can be taken when thrusting to the aggressor 's neck or abdomen region. However, if the aggressor is wearing body armor, it may be difficult or impossible to bring the knife diagonally across his body.

(e) At the same time, rotate your hips and shoulders downward to bring your body weight to bear on the attack.

(f) Resume the modified basic warrior stance.

4. REVERSE-GRIP KNIFE TECHNIQUES.

a. Purpose: The purpose for reverse grip knife techniques is to give you different tactical options and different angles of attack.

b. Grip: Your grip on the knife should be natural. Grasp the knife's grip with your fingers wrapped around the grip naturally, with the blade edge at a 90-degree angle, and point oriented to the deck. This is commonly known as a reverse hammer grip.

c. Stance:

(1) The left hand serves as a vertical shield protecting the ribs or the head and neck.

(2) The right elbow is bent with the blade edge pointing forward toward the opponent and the point towards the deck. This position serves as an index point, where all techniques are initiated.

(a) The weapon should be held at a level approximately from the top of the belt to chest high.

(b) The weapon should be kept in close to the body to facilitate weapon retention.

d. Reverse-Grip Forward Slash: A reverse-grip forward slash follows a horizontal linear line in a hooking motion, across the target areas of either the neck (high slash) or abdominal region (low slash). To train the forward slashing technique, have the student:

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

(2) Extend your right hand in a hooking motion toward the aggressor, forearm parallel with the deck, and palm towards the deck, to make contact on the aggressor with the knife blade.

(a) Do not move your arm outside the box, i.e., shoulder-width across from your neck to your waistline.

(3) Upon contact, snap wrist through the slashing motion to maximize contact with the blade on the aggressor.

(4) Continue cutting with the knife through the aggressor 's body, from your right to left, in a forehand stroke.

(a) Maintain contact on the aggressor's body with the blade of the knife.

(b) The movement ends with your right elbow forward, forearm parallel to the deck, the knife on the left side of your body, inside your box, and with its point oriented toward the aggressor.

(5) Resume the modified basic warrior stance.

e. Reverse-Grip Reverse Slash: A reverse-grip reverse slash follows a horizontal line in a backhand stroke motion, across the target areas of either the neck (high slash) or abdominal region (low slash). To train the reverse-grip reverse slashing technique, have the student:

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

(2) Start with your right elbow forward, forearm parallel to the deck, the knife on the left side of your body, inside your box, and with its point oriented toward the aggressor with your palm facing the ground.

(3) Extend your right hand to make contact on the aggressor with the knife blade.

(a) Rotate your palm up to make blade contact with the aggressor.

(b) Do not move your arm outside the box, i.e., shoulder-width across from your neck to your waistline.

(4) Continue cutting with the knife through the aggressor 's body, from your left to right, in a backhand stroke. Maintain contact on the aggressor's body with the blade of the knife.

(5) Resume the modified basic warrior stance.

f. Reverse-Grip Forward Thrust: A reverse-grip forward thrust follows a horizontal angle into the opponent's neck (high thrust) or abdominal region (low thrust). To train the reverse-grip forward thrust, have the student:

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

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

(3) Once the knife is inserted, twist the blade by rotating your palm down. This enables the cutting edge of the blade to be in a position to further cut the aggressor in a follow-up action.

(a) Turning the blade and cutting your way out rather than pulling the knife straight out causes more damage and trauma to the aggressor.

(b) This action can be taken when thrusting to the aggressor's neck or abdomen region. However, if the aggressor is wearing body armor, it may be difficult or impossible to bring the knife diagonally across his body.

(4) Raise your right elbow and bring the knife to the opposite side of the aggressor's body from where it was inserted. The movement ends with your right elbow forward, forearm parallel to the deck, the knife on the left side of your body, inside your box, and with its point oriented toward the aggressor.

(5) At the same time, rotate your hips and shoulders downward to bring your body weight to bear on the attack.

(6) Resume the modified basic warrior stance.

g. Reverse-Grip Reverse Thrust: A reverse-grip reverse thrust follows a horizontal angle into the opponent's neck (high thrust) or abdominal region (low thrust). To train the reverse-grip Reverse thrust, have the student:

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

(2) Start with your right elbow forward, forearm parallel to the deck, the knife on the left side of your body, inside your box, and with its point oriented toward the aggressor with your palm facing the deck.

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

(4) Once the knife is inserted, twist the blade by rotating your palm up slightly. This enables the cutting edge of the blade to be in a position to further cut the aggressor in a follow-up action.

(a) Turning the blade and cutting your way out rather than pulling the knife straight out causes more damage and trauma to the aggressor.

(b) This action can be taken when thrusting to the aggressor 's neck or abdomen region. However, if the aggressor is wearing body armor, it may be difficult or impossible to bring the knife diagonally across his body.

(5) At the same time, rotate your hips and shoulders downward to bring your body weight to bear on the attack.

(6) Resume the modified basic warrior stance.

TRANSITION: Review material covered, probe with questions, and introduce next point. Now that you have some new techniques for knife combat, lets cover how you will use them with movement.

5. MOVEMENT.

a. Movement. To begin with we will review the fundamental principles of movement taught during gray belt training. Consider a 360-degree circle around an opponent. You can move anywhere in this circle to gain a tactical advantage and make accessible different target areas of your opponent's body.

(1) The worst place to be in a confrontation is directly in front of an opponent. The opponent can rely on his forward momentum and linear power to take a tactical advantage.

(2) When facing an opponent, movement is made in a 45 degree angle to either side of the opponent as covered earlier in angels of attack. Moving at a 45-degree angle is the best way to both avoid an opponent's strike and to put yourself in the best position to attack an opponent.

(a) To train movement have the students:

[1] Assume the modified basic warrior stance.

[2] Give the students a direction and have them execute movement in that direction for one step. Once students have become familiar with all movements have them execute multiple steps in unison.

(3) In addition there will be times when it is necessary to turn during an engagement. This is especially true when engaging multiple attackers. The following are the procedures for executing turns.

(a) Have the students turn both right and left while keeping the knife locked into position and the blade oriented to the front.

(b) Ensure that the students are turning at the torso and not using their arms to move the weapon from left to right.

(4) Have the students move in a straight line while scanning the area from right to left and left to right by turning your torso and keeping the knife oriented in the direction of vision.

(5) To change the direction of movement to the right you will pivot off the ball of your left foot as it hits the deck and step with the right foot in the new direction of movement. Ensure the knife remains locked into position with the bayonet oriented in the direction of movement.

(6) To change the direction of movement to the left you will pivot off the ball of your right foot and step with your left foot in the new direction of movement. Ensure the knife remains locked into position with the bayonet oriented in the direction of movement.

b. Bulldogging. Once students have gained proficiency with the basics of movement begin by incorporating thrusting and slashing techniques already learned with the movement. The following procedures are used.

(1) Assume the modified basic warrior stance.

(2) Maintaining a low silhouette, move forward in a normal walking motion. While moving forward follow every knife strike with a follow-on strike with your unarmed hand to continue aggression.

(3) As entry with the opponent is made the strike to the face will be used to stun and distract the opponent. This is done with an open hand strike with the lead hand.

(4) Follow up the unarmed hand strike with the thrusting or slashing techniques you have learned today.

(5) Have students practice this combination in sequence while moving forward for a series of repetitions.

TRANSITION: Review material, probe with questions, and introduce new material. Now that we understand the principles of movement when executing knife techniques it is necessary to combine all of the skills learned. To be effective, you must be able to demonstrate the techniques as well as fault check students and provide feedback. We will now practice the techniques for fault checking performance of knife techniques.

6. PRACTICAL APPLICATION.

TRANSITION: Review material, probe for questions, and introduce new material. As a Marine we find ourselves often in danger. In a profession like ours we must train realistically if we are expected to win wars. But, at what price? The realistic training required can sometimes be dangerous and unsafe, that is why we use ORM to make training conditions safer and less dangerous.

INSTRUCTOR'S NOTE:

1. *Have students practice the technique for black belt techniques. Begin by allowing students to practice the technique from the basic warrior stance. On the instructor's command, "Ready...strike" have the students execute the techniques.*
2. *Allow students approximately 5 minutes to practice each technique. Fault check students performance.*
3. *Enforce safety precautions.*

7. INTRODUCTION TO OPERATIONAL RISK MANAGEMENT.

- a. What is ORM? ORM is the process of dealing with risk associated while conducting military operations. This includes risk assessment, risk decision-making and implementation of effective risk controls.
- b. ORM mission. ORM mission is to enhance operational capability at all levels while minimizing risk.
- c. Principles of ORM.

Accept risk only when benefits outweigh costs.
Accept no unnecessary risk.
Anticipate and manage risk by planning.
Make risk decisions at the appropriate level.

TRANSITION: Review material, probe with questions and introduce new material. We are now familiar with the ORM process, its mission and principles associated with ORM. As stated earlier, all Marines should understand ORM. The ORM matrix is one step in adhering to the ORM process.

8. OPERATIONAL RISK MATRIX.

a. An ORM matrix is used to assist the planner in his hazardous work and risk assessment. Understanding how these assessments are made will enable you to understand how ORA worksheets are completed for the Marine Corps Martial Arts Program.

(1) Hazard: A condition with the potential to cause personal injury or death, property damage or mission degradation.

(a) Hazard assessment determines severity and probability that assist in assessing the risk.

(2) Risk: An expression of possible loss in terms of severity and probability.

(a) Severity: Assesses the impact on mission, people and things (material, facilities, and environment).

(b) Probability:

- [1] Use the cumulative probability of all causation factors.
- [2] Express in descriptive or quantitative terms.
- [3] Use experience data when possible.
- [4] Acknowledge uncertainty.
- [5] Exposure.

b. An ORM matrix places the severity and probability assessment in categories that assist the planner in producing a Risk Assessment Code for both Initial (before controls are identified and applied) and Residual Risk Levels (after controls are identified and applied).

(1) Severity categories are as follows:

(a) CATEGORY I- The hazard may cause death, loss of facility/asset or result in grave damage to National interest.

(b) CATEGORY II- The hazard may cause severe injury, illness, property damage, damage to National or USMC interests or degradation to the efficient use of assets.

(c) CATEGORY III- The hazard may cause minor injury, illness, property damage, damage to National, USMC or command interests or degradation to efficient use of assets.

(d) CATEGORY IV- The hazard presents a minimal threat to personnel safety or health, property, National, USMC or command interests or efficient use of assets.

(2) Probability of Occurrence are as follows:

A = Likely
B = Probably
C = May
D = Unlikely

(3) Severity and probability produces a Risk Assessment Code which are as follows:

RAC 1 = CRITICAL
RAC 2 = SERIOUS
RAC 3 = MODERATE
RAC 4 = MINOR
RAC 5 = *NEGLIGIBLE*

(4) The goal of the ORM matrix is to reduce the risk level in order to make training as safe as possible.

TRANSITION: Review material, probe with questions and introduce new material. As a Marine Corps Martial Arts Instructor Trainer you will be responsible for designing drills/exercises, you may be the Marine that carries out such training. Your ability to read and comprehend the ORA worksheet is vital for you to run and design drills/exercises accordingly.

9. OPERATIONAL RISK ASSESSMENT WORKSHEET.

a. An ORA worksheet must be understood for it to be implemented properly. Here are the different cells of an ORA worksheet.

- (1) MISSION
- (2) DATE BEGAN/ENDED
- (3) DATE PREPARED

- (4) DESIGNATER NUMBER
- (5) PREPARED BY
- (6) HAZARD (LISTED POSSIBLE HAZARDS HERE)
- (7) INITIAL RISK LEVEL (RAC)
- (8) CONTROLS (WHAT ARE YOUR CONTROL FEATURES FOR THE LISTED HAZARD TO THE LEFT)
- (9) RESIDUAL RISK LEVEL (RAC AFTER CONTROLS)
- (10) HOW TO IMPLEMENT
- (11) HOW TO SUPERVISE (LIST YOUR SUPERVISORY TOOLS HERE)
- (12) CONTROLS EFFECTIVENESS (AAR COMMENTS)
- (13) OVERALL RISK LEVEL AFTER CONTROLS ARE IMPLEMENTED
- (14) RISK DECISION AUTHORITY

b. Upon completion of training, you must complete the ORA and turn it in to your Unit Safety Representative. Ensure you make a copy and maintain for your records. Remember that training environments may vary, therefore if you must implement more controls you should do so to make the training safe.

TRANSITION: Review material, probe with questions and introduce new material. ORA worksheets are the keys to making training as safe as possible while still maintaining a high level of effectiveness. As Marines and as leaders of Marines we cannot afford to take unnecessary risk.

SUMMARY (2 MIN)

Armed with a knife, a trained Marine with the warrior mindset will survive on the battlefield. Aggressively thrusting and slashing will overwhelm an opponent, allowing the Marine to continue his or her mission. Knife combat is vital to our training; because it is possible you will have to use it on the battlefield. It is realistic training, and it is key to winning wars and your survival. Our profession is inherently dangerous and we all know that we must train hard and smart to be prepared for combat. ORM provides us with the tools to make training realistic but safe. There are two measures of the greatness of our Corps: making Marines and

winning battles. As Marines and as leaders of Marines, we have the opportunity and responsibility to influence both to a high degree. The country expects us to train their sons and daughters, and do so with the most care possible. Let us not disappoint them due to negligence.

INSTRUCTOR NOTE: Those with Instructional Review Forms (IRFs) Fill them out and turn them in at this time

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

DETAILED INSTRUCTOR OUTLINE

LESSON TITLE

WEAPONS OF OPPORTUNITY

COURSE TITLE

BLACK BELT

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

APPROVAL SHEET

DETAILED INSTRUCTOR OUTLINE

LESSON TITLE

WEAPONS OF OPPORTUNITY

COURSE TITLE

BLACK BELT

PREPARED BY: MACE STAFF DATE: _____

APPROVED BY: MACE STAFF DATE: _____

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

INSTRUCTOR PREPARATION CHECKLIST

ESSENTIAL DATA

LESSON DESIGNATOR	MA-5.10
LESSON TITLE	Weapons of Opportunity
DATE PREPARED	December 2004
TIME	1.5 Hr
METHOD	EDIP and Guided discussion
LOCATION	Training Area
INSTRUCTORS REQUIRED	One and assistants as needed
REFERENCES	MCO 1500.54A, MCO 1510.122A, MCRP 3-02B, FMFRP 12-80, MCWP 6-11, MCRP 6-11B
TRAINING AIDS/EQUIPMENT	mouthpiece, training stick, wire, rope, eye protection, groin protection, pugil stick helmet w/throat protector

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

DETAILED OUTLINE

WEAPONS OF OPPURTUNITY

INTRODUCTION

(3 MIN)

1. GAIN ATTENTION. As warriors we will find ourselves in a combat situation where violence of action must be allied with stealth. This requires the ability to make and employ improvised weapons for the silent kill. The skill required for improvised weapons is more than just using what is available. Improvised weapons proficiency requires design and construction of the weapon and takes us to the next level as a master at arms. In the same way our obligation as Marines serving "Corps and Country" is more than simply obeying orders. It requires a sense of commitment to both the mission and the role we serve in as Marines. Mere awareness of the responsibility involved is not enough. There must exist a tenacious sense of obligation and a strong sense of duty and honor in all that we accomplish. At this level of commitment, we are dealing with ethics.

2. OVERVIEW. Instruct on the methods for constructing and employing two types of improvised weapons and discuss the importance of ethical leadership. This lesson will build upon the concept of professionalism and ethics first discussed in green belt training.

3. INTRODUCE LEARNING OBJECTIVES. The Learning Objectives pertaining to this lesson are as follows:

a. **TERMINAL LEARNING OBJECTIVES.**

(1) Given 782 gear plus, opponent, mouthpiece, training stick, wire, rope, eye protection, groin protection, and without the aid of the references, employ Garrotes IAW the references. (8550.05.10)

(2) Given 782 gear plus and without the aid of the references, discuss ethical leadership IAW the references. (8550.05.25)

b. **ENABLING LEARNING OBJECTIVES.**

- (1) Given 782 gear plus, opponent, mouthpiece, training stick, wire, rope, eye protection, groin protection, and without the aid of the references, identify target areas for garrotes IAW the references. (8550.05.10a)
- (2) Given 782 gear plus, opponent, mouthpiece, training stick, wire, rope, eye protection, groin protection, and without the aid of the references, construct a garrote IAW the references. (8550.05.10b)
- (3) Given 782 gear plus, opponent, mouthpiece, training stick, wire, rope, eye protection, groin protection, and without the aid of the references, execute a garrote from the front IAW the references. (8550.05.10d)
- (4) Given 782 gear plus, opponent, mouthpiece, training stick, wire, rope, eye protection, groin protection, and without the aid of the references, execute a garrote from the rear IAW the references. (8550.05.10c)
- (5) Given 782 gear plus, opponent, mouthpiece, training stick, wire, rope, eye protection, groin protection, and without the aid of the references, construct a garrote IAW the references. (8550.05.10e)
- (6) Given 782 gear plus and without the aid of the references, discuss the importance of ethical leadership IAW the references. (8550.05.25a)

(7) Given 782 gear plus and without the aid of the references, discuss how ethics relate to our personal standards of discipline IAW the references. (8550.05.25b)

(8) Given 782 gear plus and without the aid of the references, discuss the effects that inconsistent rewards or punishment for unethical behavior have on a unit IAW the references. (8550.05.25c)

4. METHOD/MEDIA. This lesson is taught using EDIP and by guided discussion.

INSTRUCTOR'S NOTE: *Those with IRFs, set them aside until the end of this period of instruction.*

5. EVALUATION. Topics from this lesson will be evaluated by performance evaluation and oral evaluation.

TRANSITION: Review previous material, probe with questions, and introduce new material. Now that we understand the purpose of this period of instruction, are there any questions over anything I just covered? Let's now discuss the purpose of Garrotes and the two types used in the MCMAP.

1. INTRODUCTION TO GARROTES.

a. Garrotes are made from locally available material. Weapons of opportunity and garrotes are designed as a weapon for a specific function. The most common use of garrotes is for the silent removal of sentries during a raid, infiltration, reconnaissance mission, or other tactical scenarios, as a means of incapacitating a potential prisoner or for use during a survival, escape & evasion situation. The two most common types of garrotes are the flexible garrote and the hard garrote. We will discuss in detail construction and employment of garrotes, but first we need to discuss the safety aspects inherent in training with improvised weapons.

b. Safety Precautions. Because the techniques employed for improvised weapons are directed at lethal target areas of the body and are designed to incapacitate or kill, safety during training is critical. To prevent injuries during training, the following safety precautions will be used when training improvised weapons employment techniques.

(1) Begin by performing the techniques slowly at first and increase the speed of execution of each technique as proficiency is developed. Initially, all repetitions will be performed as air drills without a training partner.

(2) As proficiency is gained, train with a partner using air drills without contact in order to visualize target areas.

(3) Once proficiency has increased, limited contact training will be executed using the precautions as outlined below.

(4) Never employ a wire, stick or other type of hard garrote when practicing garrote techniques. Garrote techniques will be practiced on a training partner using a wide, soft garrote. Never apply pressure with the soft garrote on a training partner. The training partner will wear a pugil stick helmet w/throat protector when practicing garrote techniques. If helmet w/throat protector is not available then have the training partner place his hand in front of his throat to catch the soft garrote.

(5) Use a soft training baton when practicing improvised club techniques. The training partner will wear a pugil stick helmet w/throat protector. Practice blows will be with the minimum amount of force and only to demonstrate proper techniques and target acquisition capabilities only.

(6) Never execute techniques at full force or full speed. Full force execution of improvised weapons techniques will only be practiced on a bayonet dummy or

similar type training aids. When practiced using a training aid any type of garrote material may be used.

c. Target Areas. Target areas for garrotes vary with the type of weapon constructed. When constructing a garrote with a sharp edge useful for cutting through or slashing, target areas would be to the extremities, neck, and open areas of the torso. An edged garrote would be used to cause massive trauma to an opponent and temporarily disabling him. If constructing a garrote with a sharp tip useful for penetration and thrusting, target areas would be to the neck, eyes, groin, and any open areas of the torso where valuable organs are located. During this lesson we will cover the construction of a garrote, which is used for choking and strangulation and the construction of the hard garrote with a focus on lethal target areas.

TRANSITION: Review material, probe with questions, and introduce new material. Now that we understand the safety requirements essential for training with garrotes, are there any questions over anything I just covered?

INSTRUCTOR'S NOTE: *The instructor will have samples of both types of garrotes made from different types of materials*

2. EXECUTE GARROTE TECHNIQUES.

a. GARROTE EMPLOYMENT. There are several methods for employing the various types of garrotes. They will depend on the tactical situation and intended results. It should be remembered that the employment of a garrote is considered as the use of deadly force. In most cases the garrote will be employed when silence and stealth are required. The approach and close to the victim should be deliberate and noiseless. Stay low with your body below the opponent's line of sight. The entry should be rapid while applying explosive force to achieve the best results.

(1) Garrote from the Rear. This technique is used to approach an unsuspecting opponent from the rear and quickly kill or disable while remaining undetected. We will now examine the technique for executing the rear choke using the various types of garrotes.

With a Flexible Garrote have the students:

(a) Place your left hand palm up in the center of your opponent's back just below the neck.

(b) With your right hand palm down, loop the flexible garrote around your opponent's neck from right to left, forming an X across your opponent's back.

(c) With the inside of your right foot, collapse your opponent down by striking the back of his right knee and riding it down to the ground.

(d) While staying close to your opponent and still stepping on the back of his right calf, pull down and to the right with your right hand, while leaving your left hand in place until your opponent is unconscious.

With a Hard Garrote have the students:

(a) Shoot the long end of garrote across the opponents neck. (From right to left) Palm up with the right ulna bone making contact against the opponent's right carotid artery.

(b) With your left hand, grab the garrote palm down placing weapon across the opponent's left carotid artery.

(c) While keeping elbows in tight, squeeze with both arms in a vise motion until the opponent is unconscious.

(2) Garrote from the Front. This can be executed as a form of sentry removal from a concealed or ambush position or as a counter to a frontal attack. Approach the victim until within striking distance.

With a Flexible Garrote have the students:

(a) With both arms straight out in front move forward towards opponent's neck.

(b) Next, you will move around your opponent's right side to his back while simultaneously wrapping your right arm around opponent's head so the garrote ends up around the opponent's neck forming an X on opponent's back (Right hand palm up, left hand palm down).

(c) Collapse opponent down to the ground by striking the back of opponent's right knee with the inside of your right foot.

(d) While staying close to your opponent and still stepping on the back of his right calf, pull down and to the right with your right hand, while leaving your left hand in place until your opponent is unconscious.

With a Hard Garrote have the students:

(a) Shoot long end of the garrote across the back of opponent's neck, (from right to left) palm up with the right ulna across the opponents left carotid artery.

(b) With your left hand, grab the weapon palm down placing weapon across the opponent's right carotid artery.

(c) While keeping elbows in tight, squeeze with both arms in a vise motion until opponent is unconscious.

3. ETHICAL LEADERSHIP.

a. Your training as a Marine and in the Marine Corps Martial Arts Program has brought you to a basic understanding of what ethics are, how they influence conduct and actions, and the basic ethical standards expected of a Marine. Let us now discuss the importance of ethics to you as a leader.

b. Leaders are expected by others to behave ethically and responsibly, both personally and professionally. A leader promotes ethical behavior in his subordinates through setting, enforcing, and publicizing high standards. Furthermore, leaders must project an example of tolerance in regard to honest mistakes in the training environment. The following are examples of potential problems that can develop by a lack of ethical leadership.

c. Issuing unclear orders to a subordinate, who may not possess a sound personal code of ethics or who has a "can do anything" attitude, may cause him to compromise his ethics in the execution of the order. As a result, he may give an incorrect report to a superior, use undesirable methods in carrying out the order, or may even commit an illegal act out of fear of the consequences that will result if the mission is not accomplished. Examples of this are issuing orders and qualifying them with statements such as: "I don't care how you do it!" or, "Make it happen, I just don't want to know how you did it." If a Marine does use questionable and illegal means to accomplish the mission, who is really to blame?

d. Leaders must ensure they reward and punish based on the Corps' established standards and traditions. Individual Marines can become confused and frustrated from situations where ethical actions are penalized or ignored, and where unethical actions are rewarded, either directly or indirectly, by not being punished. For example, the Gunnery Sergeant that gets the barracks painted as directed gets a real pat on the back. However, everyone, including the CO, knows he stole the paint from another unit on the base. Furthermore, the squad leader who does not get 100% qualification, but gave his absolute best effort, gets chewed out, while another squad leader gets 100% qualification by "penciling" a score card, and receives a meritorious mast. Who really was the better leader?

e. The inability of leaders to accept honest feedback from their Marines stops information from flowing freely through the chain of command, thereby isolating

top leadership from organizational realities. This produces unrealistic expectations from leaders. Also, because there are few rewards for honesty in communication the situation promotes tendencies to alter facts and to withhold information, (i.e., if you tell the truth, you get "chewed out"). This may find subordinates hesitant to ask their superiors for clarification or guidance on issued orders. This could mean the difference between a Marine making a bad judgment call and a failed mission. Leaders need to ensure open lines of communication exist throughout their chain of command. The leader who allows his subordinates to practice unethical conduct for his short term gain is naive if he believes that same subordinate would not lie to him if the situation required it.

f. Finally, ethics are part of the combat training that is designed to enable Marines to fight, survive and win. It is not to instill a mode of thinking that entails barbaric acts of killing or violence. Marines are to be disciplined and responsible enough to distinguish when they should employ their training, and when not too. Good training and leadership will prevent irresponsible actions in peacetime or combat. Poorly trained and undisciplined personnel commit atrocities. Good leadership in the Corps means Marines must exercise their oaths to support and defend our Constitution and uphold the honor of their unit and Corps by words and daily actions. Each Marine must be physically, mentally, morally, spiritually, and emotionally trained to do so confidently and effectively at all times, ranging from personal peacetime behavior to all-out combat action.

g. All of this revolves around a leader setting and maintaining a set of standards: ETHICS. For Marine leaders these can be found in the various codes that we have learned during our leadership development. The Constitution, Corps Values, Code of Conduct, Law of War, and leadership traits and principles.

INSTRUCTOR'S NOTE: Ask Marines as many questions as necessary to ensure they fully understand the material presented in this lesson.

TRANSITION: Review material, probe with questions, and introduce new material. Now that we have had an opportunity to learn and discuss the ethics of leadership, are there any questions over anything I just covered? Let us now review everything that we have covered in today's lesson.

SUMMARY **(2 MIN)**

We have now had the opportunity to increase our knowledge of the tools of our profession. As warriors we must not only know how a weapon functions and how to employ it, we should become familiar with its construction. Garrotes are your introduction into weapons design and construction followed by their employment. It brings you one step closer to the next level as a master at arms. In the same way we must not only be good leaders, we must understand the foundations upon

which good leadership is constructed. The Marine Corps cannot function successfully as a group of individuals working independently, doing their own thing, and maintaining whatever set of individual standards they may have. It is necessary for all Marines to function together as a team and subscribe to Marine Corps standards. This requires Marines to perform their duties well, to have a common purpose, and display a common sense of obligation to the highest standards of personal conduct. Everyone must know and fully understand what standards are required and actively seek to maintain those standards. Only then can the Marine Corps and any unit in the Marine Corps hope to achieve success. The nature of the obligation that we have as Marines requires more than simple obedience of orders. It requires a sense of commitment to the purpose and the role that we perform as Marines. Simple awareness of the responsibility involved is not enough. There must exist a sense of obligation for whatever action is required to accomplish our responsibility thoroughly. At this level of commitment we are dealing with ethics. This also brings you one step closer to the next level as a master at arms.

INSTRUCTOR NOTE: *Those with IRFs, fill them out and turn them in to the instructor at this time.*

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

DETAILED INSTRUCTOR OUTLINE

LESSON TITLE

FUNDAMENTALS OF A COMBAT MINDSET

COURSE TITLE

BLACK BELT

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

APPROVAL SHEET

DETAILED INSTRUCTOR OUTLINE

LESSON TITLE

FUNDAMENTALS OF A COMBAT MINDSET

COURSE TITLE

BLACK BELT

PREPARED BY: MACE STAFF DATE: _____

APPROVED BY: MACE STAFF DATE: _____

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

INSTRUCTOR PREPARATION CHECKLIST

ESSENTIAL DATA

LESSON DESIGNATOR	MA-5.11
LESSON TITLE	Fundamentals of a Combat Mindset
DATE PREPARED	December 2004
TIME	1 hr 15 Min
METHOD	Lecture/Discussion
LOCATION	Classroom/Training Field
INSTRUCTORS REQUIRED	One and assistants as needed
REFERENCES	MCRP 6-11B, MCWP 6-11
TRAINING AIDS/EQUIPMENT	None

UNITED STATES MARINE CORPS
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DETAILED OUTLINE

FUNDAMENTALS OF A COMBAT MINDSET

INTRODUCTION **(3 MIN)**

1. **GAIN ATTENTION**. Most of our day is spent training the physical and technical aspects of war fighting. As we have found in the Marine Corps Martial Arts Training, it is just as important to train the mental and character aspects of combat related duties. It's our responsibility to develop warriors who not only are technically proficient, but mentally focused, with an understanding of what the rigors of combat will demand of their mind.
2. **LESSON PURPOSE**. The purpose of this period of instruction is to ensure each Marine understands the components of a combat mindset.
3. **METHOD/MEDIA**. This lesson is taught as a lecture/discussion and is done in conjunction with the MAI course and as a period of instruction for the Black Belt syllabus.

TRANSITION: Review previous material, probe with questions, and introduce new material. Throughout our Marine Corps careers to include during this course, we have received instruction preparing us physically for combat related duties. This class will address mental and character building to develop a strong mind and constitution that will weather the rigors of combat.

BODY **(70 MIN)**

1. **Where to Start?**
 - a. Many have written about their experiences during combat. We find this a good place to start to understand the psychology of those who have been called to kill, in service to their country or otherwise. By examining a large cross-section of accounts, we can begin to understand the process of developing a combative mindset.

b. Legendary Marine Corps Sniper, Carlos Hathcock, felt that "the human target always stimulates interest". Is that a natural feeling to have, or one that developed through years of training, hunting, stalking, and actually pulling the trigger with another human being in the cross-hairs? Dr. Michael Ghiglieri feels killing is imprinted on our DNA and impossible to escape and asks in his writings, "Are we killing animals self-organized into the disciplinary structures of civilization?". Whether or not you agree with killing being a part of our DNA you have to agree with William Blake when he observed that, "History is a bath of blood". This being the case, it would be best if we understand the mechanisms that effect our combative behavior. We will discuss several of them now.

2. Mechanisms that contribute to our Combative Mindset.

a. Flight or Fight.

(1) The first mechanism we will discuss is the fight or flight response. Many feel the natural response to a combative situation is to flee. For a large percentage of the population this may very well be their initial response. However, if you imagine yourself in a situation where your child or loved ones are grievously threatened by an individual, you will find that your reaction will be to remove that threat by what ever means necessary, that is to say, fight. There is a protective element that comes into play when there is somebody other than ourselves at risk.

(2) By understanding this we can incorporate two points into our training. The first is that we can train the "fight" response into those individuals who do not already have it. Individual Action Drills (IA Drills) are an example of this. During a near ambush it might not seem natural to turn into the assault, mounting a counter attack with fire and maneuver, but we know from experience it is the best course of action to seize the initiative from our enemies. Our ground fighting, stand up, shooting and weapons skills all are aimed at building our abilities to close and enter, taking the fight to our opponents and eliminating them as a threat.

b. Predatory vs. Affective Behavior.

(1) The next mechanism is important in its own right and is a critical element in understanding the following mechanisms. Predatory behavior is usually associated with stalking behavior. The predator experiences very little autonomic arousal and is usually extremely focused on his prey, making little to no noise, waiting to exploit the best opportunity. This is a favorable, yet hard to achieve, state for combatants.

(2) Affective behavior includes both overt physical and vocal displays. The subject partaking in affective behavior experiences an elevation in arousal levels, as adrenaline flows through his body he begins to sweat, his heart rate increases, and his breathing increases as his need for oxygen increases. This is a difficult state to sustain and as you can imagine this is a very ineffective state to be in for a combative engagement.

c. Innate and Manifest Adaptive Traits.

(1) The innate adaptive traits are the ones we mentioned in conjunction with affective behavior. They include, but are not limited too, adrenaline release, sweat, eyes fluttering, tunnel vision, increased heart rate, increased breathing.

(2) The Manifest Adaptive Traits are associated with predatory behavior. They are the ability to overcome the natural arousal brought on by the innate traits. They are what we train for, to focus with deadly intent, to be better at the combat duty of killing.

d. Inter-special vs. Intra-special behavior.

(1) Inter-special behavior is between different species, such as a cat and a mouse. In almost all cases there is a predator-prey or at least a "food-chain-type" relationship established.

(2) Intra-special behavior takes place between members of the same species. In almost all cases the behavior is affective, with overt vocal and posturing displays. Think of two cats this time. They hiss and growl at each other, their fur stands up, and they arch their backs to appear bigger.

(3) Man is one of the few, if not the only species that engages in predatory intra-special behavior. We have many coping mechanisms to facilitate us killing each other. One interesting thing we tend to do, as humans, is depersonalize our foe. We come up with derogatory names for them, and find ways to think of them as "less than human". This makes it easier on our psyche because we are killing a "lower life form"; a task, which we are more familiar with, and one that our conscience can resolve.

e. Pressures and Counter-Pressures.

(1) We will discuss some of the pressures we experience in a combative situation and turn the behaviors we train to, to counter those pressures.

(2) When some one comes in hard at us with an attack, this is an imminent pressure we must learn to defeat by immediately seizing the initiative from our

opponent and moving in on him. If we allow him to get us "back on our heels" we will probably never recover and will only be reacting to our foe's actions.

(3) If we worry about being hit, we suffer from a concussive pressure. The counter to this is to hit our enemy first, regardless of his actions. The proper mindset is, "you may hit me, but I am definitely going to hit you". Remember, rarely can you control what your opponent will do in an engagement. But you have total control over what you will do.

(4) Fatigue is a pressure we all must deal with. To counter fatigue we must be able to rest, but only after the mission is accomplished. We need to train the mental toughness to fight through our discomfort and fatigue as long as it takes to accomplish the mission, knowing that when it is over we will be able to rest.

(5) A formidable pressure to fall under is indecision. This one can shut you down, freezing you in place while others die around you. The counter to this is simply action - do something.

(6) The last pressure we will discuss is being or feeling alone. Two men fighting together are always better than two men fighting apart. They encourage, steady, and can protect each other. The group, working together for a common goal is the surest way to counter the pressure of being alone.

3. DISCUSSION.

a. Whether or not you feel killing is a part of our genetic makeup, you cannot argue with the fact that in combat your life gets much simpler. Life's petty day-to-day issues melt away and all that are left are survival issues. We do know that there are certain "violence triggers" that can be set off, and once they are tripped, it is very hard to pull back. Once a person gets over initial kills, often it is hard to get them to stop.

b. What training factors can be replicated to enhance combative performance? Certainly realistic, properly executed weapons training can be nothing but a benefit. Nobody will argue against continuing to develop Marines' Mental and Character attributes to make them more able war fighters. What about combative sports? Certainly our free sparring develops and enhances combative performance. We must remember to maintain the proper mental focus when training. We must guard against it becoming "play fighting". When the time comes to kill, we must make sure we do not have too great a gap to cross from our training to the actual engagement.

c. Some of the greatest factors that affect combat performance are: Mindset, Training, Fitness, and External Factors such as weather and terrain. If we take

this into consideration when designing and executing our training, we can have a very positive effect on our programs. We will be able to build units with great character and esprit who are willing to go to great lengths to protect each other. We will have Marines who know the distinction between killing well; with great speed, power, and physical technique; and dying well with selflessness, esprit de corps, and dedication to their fellow Marines. Nobody dies for a medal or to have their picture on a wall.

SUMMARY

(2 MIN)

A successful combat mindset cultivates the Innate Adaptive traits through conditioning, practice, and training and forges them into traits that better serve us to counter the pressures of combat.

INSTRUCTOR NOTE: Those with Instructional Review Forms (IRFs) Fill them out and turn them in at this time

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DETAILED INSTRUCTOR OUTLINE

LESSON TITLE

APPLY THE ADVANCED ELEMENTS
OF ANATOMY AND PHYSIOLOGY

COURSE TITLE

BLACK BELT

UNITED STATES MARINE CORPS
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APPROVAL SHEET

DETAILED INSTRUCTOR OUTLINE

LESSON TITLE

APPLY THE ADVANCED ELEMENTS
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BLACK BELT

PREPARED BY: MACE STAFF DATE: _____

APPROVED BY: MACE STAFF DATE: _____

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INSTRUCTOR PREPARATION CHECKLIST

ESSENTIAL DATA

LESSON DESIGNATOR	MA-5.12
LESSON TITLE	Apply the Advanced Elements of Anatomy and Physiology
DATE PREPARED	December 2002
TIME	1.5 hr
METHOD	Informal Lecture
LOCATION	Training Area
INSTRUCTORS REQUIRED	One and assistants as needed
REFERENCES	MCRP 3-02B, FSIC, MCO 1500.54, MCO 1510.122A, Gray's Anatomy (Henry Gray: 1918), Essential Anatomy (Tedeschi), Human Anatomy and Physiology (5 th Edition: Hole)
TRAINING AIDS/EQUIPMENT	Curriculum materials

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DETAILED OUTLINE

APPLY THE ADVANCED ELEMENTS OF ANATOMY AND PHYSIOLOGY

INTRODUCTION **(3 MIN)**

1. GAIN ATTENTION. In the basic elements of anatomy and physiology we learned that the human body is designed to withstand and fight off a crisis. For example, the brain and spinal cord, which control the functioning of the body, are protected and housed by the skull and vertebrae, respectively. Our internal organs such as the heart and lungs are protected by the rib cage. However well protected, the human body is not impervious to attack during close-in fighting. There are points of weakness on the body that are vulnerable to attack. We discussed in dept the bone and muscular structure of the body to capitalize on assaulting those areas, which will cause the most structural damage to an opponent when attacked. This class will discuss a more advanced view of the human body as a whole, and when attacked, how the body reacts to such encounters. This lesson will provide additional information on target areas and pressure points of the body in a close combat engagement when the use of deadly force is justified.

2. OVERVIEW. This lesson will cover the advanced elements of anatomy and physiology with a focus on target areas of the body, which are structurally weak and vulnerable to attack, functions of different physiological systems and how they can be identified as viable target areas.

3. INTRODUCE LEARNING OBJECTIVES. The Terminal Learning Objective and Enabling Learning Objectives pertaining to this lesson are as follows:

a. **TERMINAL LEARNING OBJECTIVE.**

(1) Given 782 Gear Plus, opponent, and without the aid of references, apply the advanced elements of anatomy and physiology in accordance with the references. (8550.05.23)

b. **ENABLING LEARNING OBJECTIVES.**

(1) Given 782 Gear Plus, opponent, and without the aid of references, demonstrate pressure points on the head IAW the references. (8550.05.23a)

(2) Given 782 Gear Plus, opponent, and without the aid of references, demonstrate pressure points on the neck IAW the references. (8550.05.23b)

(3) Given 782 Gear Plus, opponent, and without the aid of references, demonstrate pressure points on the arm IAW the references. (8550.05.23c)

(4) Given 782 Gear Plus, opponent, and without the aid of references, demonstrate pressure points on the hand IAW the references. (8550.05.23d)

(5) Given 782 Gear Plus, opponent, and without the aid of references, demonstrate pressure points on the leg IAW the references. (8550.05.23e)

(6) Given 782 Gear Plus, opponent, and without the aid of references, demonstrate pressure points on the foot IAW the references. (8550.05.23f)

4. METHOD/MEDIA. This class will be taught using the informal lecture method and guided discussion.

INSTRUCTOR NOTE: Assign specific students to fill out Instructional Review Forms (IRFs). Have them fill out the IRFs after the completion of the lesson.

5. EVALUATION. Topics from this lesson will be evaluated via black belt performance test.

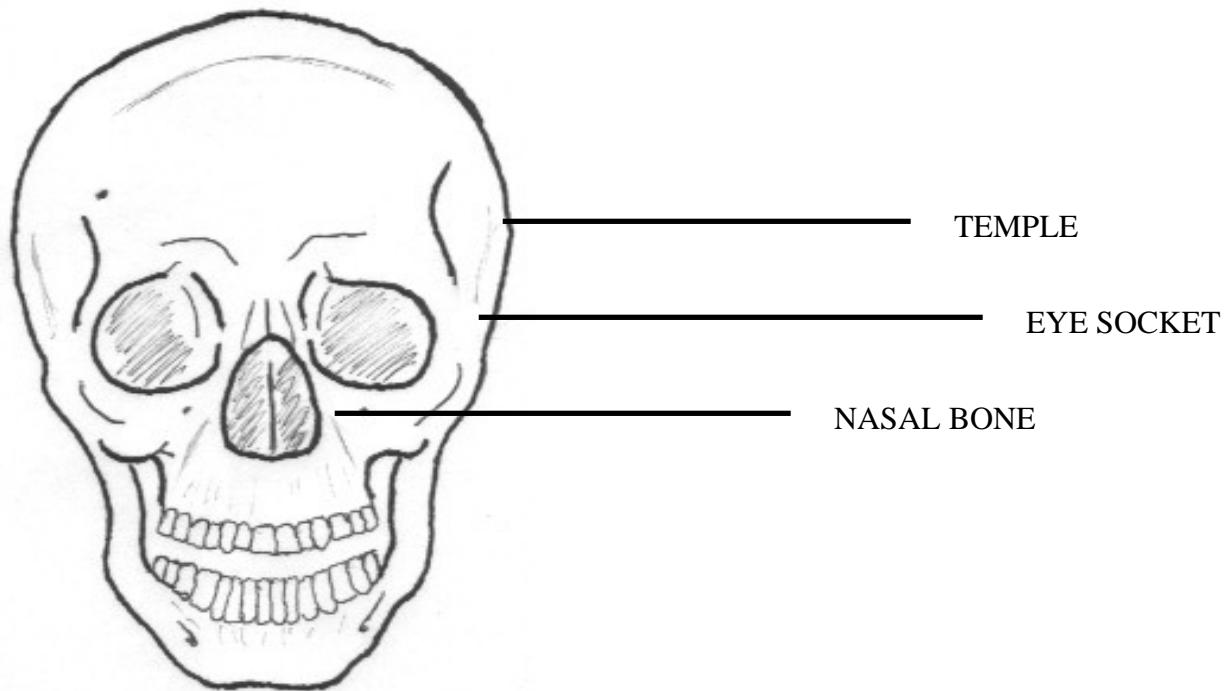
TRANSITION: Review material, probe with questions and introduce new material. In your training you have received classes on the basic elements of anatomy and physiology. Now it's time for some more advanced concepts on the functions of the human body. The topic of discussion will be broken down by the skeletal system, muscular system, and the nervous/circulatory system. We will begin our discussion of anatomy at the top, by discussing the head.

INSTRUCTOR NOTE: Explain to the students the format of identify different levels of attack, when attacking different systems. Each topic is broke down in a skeletal, muscular, nervous, and circulatory perspective. Identify pressure points and target areas.

1. THE HEAD.**THE SKELETAL SYSTEM.**

a. The main skeletal factions in the head are the skull or cranium and mandible or jawbone. The two parts serve totally different functions but have value as target areas.

(1) Cranium. The cranium or skull houses and protects the brain. The skull is made up of eight bones fused together. It's composed of dense bone and **is not a good target**. However, a powerful blow to the skull delivered with a weapon such as a club can cause concussion, unconsciousness, or death. This is because the skull houses the brain, which is responsible for all actions concerning the body (central processor). Different points on the skull are more sensitive than others.



(a) Temple. The temples are located on the small depressions above the ear, forward on the skull. A blow to the temple can fracture the thin temporal bone and tear the middle meningeal artery as it passes upwards within a groove between the inner skull table and the dura. Arterial bleeding strips the dura off the inner skull table to form a collection of blood which forms a blood clot in the brain. This accumulation can be immediate or delayed. This can be easily overlooked, as mild concussion is followed by a lucid interval before neurological symptoms and a

coma may develop many hours later when the enlarging blood clot begins to exert pressure on the brain.

(b) Nasal Bone. The nasal bones are thin, long and nearly rectangular in shape. They sit side by side, fused at the midline, where they form the bridge of the nose. These bones serve as attachments for the cartilage that is largely responsible for the shape of the nose. To break the nasal bone strike at a 45-degree angle, either downward flush against the surface or upward in a straight lined attack. Behind the nasal bones lie the tear ducts. When the nose is broken, there is an immediate flush of tears in the eyes, which can temporarily blind your opponent.

(c) Eye Socket. The eye socket is the circular pit of the skull where the eyes operate from. Fracturing any portion of the socket can cause temporary blindness. There is no skeletal bone holding the eyes inside the socket; the actual eyeball can be easily removed.

(d) Temporal Bone. The temporal bones form part of the sides and the base of the skull. Located near the lower portion, on the side of the skull is the auditory meatus, or ear orifice. Strikes and attacks to this portion of the cranium would be detrimental to the equilibrium and hearing of the opponent. Destruction to the ear drum results from strikes hard enough to cause pressure in the canal or concussion severe enough to rupture the ear.

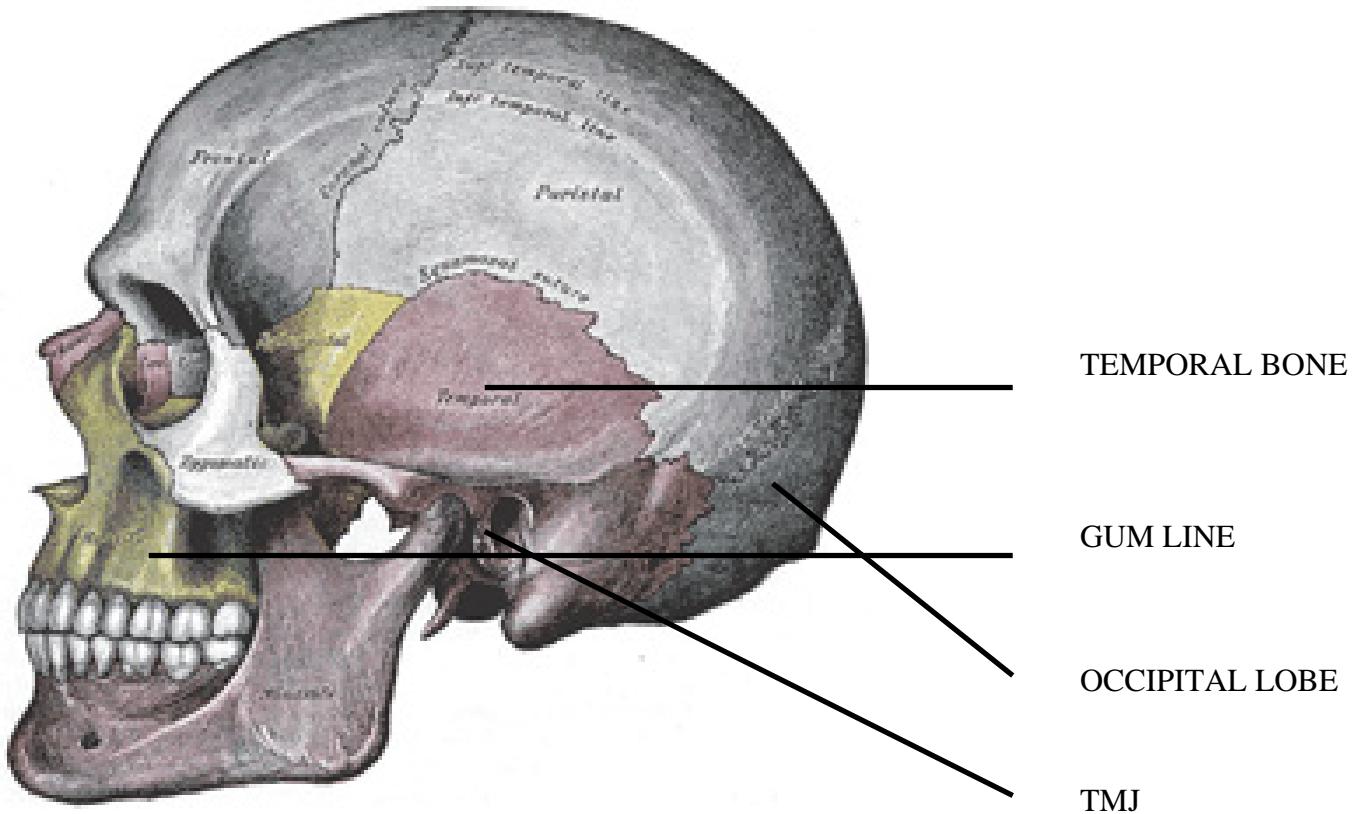
(e) Occipital Lobe. The occipital lobe is located at the lower base of the skull. There is an opening on the lower portion of the surface through which nerve fibers from the brain pass through the vertebrae heading to the spinal cord. Strikes to the occipital lobe area can cause instant disorientation. Concussion results from shifting the brain against the back or front of the skull. This will also increase the amount of fluid in the brain. A hard enough strike can give shock to the brain, resulting in a message to the nervous system to shut down.

(2) Mandible. The mandible, better known as jawbone, is located at the lower portion of the skull. It is a moving and easily removed joint connected by the ligaments of the head. The joint, which forms the point of movement, is called the temporomandibular joint or TMJ.

(a) Temporomandibular Joint. This joint is responsible for all the movement of the jawbone. Connections made by ligaments at the mandibular condyle and coronoid process, enable the jaw's range of motion for talking and chewing. These points are directly at the hinge, located forward of the ear. Dislocation of the TMJ can be caused by a moderately forceful horizontal strike on the jaw.

INSTRUCTOR NOTE: Inform the student that the jaw can be used as a handle for controlling the opponent, but must be weary of the teeth of the opponent. Technique should only be used if opponent no longer has any teeth in the mouth.

(b) Gum line. The gum line is the portion of the mandible where the teeth are located. Strikes delivered to this area must be done with a high intensity of force, due to the structure, in order to break, crack or dislocate teeth.



THE MUSCULAR SYSTEM.

a. Eye Movement.

(1) Eye Lid. The orbicularis oculi is the muscle that surrounds the eye. It lies in the surrounding tissue and in the eyelid, which control the closing and

opening of the eye. This muscle is responsible for aiding in the flow of tears to the surface of the eye by pressure to the nearby tear gland.

(2) *Eye Ball*. The eyeball itself is not connected directly to any muscle, which leaves it easily accessible for removal. Best point of entry for removal of the eye would be the upper portion above the eyeball and corners, because of the room allowed by the surrounding tissue. A quick snatching motion will disconnect the eyeball from the optical nerve.

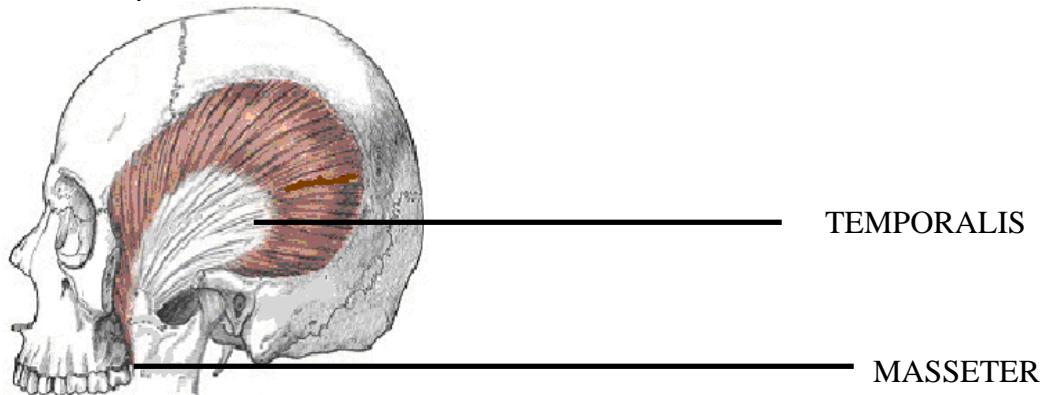
b. *Muscles of the Mandible*.

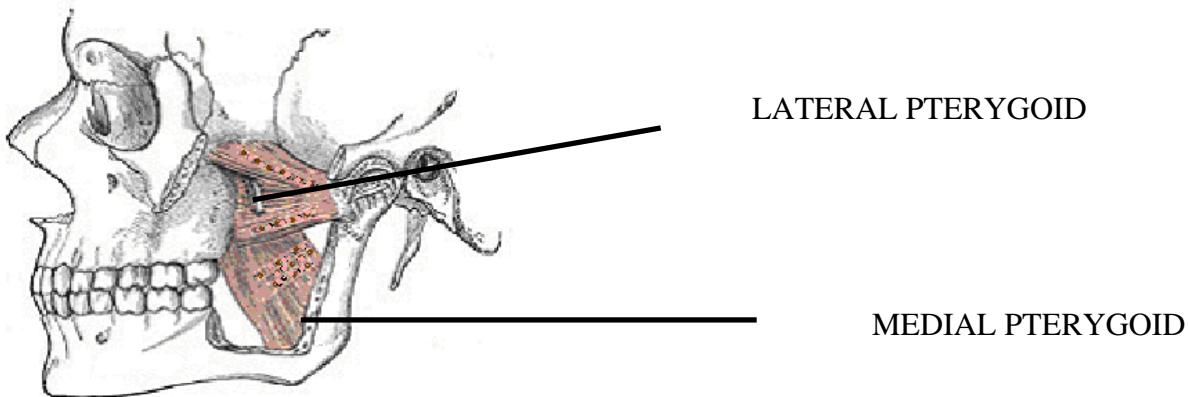
(1) *Masseter*. The masseter is the large muscle felt just in front of the ear when your teeth are clenched. Its primary function is raising and closing the jaw during chewing, but also can control the rate at which the jaw opens.

(2) *Temporalis*. The Temporalis is the muscle located on the side of the skull above and in front of the ear. It's also used to raise the jaw.

(3) *Medial Pterygoid*. The medial pterygoid is located on the interior portion of the jaw. It's responsible for closing the jaw.

(4) *Lateral Pterygoid*. The lateral pterygoid is also located on the interior portion of the mandible, just forward the region below the mandibular condyle. What differs is that this muscle can open the mouth, pull the mandible forward to make it protrude, and move the mandible from side to side.





THE CIRCULATORY AND NERVOUS SYSTEM.

INSTRUCTOR'S NOTE: *Inform the students that majority of all blood flow to the head comes from the Carotid arteries and Jugular vein, additional veins supply blood flow to the skin and muscles of the face.*

a. Nervous System.

The study of the nervous system for combative is to better understand how to control, damage, or heal the human body. Nerve attacks are used to generate pain, cause involuntary muscle responses, or impair motor functions. When we generate pain in another person, we cause that person to do something they would not otherwise do. Damage to the nerves done by strikes or extreme pressure can result in numbness, enhanced pain, or paralysis. Other responses could include problems using muscles, moving certain appendages, inability to use senses, or problems with the use of certain organs.

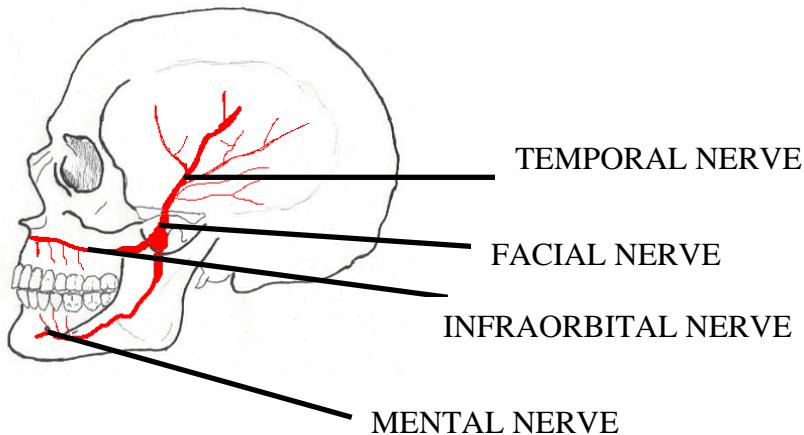
- (1) The central nervous system consists of the brain and the spinal cord.
- (2) The peripheral nervous system consists of the nerves that branch out from the central nervous system and connect it to other body parts.
- (3) Peripheral nerve strikes are primarily where most attacks will take place, due to the vast size of the system. With a knowledge of the location of nerves it is easier to understand the bases of nerve strikes controlling the head. Specific nerves used for attacks and controls common under the following four:
 - (a) Infraorbital Nerve. The infraorbital nerve is located right underneath the ridgeline of the nose. The attack can be used to lift the opponent

head to apply a choke or control. Pressure must be applied at approximately 45 degrees inward toward the brain.

(b) Facial Nerve. The base of the facial nerve is located just forward of the temporalmandibular joint. Pressure can be applied for control of the head & enhanced pain compliance.

(c) Temporal Nerve. The temporal nerve runs along the area of the temple and can be used for pain compliance.

(d) Mental or Alveolar Nerve. The mental nerve is located on the outside of the mandible, and the alveolar nerve is located on the inside. Both can be used for pain compliance or points used to control the jaw.



b. Circulatory System.

The circulatory system provides the life cycle of blood circulation throughout the body. Blood is the essential substance of human life, which is responsible for the transportation of oxygen, nutrients and hormones. It is also responsible for removal of carbon dioxide, regulation of body temperature, and the water content of cells. From a combative perspective, the study of the circulatory system is for identifying the location of the major blood vessels in order to make more efficient attacks, as well as to better protect our own vulnerable areas.

(1) Arteries. Arteries are the vessels that transport blood from the heart to various parts of the body. Major blood vessels often align with major nerves, which is helpful when locating specific areas for strikes/attacks.

(a) Carotid Artery. Located along the side of the neck, directly behind the mandible. There is an external and internal branch of this artery.

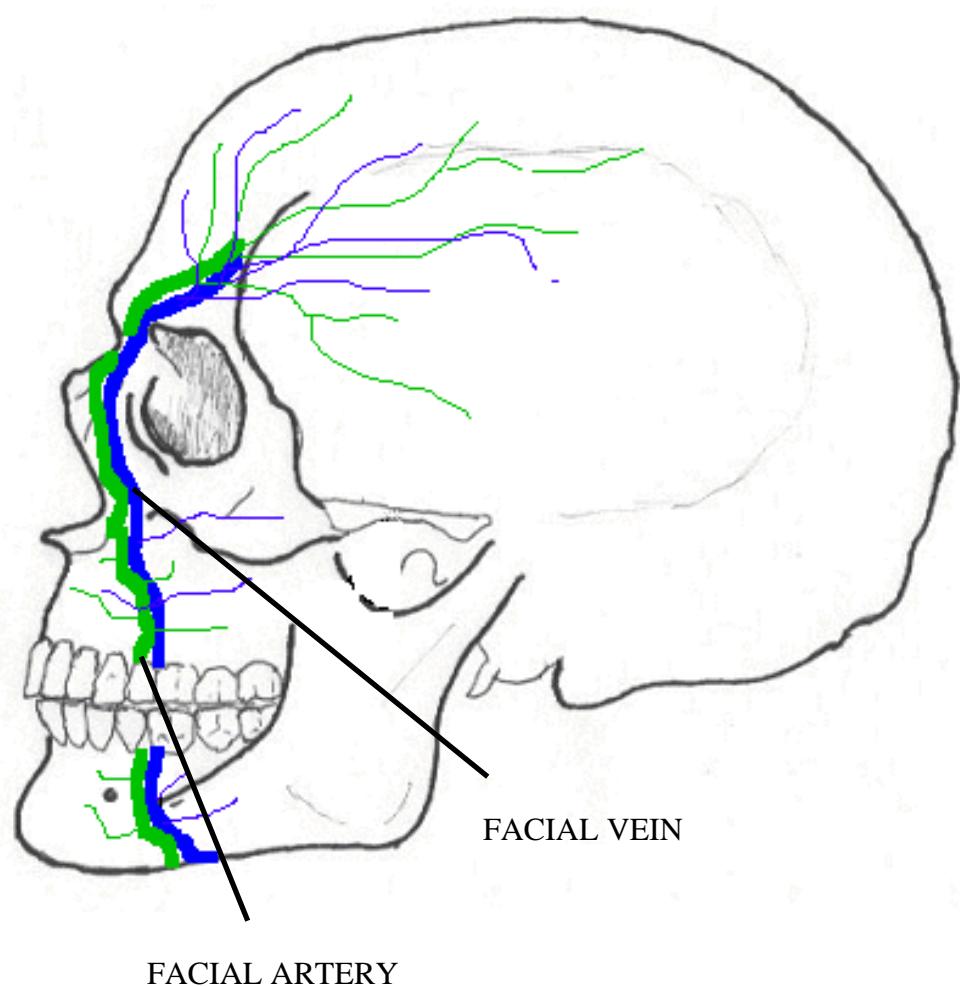
(b) Temporal Artery. Located along the side of the skull, in the temple region of the cranium.

(c) Facial Artery. Located diagonally along the face, from the outside of the mandible to the bridge of the nose.

(2) Veins. Veins are the vessels that transport blood from various parts of the body back to the heart. Once the blood is brought back to the heart, it is re-supplied with oxygen and sent back out through the body via arteries.

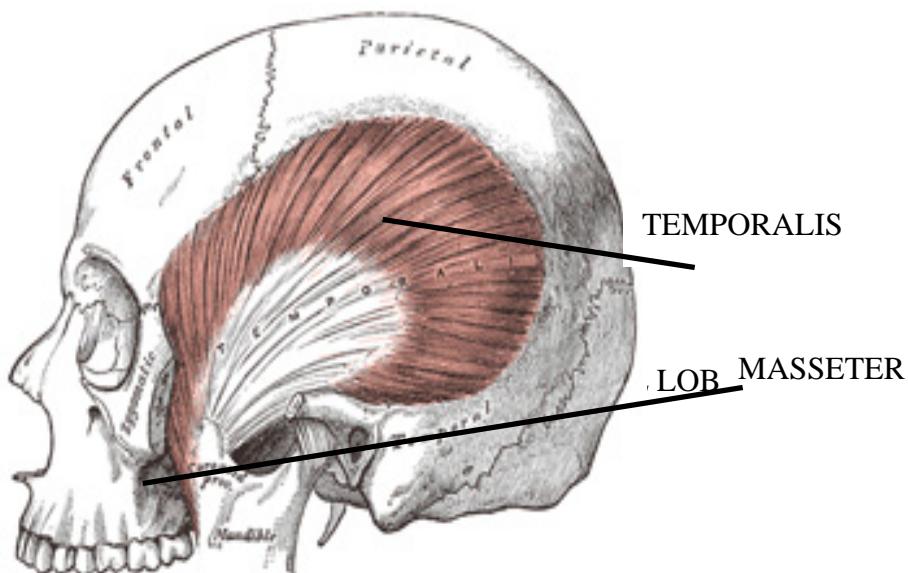
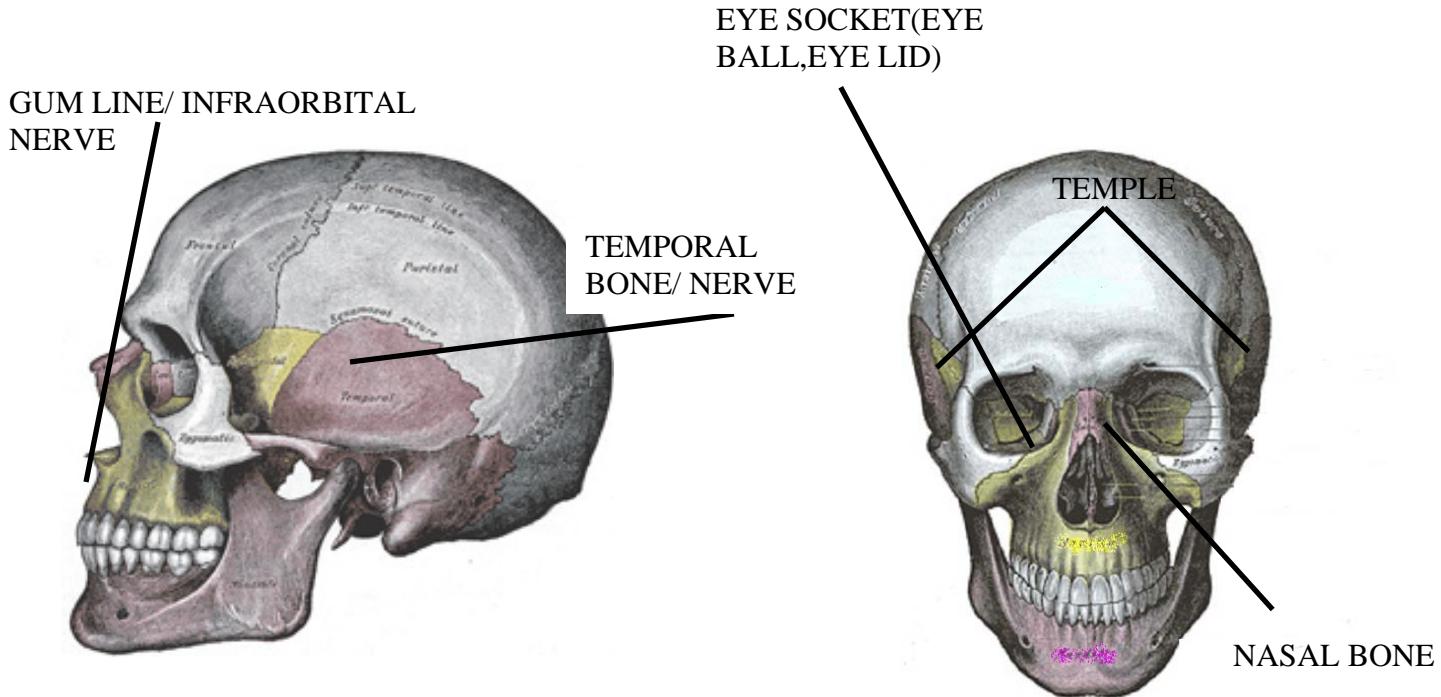
(a) Facial Vein. Located diagonally along the face, from the outside of the mandible to the bridge of the nose. This vein is right next to the facial artery.

(b) Jugular Vein. Located along the side of the neck, directly behind the mandible. There is an external and internal branch of this vein. This vein is right next to the carotid artery.



INSTRUCTOR NOTE: Ask students questions to evaluate comprehension of subject.

PRESSURE POINTS OF THE HEAD.



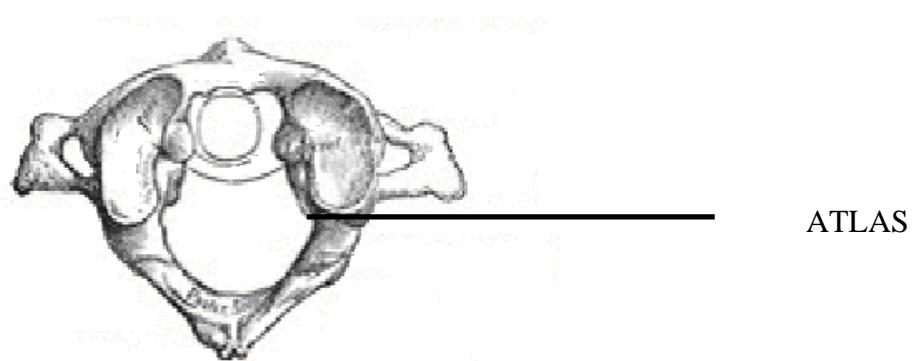
TRANSITION: Review material, probe with questions and introduce new material. At this point in your training you have received the advanced elements of anatomy and physiology of the head, now it is time for some more advanced concepts on the functions of the neck.

2. THE NECK.

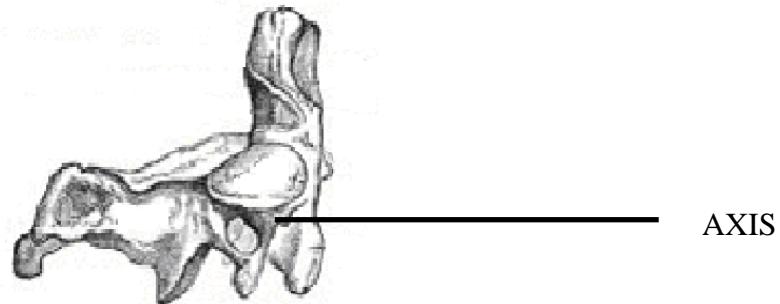
THE SKELETAL SYSTEM

The skeletal structure of the neck evolves around the cervical vertebrae. This is the body structure of the neck, which is responsible for all movement and rotation of the head.

a. Atlas. The first cervical vertebra is named the atlas because it supports the globe of the head. Its chief peculiarity is that it has no body due to the fact the body of the atlas has fused with the next vertebra.

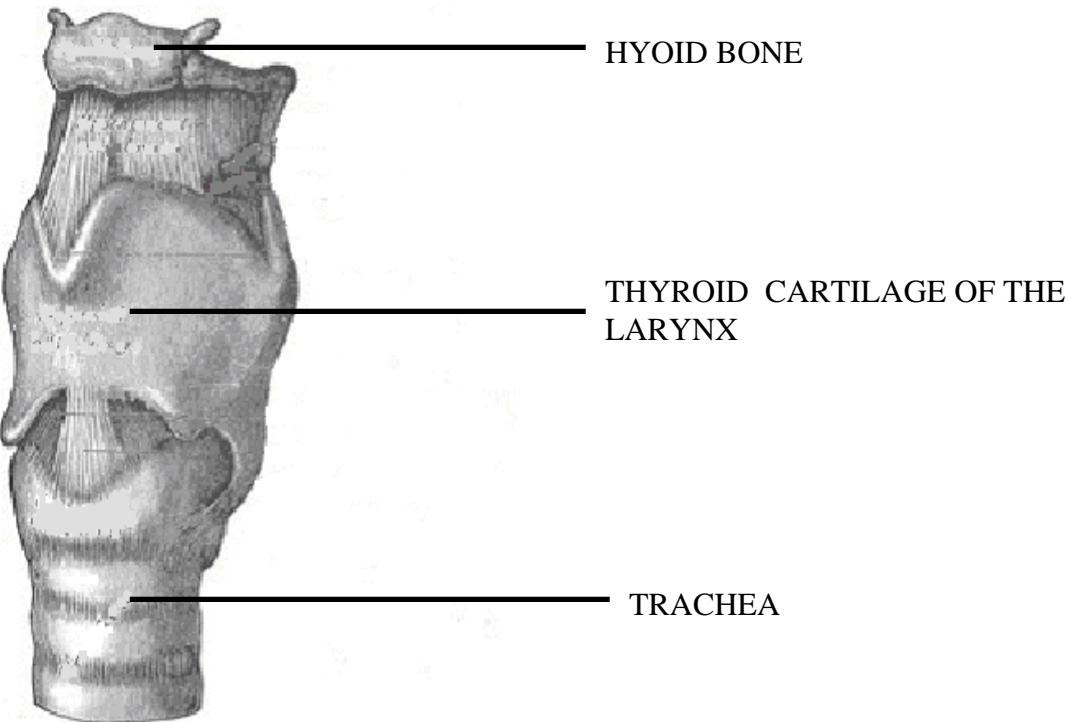


b. Axis. The second cervical vertebra is named the axis because it forms the pivot upon which the first vertebra, carrying the head, rotates. The body is deeper in front than behind, and prolonged downward anteriorly so as to overlap the upper and forepart of the third vertebra.



The skeletal structure of the neck also forms a protective covering for the connection of the brain stem and spinal cord. The spinal cord is the control hub for sensory and motor functions. The cervical vertebrae make up the skeletal structure for the back of the neck. The front of the neck is more cartilaginous, consisting of larynx and the trachea.

c. Larynx. The larynx or voice-box is located at the upper part of the airway. It's situated between the trachea and the root of the tongue, at the upper and forepart of the neck, where it presents considerable projection in the middle line. Its vertical extent corresponds to the fourth, fifth, and sixth cervical vertebra, but it is placed somewhat higher in the female and also during childhood.



d. Trachea. The trachea or windpipe is a cartilaginous and membranous tube, extending from the lower part of the larynx, on a level with the sixth cervical vertebra, to the upper border of the fifth thoracic vertebra, where it divides into the two bronchi, one for each lung. The trachea is nearly but not quite cylindrical, being flattened posteriorly; it measures about 11 cm. in length; its diameter, from side to side, is from 2 to 2.5 cm., always greater in the male than in the female.

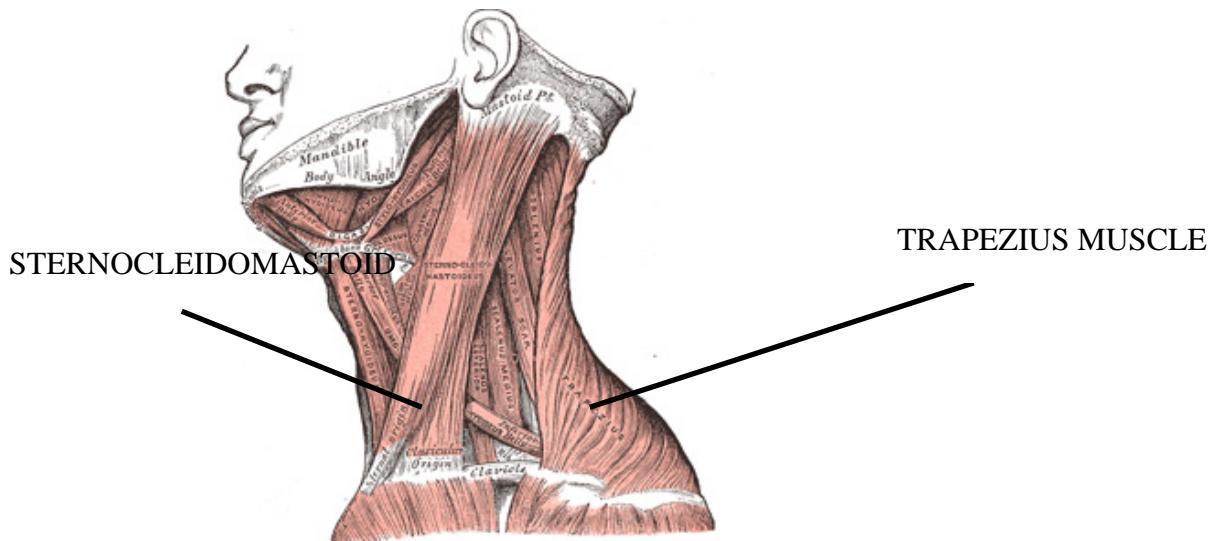
e. Attacking these areas of the neck would be considered deadly force, and would force the airway to collapse or be crushed by the damage given. If the Larynx or Trachea is crushed, the only way to deliver air to that person's lungs is by a tracheotomy. To perform a tracheotomy a tube must be inserted externally into the airway, through the jugular notch, to get air to the lungs.

THE MUSCULAR SYSTEM

a. The muscular structure of the neck is responsible for the movement in the head. Head movements result from the actions of paired muscles in the neck and upper back. These muscles are responsible for flexing, extending, and rotating the head. There are two main muscles of the neck.

(1) Sternocleidomastoid. The sternocleidomastoid is the long muscle in the side of the neck that extends upward from the thorax to the base of the skull, behind the ear. When this muscle contracts, the head turns in the opposite direction. When both sides contract, the head is bent down toward the chest.

(2) Trapezius. The Trapezius is a flat, triangular muscle, covering the upper and back part of the neck and shoulders. It connects vertebrae in the neck and upper shoulders to the base of the skull. When this muscle contracts it causes the head to rotate backward. The trapezius primarily moves the shoulder, but forms the base for minor neck muscles.



INSTRUCTOR NOTE: Inform the students that these are the muscles of the neck to aim for when executing knife techniques, or executing muscular gouging, because of the use and importance of each muscle.

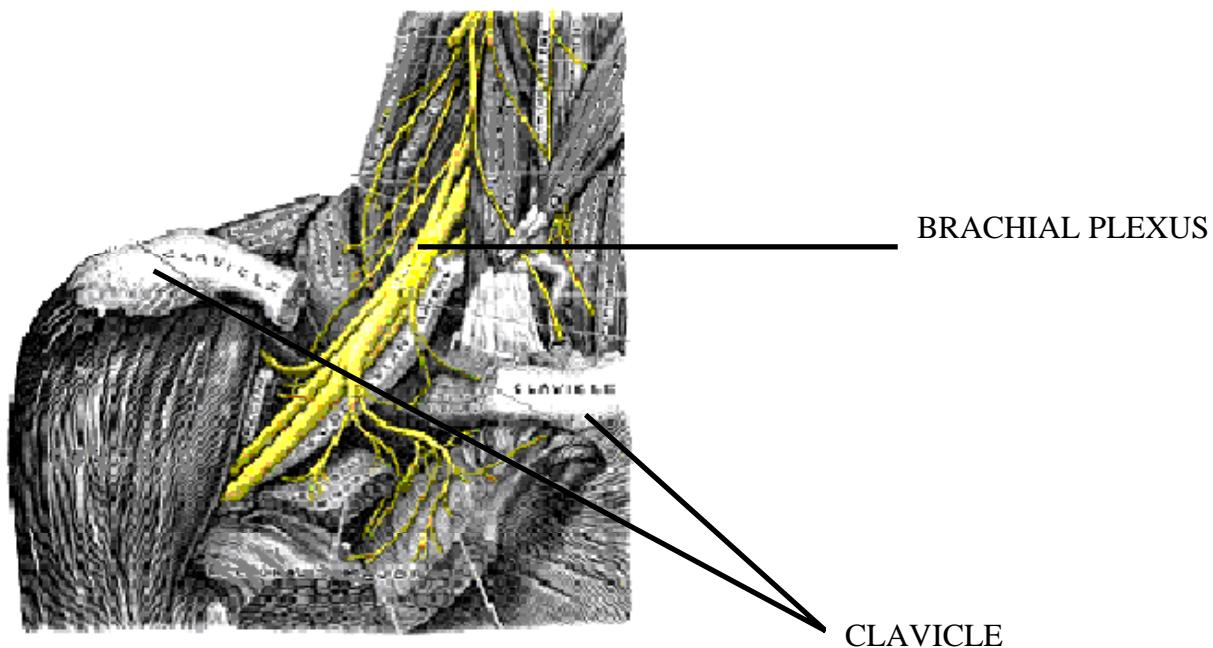
THE NERVOUS AND CIRCULATORY SYSTEM.

a. Nervous System.

The nerves of the neck are focused around the connection of the brain stem and spinal cord. This particular point is the house of all activity. It can be broken down into two parts.

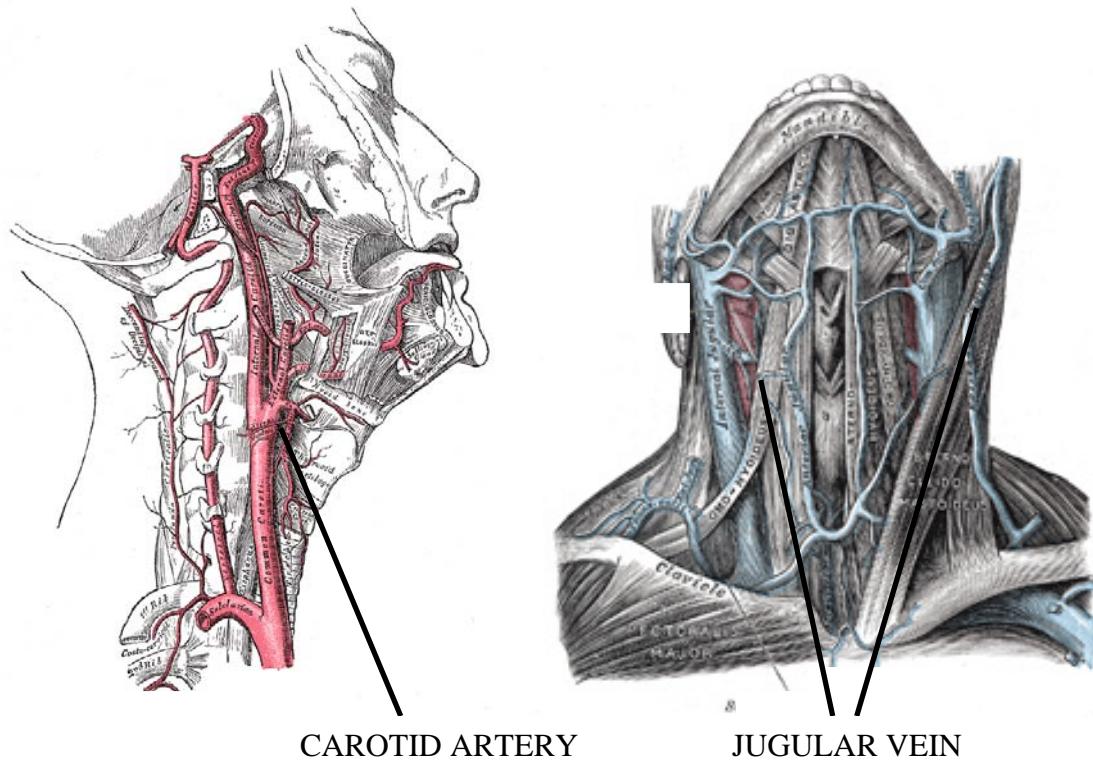
(1) Cervical Plexus (C1-C5). The cervical plexus supplies the sensory impulses of the skin, control and impulses to the muscles of the head, neck, and upper shoulders. Also supplies the diaphragm with impulses for breathing functions.

(2) Brachial Plexus (C5-T1). The brachial plexus supplies the upper extremities, numerous neck and shoulder muscles, with sensory and motor sensation. All five nerves of the arm originate from the brachial plexus.



b. Circulatory System.

The circulatory system of the neck was covered in the discussion of the head. The Carotid Arteries and Jugular Vein pass through the neck to get to the head.



INSTRUCTOR NOTE: Ask students questions on topic to evaluate comprehension of subject.

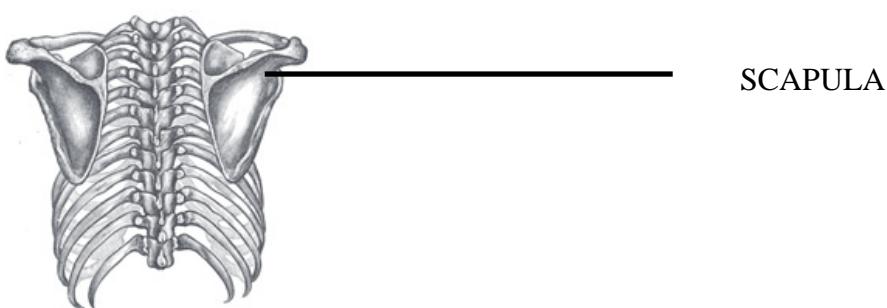
TRANSITION: Review material, probe with questions and introduce new material. At this point in your training you have received the advanced elements of anatomy and physiology of the neck. Now it is time for some more advanced concepts of the functions of the arm.

3. THE ARM.

THE SKELETAL SYSTEM

The skeletal structure of the arm consists of five main bones and two joints; The clavicle, scapula, humerus, ulna, and radius bone; the elbow and the shoulder. Bones are composed primarily of calcium phosphate, which contributes hardness, and collagen, the body's supporting tissue. The bone structure of each serves a different function for the movement and control of the arm.

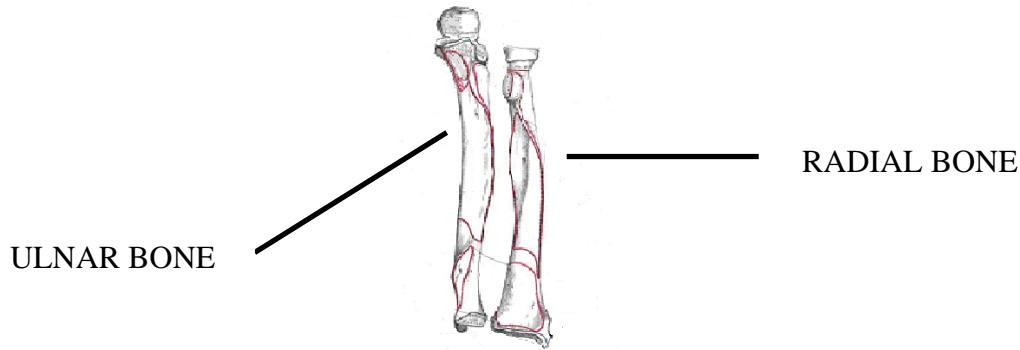
- a. Clavicle. The clavicle or collarbone is a long rod-like bone with a elongated curvature structure. It's located at the base of the neck and runs horizontally between the shoulders and the sternum. The clavicle acts as a brace for the freely movable scapula, therefore helping to hold the shoulder in perfect position.
- b. Scapula. The scapula or shoulder blade is a more broad triangular bone with flat concave surfaces. It's located directly behind the trapezius muscle. The scapula acts as support to the pectoral girdle, which supports the arms and serves as an attachment for several muscles that move the arms.



- c. Humerous. The humerus is the large bone that extends from the scapula down to the elbow. The upper end has a smooth rounded head, that fits glenoid cavity of the scapula.

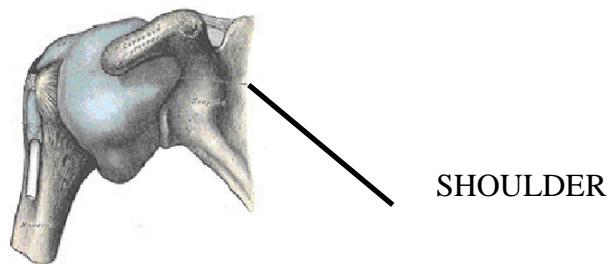
d. Radius. The radius bone is located on the thumb side of the lower arm, and is slightly shorter than the ulnar.

e. Ulnar. The ulnar bone is located on the pinky side of the lower arm, and is slightly longer than the radius and overlaps the end of the humerus posteriorly. There is a process on either side of the notch which provides an attachment for the muscle that straightens the arm at the elbow.

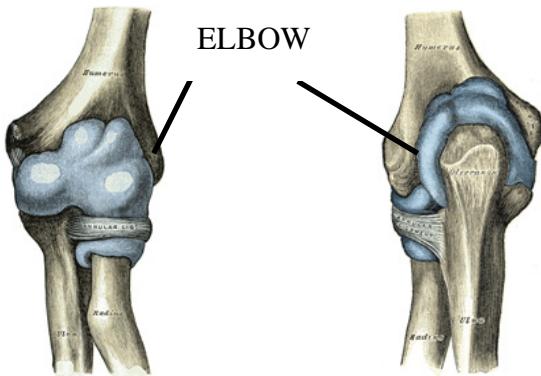


The joints of the arm consist of the elbow and the shoulder. These points are used for many pain compliance techniques and joint destruction. Understanding the manipulation of these joints is to determine its range of motion. Forcing the shoulder out of its natural range of motion may not break the joint, but will dislocate the humerus bone from the scapula, leaving the arm temporarily immobilized. Exceeding the range of motion of the elbow could result in joint destruction, which will impair the attacking motion of that arm severely.

f. Shoulder. The joint of the shoulder is a ball-and-socket joint that consists of the rounded head of the humerus and the shallow glenoid cavity of the scapula. It has an arrangement, which permits of very considerable about of movement, while the joint itself is protected and held together against displacement by the tendons which surround it.



g. Elbow. The joint of the elbow is a complex structure that include two articulations; a hinge joint between the humerus and the ulna, and a gliding joint between the humerus and the head of the radius.



INSTRUCTOR NOTE: Armbar techniques and bent armbar techniques of the Martial Arts Program focus on the principles of motion of these joints. Understanding the movement of the joints in the arm, will help explain the principles of the techniques.

THE MUSCULAR SYSTEM.

The muscular structure of the arm is common knowledge to many sport fans, athletes, and Marines. This is due primarily to the focus on being bigger or better physically in our society. From a MCMAP perspective, the motive for studying the muscles of the arms would not only be to identify striking areas or weak points, but muscles or tendons that would be good for cutting with an edged weapon or gouging for control. The muscles in the arms can be broken down into two different parts; muscles of the shoulder, muscles of the arm.

a. Muscles of the shoulder

(1) Trapezius. The trapezius muscle is the large, triangular muscle in the upper back that extends horizontally from the base of the skull and the shoulder. Its fibers are arranged in different groups, together these fibers rotate the scapula.

(2) Teres Major. The teres major connects the scapula to the humerus. It is responsible for extending the humerus, and abducting and rotating the upper arm.

(3) Deltoid. The deltoid is a thick, triangular muscle that supports the joint. It's connected to the clavicle and scapula to the lateral side of the humerus and acts to abduct the upper arm.

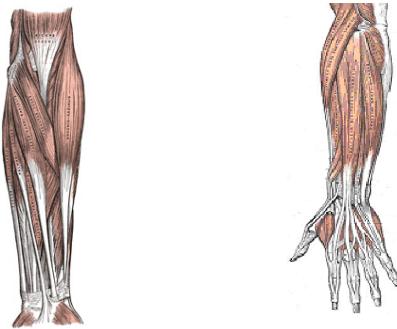
b. Muscles of the upper arm

(1) *Biceps Brachii*. The biceps brachii is a fleshy muscle that forms a long, rounded mass on the anterior side of the upper arm. It connects the scapula to the radius and functions to flex the arm at the elbow and to rotate the hand laterally, as when a person turns a doorknob or screwdriver.

(2) *Brachialis*. The brachialis is the large muscle beneath the biceps, and it connects the shaft of the humerus to the ulna. It is the strongest flexor of the elbow. The Brachioradialis also helps in flexing the elbow, because it attaches the radius to the humerus.

(3) *Triceps*. The triceps is the three-headed muscle that connects the humerus and scapula to the ulna, and is the strongest support for elbow extension.

The lower arm contains numerous muscles, which are responsible for the flexion and extension of the wrist. From a combative perspective, individual damage to a single muscle in the forearm may not immobilize the arm, because other muscles support the same task. However, direct damage to the major muscle groups of the upper arm will do serious damage to the power, speed, and range of motion of that limb.



THE NERVOUS AND CIRCULATORY SYSTEM.

a. Nervous System.

The structure of the nerves of the arm revolves around the brachial plexus. The brachial plexus is a complex network of nerves originating from the spinal nerve roots of the cervical and thoracic region of the vertebrae. The brachial plexus is located deep within the shoulders between the neck and the armpits. These nerves control all sensory and motor functions of the arm. There are different points on the arms, where these nerves are easy to gain access to, that can be

used for enhanced pain compliance and control. Nerve destruction can result in numbness or paralysis of a certain portion of the arm, if a single area is attacked.

(1) Brachial Plexus.

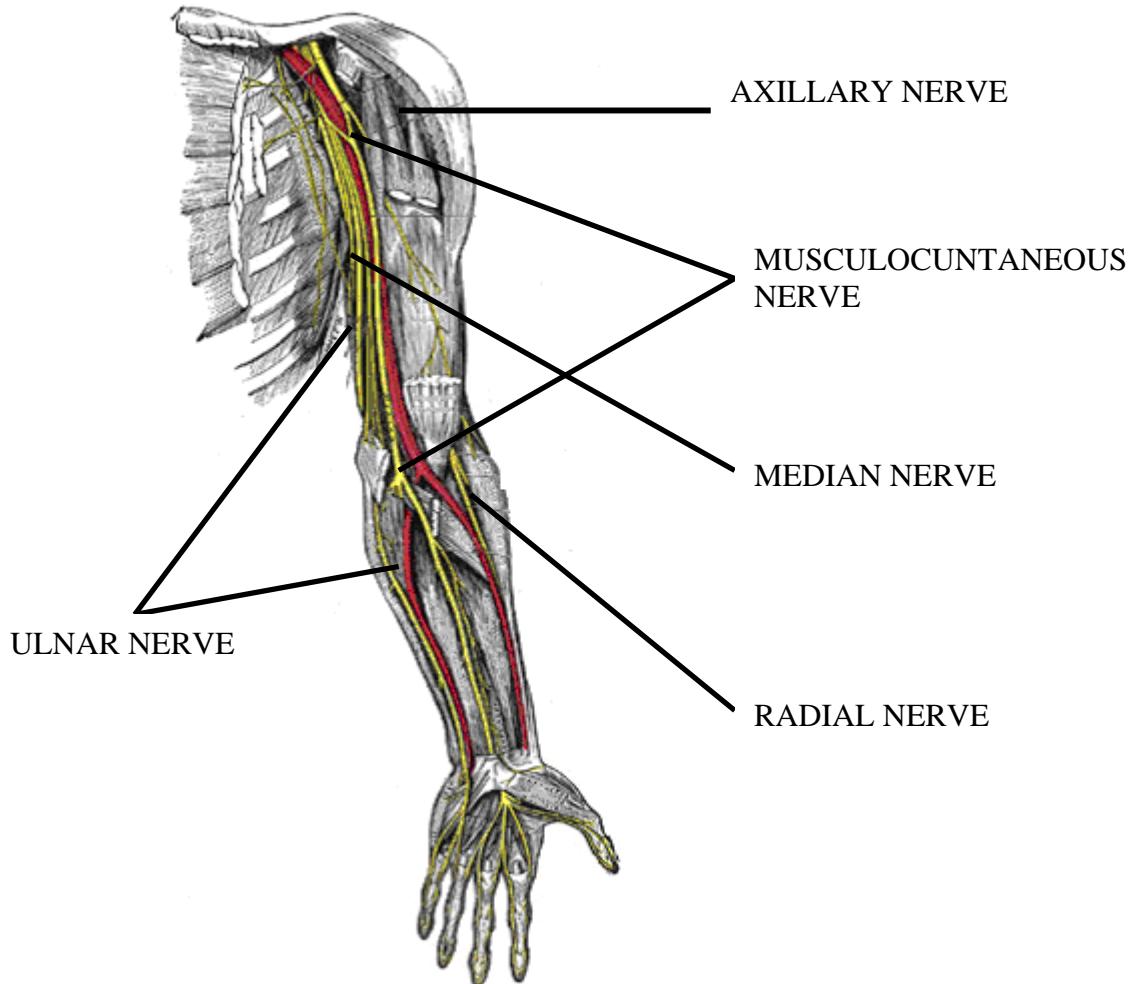
(a) Musculocutaneous Nerves. These nerves supply muscles on the anterior side of the arm, and the skin of the forearms, with impulses for movement and sensation. It's located on the anterior side of the upper arm, then wraps to the posterior side of the lower arm.

(b) Ulnar Nerves. These nerves supply muscles of the forearms and hands, skin of the hands, with impulses for movement and sensation (flexion). It's located on the pinky side of the arm.

(c) Median Nerves. These nerves supply muscles of the forearms and hands, skin of the hands, with impulses for movement and sensation. It is located down the center of the anterior side of the arm.

(d) Radial Nerves. These nerves supply muscles of the on the posterior side of the arm, and skin of the forearms and hands, with impulses for movement and sensation (extension). It's located on the thumb side of the arm.

(e) Axillary Nerves. These nerves supply muscles and skin of the upper, lateral, and posterior regions of the arm with impulses for movement and sensation. It's located on the outside point of the shoulder.



b. Circulatory System.

The blood flow of the arm is extremely important considering the arms not only make up half of the weapons of the body, they also perform as defense mechanisms used in combative fighting. The arteries and veins of the arms are easily identified, by the coexistence with the nerves of the arms.

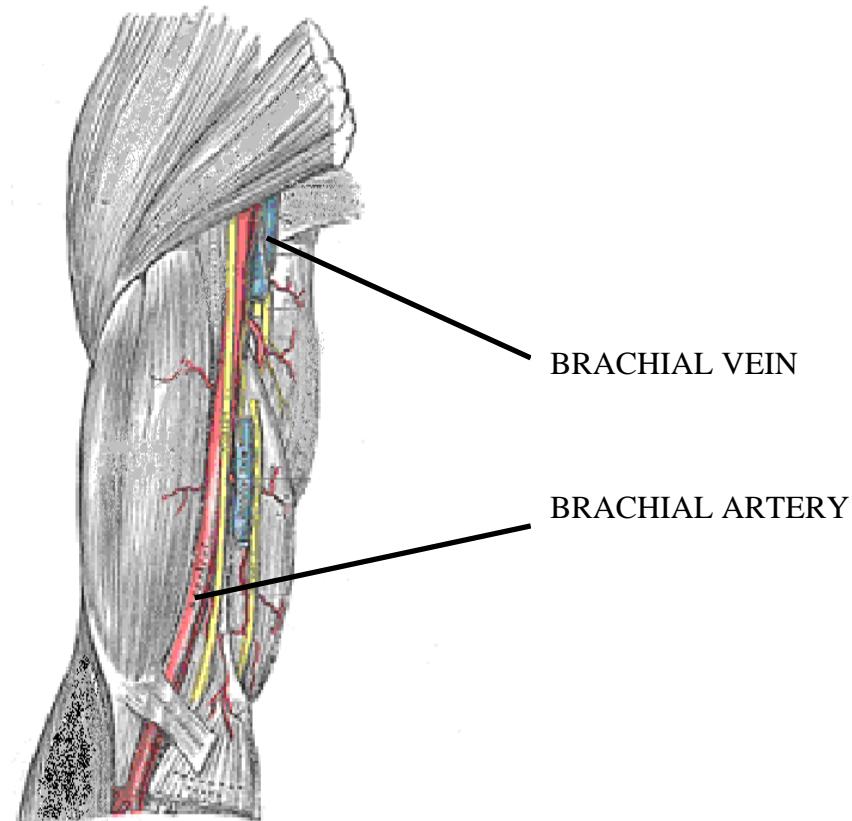
(1) Arteries.

(a) Maxillary Artery. The maxillary artery supplies the shoulder, chest wall, skin of the shoulder, the upper end of the humerus and shoulder joint. This artery becomes the brachial artery once it leaves the shoulder region. It is located directly behind the clavicle coming down from the lower portion of the cervical vertebrae.

(b) Brachial Artery. The brachial artery is located along the humerus bone down to the elbow. It supplies the upper and lower arm with circulation. Pass the elbow, the brachial artery branches out to make the ulnar and radial artery.

(c) Ulnar Artery. The ulnar artery is a branch of the brachial artery, and leads downward on the ulnar side of the forearm to the wrist.

(d) Radial Artery. The radial artery is a branch of the brachial artery, and leads downward on the radial side of the forearm to the wrist.



The main veins of the arm run directly parallel with the arteries and are named with the same prefix because of their location. If you can acquire the location of the arteries, just remember the veins for that area are sitting directly next to that artery.

INSTRUCTOR NOTE: Ask students questions on topic to evaluate comprehension of subject.

TRANSITION: Review material, probe with questions and introduce new material. At this point in your training you have received the advanced elements of anatomy and physiology of the arm, now it's time for some more advanced concepts of the functions of the hand.

4. THE HAND.

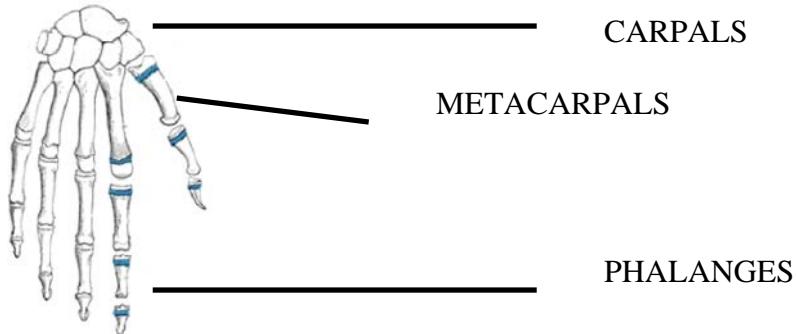
THE SKELETAL SYSTEM

The skeletal structure of the hand is smaller in size than any other skeletal structure in the body. The hand is composed of a wrist, a palm, and five fingers.

a. Carpal Bones. The carpal bones are the skeletal structure of the wrist, which consists of the eight small bones. The two compact masses of the row of four bones each is called a carpus. The carpus is rounded on its surface, where it articulates with the radius and ulnar bone to form the joint.

b. Metacarpal Bones. The metacarpal bones form the framework of the palm. These are the cylindrical bones that form the knuckles of the fist. The metacarpals articulate with the carpals and with phalanges to provide the movement of the hand.

c. Phalanges. Phalanges are the full bones of the fingers. They are broken down into three different sections; proximal, a middle, and distal. There are fourteen finger bones in each hand.



The bones of the hand can easily be broken because of their size and density as compared to the other bones of the body. Protection from this could be wrapping of the joints of the fingers while taping the fingers together without taking away full use of the hand.

INSTRUCTOR NOTE: *Inform the student that controlling an opponent by joint manipulation of the fingers can be extremely useful because most people are aware of how easy it is to break the bones of the hand, and how much pain can be involved.*

THE MUSCULAR SYSTEM

There are many muscles responsible for the movement of the wrist, hand, and fingers. The muscles of the hand are subdivided into three groups: (1) those of the thumb, which occupy the radial side; (2) those of the little finger, which occupy the ulnar side; (3) those in the middle of the palm and between the metacarpal bones. These muscles are broken into two major groups; flexors and extensors.

Flexors are the muscles of the hand, which close the fingers and contract the wrist. There are five of these muscles. Extensors are the muscles of the hand that open the fingers and wrist. There are four of these muscles. From a combative perspective there is no need to name and label all of these, because of their size and location. Understanding how they operate can be useful for protecting oneself or identifying injuries.



THE NERVOUS AND CIRCULATORY SYSTEM.

a. Nervous System.

The same five nerves of the brachial plexus that run down the arm run to the hand. Different points on the hand make these nerves accessible for controlling or delivering pain compliance. The two main points for controlling the hand are between the webbing of the thumb and pointing finger, and the outside meaty portion of the hand below the pinky and above the wrist. Pressure has to be applied in the proper direction to access these nerves. To apply pressure to median nerve, which is in the webbing of the fingers, direction of pressure must be applied down and into the metacarpal of the pointing finger. To apply pressure to the ulnar nerve, which is in the meaty portion of the edge of the palm, pressure must be applied against the metacarpal of the pinky in a rotational direction, similar to executing a wristlock.

b. Circulatory System.

The circulation of the blood to the hand is significant and it's important to understand how to acquire a target on the hand. At the wrist, the branches of the ulnar and radial arteries join to form an interconnecting network of vessels. Arteries arising from this network supply blood to structures in the wrist, hand, and fingers. The deep veins generally parallel the arteries in each region and are given similar names. The superficial veins are interconnected in complex networks just beneath the skin. The main vessels of the superficial network are the basilic and cephalic veins. They arise in the hand and wrist on the ulnar and radial sides.



TRANSITION: Review material, probe with questions and introduce new material. At this point in your training you have received the advanced elements of anatomy and physiology of the hand, now it is time for some more advanced concepts on the functions of the leg.

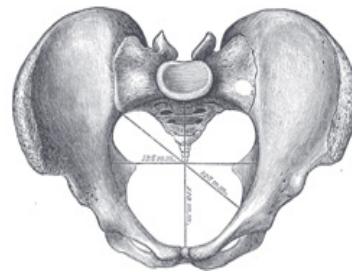
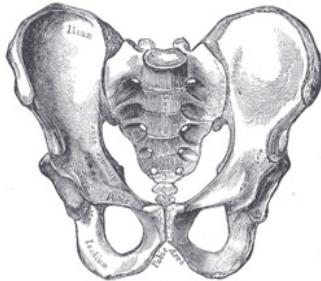
5. THE LEG.

THE SKELETAL SYSTEM

The skeletal structure of the leg consists of five main bones and two joints; the hipbone, pelvis, femur, patella, fibula, and tibia bone; the knee and the hip. Bones are composed primarily of calcium phosphate, which contributes hardness, and collagen, the body's supporting tissue. The bones of the leg are the largest bones of the body. If roaming the battle field for a weapon of opportunity or material for the development of an improvised weapon (club), taking the bone of a leg would be optimal. The leg's structure serves different functions for the movement and control of the leg.

a. Hip Bone. The hip bone is a large, flattened, irregularly shaped bone, constricted in the center and expanded above and below. It meets its fellow on the opposite side in the middle line in front, and together they form the sides and anterior wall of the pelvic cavity. It consists of three parts, the ilium, ischium, and pubis. The union of the three parts takes place in and around a large cup-shaped articular cavity, the acetabulum, which is situated near the middle of the outer surface of the bone. This depression is on the lateral surface of the hipbone and it receives the rounded head of the femur or thighbone.

b. Pelvis. The pelvis, is a bony ring, interposed between the movable vertebrae of the vertebral column which it supports, and the lower limbs upon which it rests; it is stronger and more massively constructed than the wall of the cranial or thoracic cavities, and is composed of four bones: the two hip bones laterally and in front and the sacrum and coccyx behind.

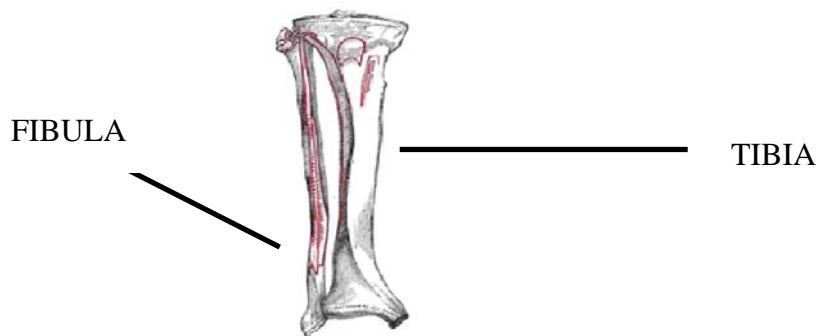


c. Femur. The **femur or thighbone**, is the longest bone in the body and extends from the hip to the knee. It's also the strongest bone in the skeleton and is almost perfectly cylindrical. A large, rounded head at its upper end projects medially into the acetabulum of the coxal bone.

d. Patella. The **patella or kneecap**, is a flat bone located in a tendon that passes anteriorly over the knee. Because of its position, the patella controls the angle at which this tendon continues towards the tibia and functions in lever actions associated with lower leg movements.

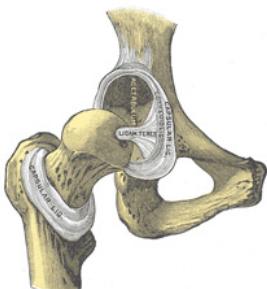
e. Tibia. The **tibia or shinbone**, except for the femur, is the longest bone of the skeleton and is located on the medial side. Its upper end is expanded into condyles, which have concave surfaces and articulate with the condyles of the femur. At its lower end, the tibia expands to form a prominence on the inner ankle, which serves as an attachment for ligaments.

f. Fibula. The **fibula is a long, slender bone located on the lateral side of the tibia**. The head articulates with the tibia just below the lateral condyle; however, it does not enter into the knee joint and does not bear any body weight.



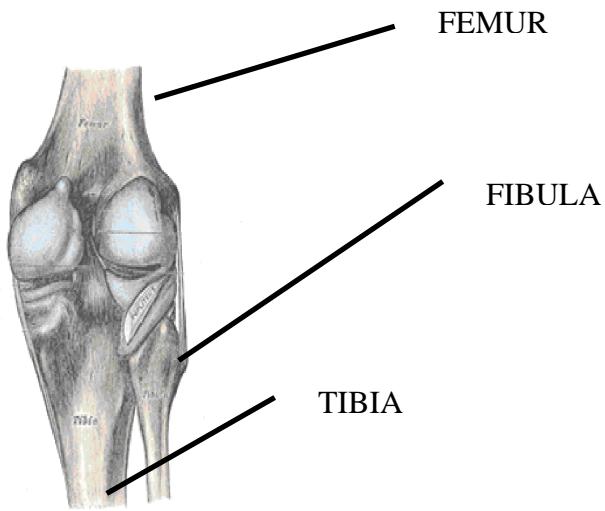
The joints of the leg consist of the hip and the knee. These points are used for many pain compliance techniques and joint destruction. The fundamentals of understanding the manipulation of these joints is determining its range of motion. Forcing the hip out of its natural range of motion may not break the joint but will dislocate the femur bone from the pelvic girdle, leaving the leg temporarily demobilized. Exceeding the range of motion of the knee could end in joint destruction, which will impair the attacking motion of that leg.

(1) Hip. The hip is a ball and socket joint that consists of the head of the femur and the cup-shaped acetabulum of the coxal bone. A ligament is attached to the pit of the head of the femur and to connective tissue with the acetabulum. A horseshoe-shaped ring of fibrocartilage at the rim of the acetabulum deepens the cavity. It encloses the head of the femur and helps hold it in place.



(2) Knee. The knee was formerly described as a hinge joint, but is really much more complicated. It must be regarded as consisting of three articulations in one: two condyloid joints, one between each condyle of the femur and the corresponding meniscus and condyle of the tibia; and a third between the patella and the femur. The joint between the patella and the femur is a gliding joint. The joint capsule of the knee is relatively thin, but it is greatly strengthened by ligaments and the tendons of several muscles.

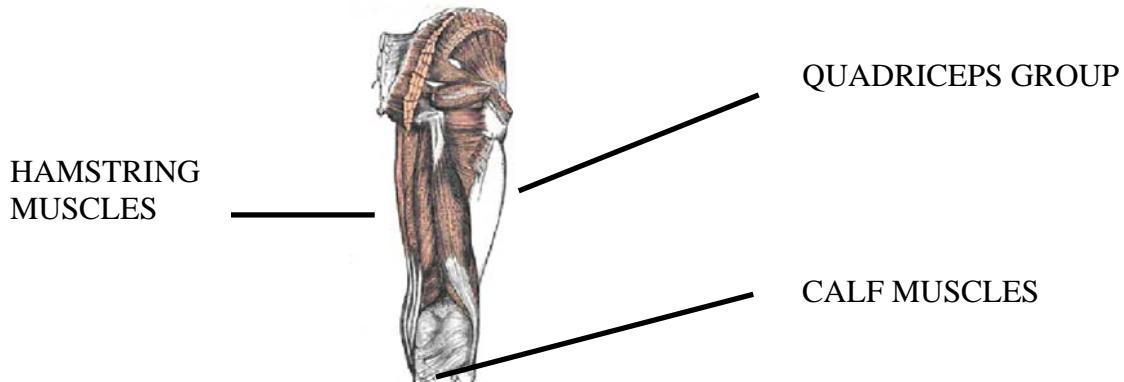
INSTRUCTOR NOTE: *Inform the students about the techniques in the Marine Corps Martial Arts Program that can be used to take advantage of these target areas. The dislocation of the hip is possible, if a powerful enough strike were aimed in the correct position. Aside the rolling knee-bar, inform the students what other techniques can be used on the knee.*



THE MUSCULAR SYSTEM.

The muscular structure of the legs is common knowledge to many sport fans, athletes, and Marines. This is because of the focus on being bigger or better physically. From a MCMAP perspective, the motive for studying the muscles of the legs would not only be to identify striking areas or weak points, but muscles or tendons that would be good for cutting with an edged weapon or gouging for control. The muscles of the legs can be broken down into three different parts; the hamstring, quadriceps group, and calf.

a. The Hamstring Muscles. The hamstring muscles consist of three different muscles working together to accomplish the same goal. The names of these muscles are the Biceps Formoris, Semitendinosus, and Semimembranosus. The location of the hamstring muscles are on the back side of the thigh, directly above the knee and below the glidius maximus. The hamstring muscle functions to flex the leg, and also inward rotation of the leg.



b. The Quadriceps Group. The quadriceps femoris is the large, fleshy muscle group that occupies the front and sides of the thigh and is the primary extensor of the knee. It consists of four different muscles (hence called quad) working together to accomplish the same goal. The names of these muscles are the Rectus Femoris, Vastus Lateralis, Vastus Medialis, and the Vastus Intermedialis. The location of the quadriceps group is on the front side of the thigh, directly above the knee. This muscle functions as the extensor of the leg.

c. The Calf Muscles. The calf muscle consists of two separate muscles located in the back of the leg, directly below the knee; the Gastrocnemius and the Soleus. The function of this muscle is the flexion of the foot, which aids in pushing the body forward when moving or jumping. Though it's not a muscle, the Achilles tendon is an important part of this muscle group because it's the connecting base for the back of the heel to the muscle.

INSTRUCTOR NOTE: *Inform the students that even though we don't do it during training, every time you execute a leg sweep, the target area is the achilles tendon.*

The leg contains many of the most powerful muscles and muscle groups in the body. These muscles are developed naturally because of the use and balance of a person's body weight. From a combative perspective, attacking specific muscles or muscle groups shows a good acquisition of the targets in the body. These targets can be used for specific functions or quick, lethal, controlled attacks.

THE NERVOUS AND CIRCULATORY SYSTEM.

a. Nervous System.

The structure of the nerves in the leg revolves around the lumbosacral plexus. The lumbosacral plexus is a complex network of nerves originating from the spinal nerve roots of the lumbar and sacral region of the vertebrae. The lumbosacral plexus is located deep within the lumbar region of the spine down to the pelvic cavity of the hip. All sensory and motor functions of the leg are controlled by these nerves. There are different points on the legs, where these nerves are easy to gain access to and can be used for enhanced pain compliance control. Nerve destruction can result in numbness or paralysis of a certain portion of the leg, if a single area is attacked.

(1) Lumbosacral Plexus.

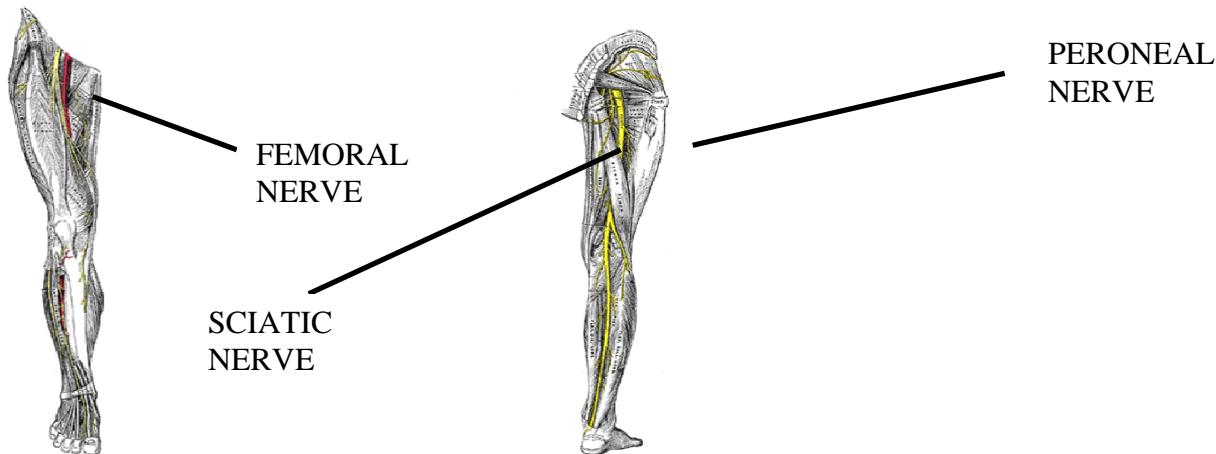
(a) Obturator Nerves. The Obturator Nerve originates from the ventral

divisions of the second, third, and fourth lumbar nerves. As it enters the thigh, it divides into an anterior and a posterior branch, which are separated at first by some of the fibers of the obturator externus, and lower down by the Adductor brevis. The obturator nerves supply the adductor muscles of the thigh.

(b) Femoral Nerves. The Femoral Nerve is the largest branch of the lumbar plexus, arises from the dorsal divisions of the second, third, and fourth lumbar nerves. They divide into many branches, supplying motor impulses to muscles of the thighs and legs, and receiving sensory impulses from the skin of the thighs and lower legs.

(c) Sciatic Nerves. The Sciatic nerves supplies nearly the whole skin of the leg, the muscles in the back of the thigh, and those of the leg and foot.

They are the largest and longest nerves of the body. It measures 2 cm. in breadth, and is the continuation of the flattened band of the sacral plexus. They pass downward into the buttocks and descend into the thighs, where they divide into tibial and common peroneal nerves. The many branches of these nerves supply muscles and skin in the thighs, legs, and feet.



Of these main nerves of the lumbosacral plexus all other nerves of the leg derive from. Similar to the network of the brachial plexus of the arm, the lumbosacral plexus branches out from the nerve roots of the spinal cord and sends nerves connecting the muscles for movement and skin for sensory perception. Attacking the plexus could result in intense pain, numbness, or paralysis of the leg.

b. CIRCULATORY SYSTEM

The blood flow of the leg is extremely important considering the legs not only make up half of the weapons of the body, they also perform as defense mechanisms used in combative fighting. The arteries and veins of the legs are easily identified, by the coexistence with the nerves of the legs.

(1) Arteries.

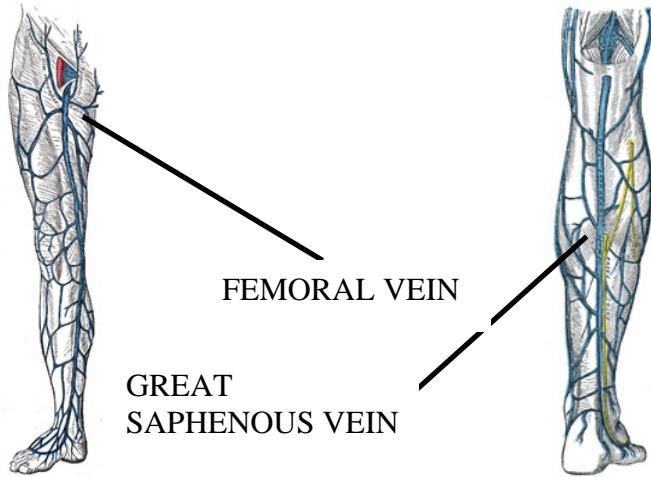
(a) Femoral Artery. The femoral artery passes fairly close to the anterior surface of the upper thigh, and gives off many branches to muscles and superficial tissues of the thigh. The vessel, at the upper part of the thigh, lies in front of the hip-joint; in the lower part of its course it lies to the medial side of the body of the femur, and between these two parts, where it crosses the angle between the head and body, the vessel is some distance from the bone.

(b) Popliteal Artery. The popliteal artery is the continuation of the femoral, and courses through the space behind the knee. Branches of this artery supply blood to the knee joint and to certain muscles in the thigh and calf. At the lower border of the knee, the popliteal artery divides into the anterior and posterior tibial arteries.

(c) Anterior Tibial Artery. The anterior tibial artery passes downward between the tibia and the fibula, giving off branches to the skin and muscles in the anterior and lateral regions of the leg.

(d) Posterior Tibial Artery. The posterior tibial artery is the larger of the two popliteal branches, descends beneath the calf muscles, giving off branches to the skin, muscles, and other tissues of the lower leg along the way.

(2) Veins. The veins of the leg follow the exact same path as the main arteries of the leg. The vessels of the venous system begin with merging of capillaries into venules, venules into small veins, and small veins into larger ones. Unlike the path of the arteries, the veined are much harder to follow. This is because the vessels are commonly interconnected in irregular networks, so that many unnamed tributaries may join to form a relatively large vein.



TRANSITION: Review material, probe with questions and introduce new material. At this point in your training you have received the advanced elements of anatomy and physiology of the leg, now it is time for some more advanced concepts of the functions of the foot.

6. THE FOOT.

THE SKELETAL SYSTEM.

The skeletal structure of the leg is larger in size than the skeletal structure of the hand, but follows the same pattern. The foot is composed of an ankle, an instep, and five toes.

a. Tarsal Bones. The tarsal bones are the skeletal structure of the ankle, which consists of seven small bones. These seven bones form a group called tarsus and are arranged so one of them, the talus, can move freely where it joins the tibia and fibula. The largest of these bones is the heel, or calcaneous, which supports the weight of the body and provides an attachment for muscles that move the foot.

b. Metatarsal Bones. The metatarsal bones form the framework for the ball of the foot and the instep. The instep consists of five elongated bones that articulate with the tarsus. The tarsals and metatarsals are arranged and bound by ligaments to form the arches of the foot.

c. Phalanges. Phalanges of the toes are similar to those of the fingers. They are broken down into three different sections; proximal, a middle, and distal. Each toe has three phalanges, for the exception of the big toe, it has only two because it lacks the middle phalanx.

The bones of the foot can easily be broken because of their size and density as compared to the other bones of the body. Protection from this could be the use of hard covering of the toes and foot, and taping toes together, without taking away full use of the foot. Controlling an opponent by joint manipulation of the toes may not be practical. However most people are aware of how easy it is to break the bones of the foot and also how much pain can be involved, so if the opportunity arrives, take advantage.



TARSALS

METATARSALS

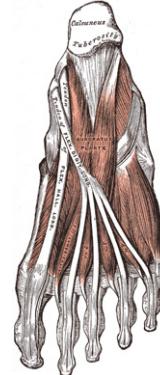
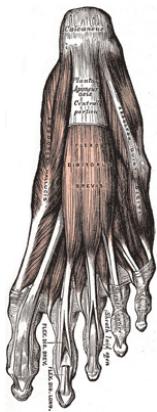
PHALANGES

INSTRUCTOR NOTE: Inform the students that most people are aware of how fragile the bones in the feet are and become real hesitant once a threat is presented.

THE MUSCULAR SYSTEM.

There are many muscles responsible for the movement of the ankle, foot, and toes. They attach the femur, tibia, and fibula to various bones of the foot, and are responsible for a wide range of movement. These muscles are broken into two major groups; flexors and extensors.

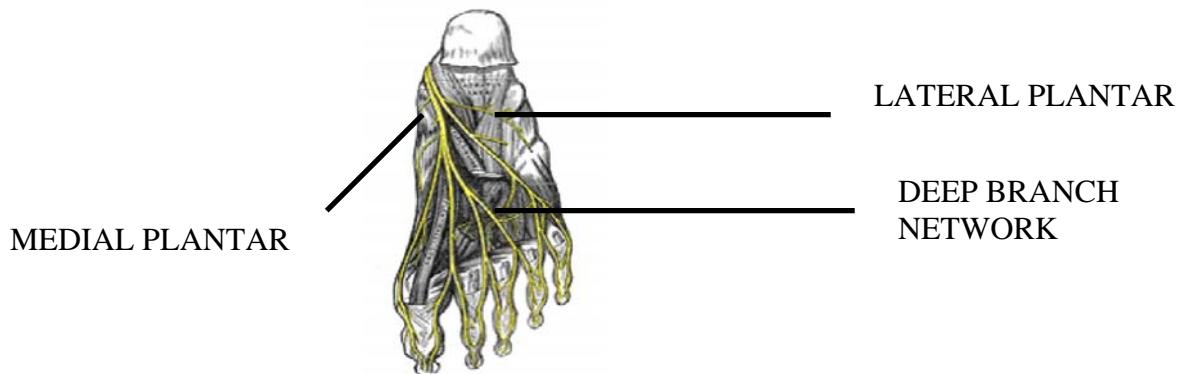
Flexors are the muscles which lift the foot and there are three of these muscles. Extensors are the muscles of the foot that lower the feet, there are three of these muscles. From a combative perspective there is no need to name and label these because of their size and location, but understanding how they operate can be useful for protecting oneself or identifying injuries.



THE NERVOUS AND CIRCULATORY SYSTEM.

a. Nervous System.

The same three major nerve branches of the lumbosacral plexus that run down the leg, run all the way to the foot. Pressure has to be applied in the proper direction to access these nerves. To apply pressure to peroneal nerves of the foot, which originate from the knee and down, direction of pressure must be applied down and into the metatarsal of the ankle. The optimal weapon used to apply pressure would be the heel of the foot. Stomping would also be sufficient.



b. Circulatory System.

The circulation of the blood to the foot is significant and important for gaining information for acquiring targets of the foot. At the ankle, the branches of the peroneal and tibial arteries join to form an interconnecting network or vessels in the foot. Arteries arising from this network supply blood to structures in the ankle, foot, and toes; the plantar and dorsal arteries. The deep veins generally parallel the arteries in each region and are given similar names for simplicity. The superficial veins are interconnected in complex networks just beneath the skin. The main vessels of the superficial network are the plantar and dorsalis veins.

TRANSITION: Review material, probe for questions and introduce new material. In close combat, the most effective attacks are those made to vulnerable target areas of the body or those areas not covered by body armor, using the natural weapons of the body (when no other weapon is available). A lack of body armor often makes attacks to the extremities very effective.

SUMMARY

(2 MIN)

The human body, while it is designed to withstand great injury and crisis, is not impervious to attack. There are points of weakness on the body that make it vulnerable to attack. It is important to understand the bone and muscular structure of the body to understand those areas which will cause the most

structural damage to an opponent when attacked. This includes immobilization from pain, unconsciousness, or even death due to structural, nerve, or organ damage. It is also important to know and understand the natural weapons of the body and to know the limits and advantages of unarmed attacks. This lesson covered the instruction of the basic elements of anatomy and physiology with a focus on target areas, and pressure points.

INSTRUCTOR TRAINER NOTE: *Those with Instructional Review Forms (IRFs), Fill them out and turn them in at this time*

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

DETAILED INSTRUCTOR OUTLINE

LESSON TITLE

DISCUSSION LEADING TECHNIQUES

COURSE TITLE

MARTIAL ARTS TRAINING
MENTAL DISCIPLINE

UNITED STATES MARINE CORPS
MARINE CORPS MARTIAL ARTS CENTER OF EXCELLENCE
THE BASIC SCHOOL
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APPROVAL SHEET

DETAILED INSTRUCTOR OUTLINE

LESSON TITLE

DISCUSSION LEADING TECHNIQUES

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MARTIAL ARTS TRAINING
MENTAL DISCIPLINE

PREPARED BY: MACE STAFF DATE: _____

APPROVED BY: MACE STAFF DATE: _____

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

INSTRUCTOR PREPARATION CHECKLIST

ESSENTIAL DATA

LESSON DESIGNATOR	MA-5.13
LESSON TITLE	Discussion Leading Techniques
DATE PREPARED	December 2004
TIME	1 hr 25 Min
METHOD	Lecture/Discussion
LOCATION	Classroom
INSTRUCTORS REQUIRED	One and assistants as needed
REFERENCES	MCRP 6-11B MCO 1500.54B, MCO 1510.122A, MCRP 3-02B
TRAINING AIDS/EQUIPMENT	None

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DETAILED OUTLINE

DISCUSSION LEADING TECHNIQUES

INTRODUCTION **(3 MIN)**

1. GAIN ATTENTION. During any period of instruction, it is important that you, as the instructor, gain the attention of your students and provide a sense of enthusiasm and a desire to learn. If you use slides or other media, describe how this media will help to gain student's attention. Use an attention gainer that is related to your class. Once you have gained their attention you must sell your lesson. Tell your students why it is important for them to listen to your lesson. The instructor must impress upon the students their need to know the material. If the instructor can generate in each student a sense of personal involvement with the material, mastery of the subject matter will be made easier. Generate interest in your group by being enthusiastic about your topic. This will stimulate and motivate the students.

2. LESSON PURPOSE. The purpose of this lesson/discussion is to explain how to lead a guided discussion.

3. METHOD/MEDIA. This lesson is taught by lecture, demonstration, and practical application.

TRANSITION: The guided discussion is another method for instructing Marines as part of their mental and character discipline training. It has the added advantage of student participation.

BODY **(80 MIN)**

1. DISCUSSION.

- a. Know when to use a guided discussion as stated in this lecture.
- b. Know the advantages and disadvantages of using the guided discussion as a training technique.

- c. Know the tasks of the discussion leader prior to and during the discussion.
- 2. METHODS.

The following points outline how to conduct a guided discussion:

- a. What is a guided discussion? To have a guided discussion you need:
 - (1) A leader. This person controls the discussion and makes sure all group members become active participants.
 - (2) A desired outcome or goal. This can be a solution to a problem, covering a topic, or something else.
 - (3) A structure. Certain points need to be covered. Sometimes they need to be covered in a certain order or sequence. The leader controls the structure.
- b. When do you use a guided discussion?
 - (1) If you are instructing a small group (up to 20), you can use guided discussions. Sometimes guided discussions take more preparation, patience, and mental quickness on your part than other kinds of instruction, but it can make your job of teaching much easier. Below are some steps to follow to make sure your Marines learn. Guided discussions help you do every one of them and all at the same time.
 - (2) Allow practice. Practice may be the most important part of learning. In guided discussions, the members are always practicing by repeating and thinking about what they know and learned from the experiences of others.
 - (3) Determine Marine's strengths and weaknesses. When you conduct good guided discussions, you know whether your Marines are studying and whether they know what they are supposed to know; and you know it now!
 - (4) Involve all discussion group members actively. In guided discussions, everyone participates and that means more than saying "Yes" or "No," or agreeing or disagreeing.
 - (5) Motivate your Marines. Part of being motivated is feeling part of the situation. When your group members participate, the instruction relates to them. It is automatically part of their life.

c. The principal two factors you face in conducting guided discussions are time and group size. It usually takes longer to conduct a discussion of a subject than to lecture about it. **Also, guided discussions work best with small groups.**

d. When should you choose guided discussions? Consider this example: Imagine if you were assigned to give a class on "Survival at Sea" and your student group included members of a Marine amphibious assault team, a Navy submarine crew member, and a Navy fighter pilot. All these individuals are concerned with survival in the ocean because they deploy aboard ships. How would you train them? It depends on the purpose of the instruction.

(1) Example 1: If the purpose of the instruction is simply to identify and describe essential survival items, a lecture and demonstration of the articles might be sufficient.

(2) Example 2: If the purpose is to have the feeling of being on a raft for two days, then experience might be best.

(3) Example 3: If the purpose is to discuss the mental preparation for coping with different situations, the guided discussion might be best.

e. In each of the examples, we used the word might. That's because there is another thing you need to think about. Guided discussions are dependent on group members. What experiences do the members bring to the group? In the previous example, the members could probably go on talking forever. They have experiences similar to the topic, like living in the water, being alone, and so on. But what if the group were made up of recruits? Perhaps a lecture would be better because this group may have little or no experience on the subject.

f. Some groups will "teach" themselves; others may have very little to say; still other groups may require a mixture of discussion and lecture by the discussion leader, though the lecture would be disguised as simply input from the discussion leader. As a resource person, the discussion leader must be prepared to stimulate discussion, to provide direction, and to get the most out of the time being spent. Without the discussion leader's expertise and guidance, a group can flounder and end up in just another bull session.

g. What are the advantages of guided discussions?

(1) Groups usually have more resources than individuals. Varying backgrounds and experiences ensure new or different approaches.

(2) Group members are motivated by the presence of others. It's natural that a Marine wants to look good in front of a group. A desire to impress the group motivates each group member.

(3) Group members may feel a stronger commitment and esprit de corps. When your Marines solve their own problems or contribute to the unit's success, they tend to be more motivated to accomplish the tasks.

(4) Participation leads to increased understanding. New ideas, thoughts, opinions, or approaches will increase each Marine's knowledge and skill level. Informed Marines do better than those wearing blinders.

(5) Members acquire or improve communication skills useful in other situations. By discussing any issue, problems, requirements, or plan, you gain more information, new insights and knowledge, and an increased ability to analyze the situation and formulate a course of action.

(6) Members teach each other by discussing their experiences. The real learning experience comes from listening and participating as a group member.

h. What are the disadvantages of guided discussions?

(1) More time consuming than other methods. Any time you open a subject up for discussion by your Marines it will take time.

(2) Discussion can suppress convictions. If you express your feelings on a subject first and then ask subordinates to give their opinions or views, you will probably get your opinions and views right back. The leader's opinions and group pressure may suppress opinions.

(3) Discussion may substitute talk for action. Talking about "How to solve a problem" is not enough. You must be prepared to take action based on the group's impact. Don't say you will do something or change something unless you truly can. Marines want action, not talk.

I. Tasks of the Discussion Leader prior to the discussion.

(1) Select appropriate subject. Commanders select subjects to be taught based on the needs of their Marines, such as discipline, ethics, why the 292 antennas was put up wrong, why the maintenance on the MRC110 is unset. The subject can be selected in advance or on the spot.

(2) Select appropriate training objectives. Decide what there is about the subject you want your Marines to master.

(3) Acquire knowledge and understanding of the subject matter. General D.M. Shoup, 22nd Commandant of the Marine Corps, stated: "To lack intelligence is to be in the ring blindfolded." It is tough to guide a discussion if you do not have a basic understanding of the facts relating to the topic. As the discussion leader, the learning experience end result is dependent upon your knowledge and skill. If the group cannot answer a question you must be able to do so or find the answer.

(4) Research backgrounds of group members. Basically, this means know your Marines. Another point to consider is that, based on experiences and assignments, certain Marines will be more knowledgeable on certain aspects of your subject than others. If you learn about your Marines' backgrounds, you may be able to get slow starters involved by relating questions to their personal experiences. For example, what elements of military strategy, like weather, terrain, and so on, are also factors in other aspects of life? When you think about your group, also think about their personalities and how well they express themselves.

(5) Prepare a discussion leader's outline.

(a) This is simply a working guide with built-in flexibility. List your purpose, learning objectives, possible questions, and a direction. Mental outlines can work but writing your thoughts down will help you keep your thoughts straight. Annex B is a sample discussion leader's outline.

(b) Along with each point you intend to cover, write down how you intend to cover it. Are there some points you can cover best by using a slide presentation? Showing a short film? Will you need to hand out written materials? Have the group members refer to a text? Will you summarize or write main points on a transparency? On the chalkboard? How about a sand table or just a diagram drawn in the dirt? Consider every part of your discussion beforehand. The use of questions as a means of directing and stimulating discussion is one of the most effective techniques used by the discussion leader.

(c) You also need to decide how long to spend on each point. Allow enough time for yourself and for the members to talk. It is important to let the group express themselves, and this often takes not only time, but patience. Allow time for prompting individuals or for helping them if they start stumbling. Your assistant discussion leader can usually assist you in "watching" the time schedule.

(6) Prepare extra material. Part of discussions often go quicker than expected. When this happens, you'll need to expand upon other parts of the discussion. If you have a lively group and extra time, allow more discussion. But you will also want to have extra material ready. For example, if you have one case

study planned, have one in reserve. There is usually at least one point in any topic that "you wish there was more time to go into." Be ready. You may have the time!

(7) Check materials and facilities to be used.

(a) If in a classroom, check lighting, seats and equipment. If in the field, check for poison ivy, snakes, and security. For a balanced discussion, you'll find that a balanced seating arrangement will be necessary. Some individuals will be quick in their delivery, others slow and deliberate. Some will speak a lot, others only when prompted. To create a balance, spread these different types evenly throughout the group. Sometimes even the most passive people will become active when caught in a crossfire of discussion.

(b) Before you begin the discussion, set up any equipment or aids you plan to use. Also, arrange the seating. Round tables are preferable, but often not available. So you will probably need to place desks in a circle or elliptical arrangement. The ellipse is probably best if you have a slide or film presentation within the discussion. In the field just have your Marines find a nice "soft piece of terrain" to sit on.

(c) When preparing and leading discussions, it is desirable to have an assistant. This individual could be your XO, SNCO, or anyone you choose. The assistant discussion leader can help guide the discussion, operate training aids, or give summaries--anything you direct.

j. Tasks of the Discussion Leader during the discussion.

(1) Set the stage. Tell your Marines what you are going to discuss. State the purpose of the discussion the objective and the major points to be covered. Also explain any media that will be used and any instructions you want understood before you start.

Example: "Today we'll be talking about the importance of being a leader. Based on the handouts I gave you and on any personal experience you may have, we will first look at people we might call leaders. And some we might not call leaders. Then we will try to pick out characteristics, or traits, that make these individuals leaders. We will also try and define leadership. Finally, we will see a film of four people talking or working with others. After the film we will decide whether or not they are leaders based on our definition."

k. Start the discussion.

(1) A transition statement is a good way to get started on the move from one point to the next. Your transitions will usually be a question, or end in a question.

Examples: "Who can start by describing a person they think is a leader?" (If no one responds, you might consider calling on one of the more confident looking members.) "Lt. Smith, could you start by describing a person you think is a leader?" or "Let's start by describing someone and see if we think he's a leader." (Then you mention someone to get the discussion going.)

(a) In a guided discussion, you have the added advantage of being able to use the students' words as transitions. For example, after the introduction, a Marine might ask, "When you say leader, do you mean someone who's in a leadership billet?" You could say, "That's a good question. Have all the Marines you have known in leadership billets been leaders?"

(b) Other ideas are to show a film or use a case study to get them involved.

(c) Remember, the way you start the discussion is key to its success. Ensure you create a relaxed atmosphere and obtain their trust at the beginning.

I. Control the flow of discussion

(1) The term discussion leader implies the leader has a pre-determined plan and guides the discussion towards the objective. It is your duty to keep your Marines on the subject.

(a) Sometimes you may have to cut off discussion of a particular point to keep the discussion moving ahead. The trick is not to interrupt too much. Do this by waiting for an individual to reach the end of his thought. Then use positive statements to cut off the discussion.

Examples: "That's an interesting point. I'd like to come back to that later if there's time." "That's exactly what we want to get at. Now, Captain Jones has proposed two characteristics of leaders; sincerity and perseverance. Can anyone think of others? How about the leadership traits? What do you think Lieutenant Walker?" In both cases, you have taken back control. Also, in the second case, you are politely telling Captain Jones, "That's enough discussion."

m. Control group participation

(1) In a group discussion everyone should be involved and add to the discussion. It's your job to control the over-talkative Marine and involve the quiet ones. The proper use of questions will help the discussion leader control participation. There are three types of questions available. Two types, Direct and

Overhead, can be done in advance and incorporated into the discussion leader's outline. The third, Redirect, is a spontaneous type question.

(a) Direct. Can be used to involve the Marines who are not taking part. Such as: "LCpl Brown, why do you think a leader must set the example?"

(b) Overhead. Used to address the entire group. Such as: "Can someone give us an example of courage?"

(c) Redirect. A question directed at the discussion leader but returned to the group as an overhead question, or to an individual as a direct question. Such as, if you are asked to state the most important leadership trait by a participant, rather than answer the question yourself you say, "That's a very good question, let's discuss it. Is there one trait that is most important?" (overhead question-redirecting original question).

(d) You want everyone to talk. But you don't want any one person to talk too much. To get quiet individuals to say more than "Yes" or "No", ask questions that require responses of more than one word. Be careful not to intimidate this person. Start him off with easy questions that require short answers and progress during the discussion to questions that require longer answers. For example, go from "Which of the qualities of leadership do you think are most important?" (which requires a single word responses to "Here's a leader. What makes her a leader?" (which requires a much longer explanation). Remember: The question often determines how long the response will be.

(e) Watch group members' "body language" for tell-tale signs of agreement and disagreement. By watching them you can better determine who to ask what question to or whom to voice an opinion.

(2) Interject appropriate material from prior discussions. Points made in previous leadership training that apply to the current discussion should be pointed out and "tied in."

(3) Accomplish the Training Objectives. The leader decides what he wants his Marines to learn and calls them training objectives. If the Marines learn, you accomplish your mission. If they don't learn, then you must spend more time with the discussion or reevaluate your methodology.

n. Summarize and end the discussion.

(1) A good discussion leader will utilize, synthesize and summarize comments made by the group. Everything discussed should be periodically summarized. If possible have a chalkboard, overhead projector, or easel close at

hand, write down (or have your assistant) all important points or statements as they occur; this will aid the discussion and aid in summarizing the main points later. Also, help group members shorten long answers by summarizing them, but do not change the statement's meaning.

(2) Summarize at the end of each main point. If the points have been made clear, this will usually only require your repeating those points. Again, only use the terminology supplied or agreed on by the group. Otherwise, you might be asked questions like, "What did you say that meant?" or "That's not what we said, was it?"

(3) Finally, summarize the entire discussion. Once again, restate the purpose of the discussion. At this time, you expand the statement to include any solution or conclusion the group reached. For example, "So we've decided today that a person who is a leader is one who knows his job, who knows himself, and takes care of his people."

o. Common mistakes made by Discussion Leaders

(1) Failing to be prepared. This is the most common error that discussion leaders make. They often think they can "wing it" and fail to organize, plan, and research the topic sufficiently. A leader must know his subject. Guiding a good discussion is not an easy task, and the quality of the learning experience is heavily dependent upon your ability to do your duty as a discussion leader.

(2) Becoming the "duty expert." This means talking too much and providing all the answers. If you want your Marines to discuss a subject, keep quiet and let them discuss it. The "duty expert" can suppress their responses and ruin the effectiveness of the group discussion. It can become a "selling of the boss's point of view" vice a group learning experience or decision process. Avoid preaching, moralizing, and lecturing.

(3) Solve each other's problems or, as a team, solve their own. Sometimes the discussion leader needs to answer when you are the "duty expert," are asked for your opinion, or need to answer a question to get the discussion on track or to clear up a point.

(4) Failing to use interim summaries. The purpose of any summary is to reemphasize main points already covered. If you cover more than one main point or if the discussion lasts more than an hour, the interim summary will help transition from one main point to another, plus review what has been covered.

(5) Failing to accomplish training objectives. The training objectives were your objectives because you want your Marines to learn something in particular. If

your Marines do not learn, then you fail to accomplish your objective.

(6) Allowing side conversations. In any training evolution, you want the full attention of your Marines. This is particularly true with discussion group learning situations. Side conversations are distracting to other group members and prevent the personnel involved in these side conversations from keeping up with the "actual" discussion flow. Only one person should talk at a time, after all we can only effectively listen to one at a time. Ways to regain attention are:

(a) Direct a question to one of the Marine's in the side conversation, or ask the side group to contribute their ideas to the entire group.

(7) Allowing group members to work on other material. This can have the same effect as side conversations.

(8) Allowing an argument to develop. Marines tend to get excited about some topics that can lead to arguments. Remember, you are the leader. Use questions to get viewpoints of other Marines. This should stop the argument, and also get a majority viewpoint. For example: "What do you think about what Corporal Smith and Corporal Jones were talking about?"

(9) Losing track of the discussion's flow. This usually happens if the discussion leader is studying notes or the lesson outline and not listening to the discussion. The only solution is to know your subject, and pay attention at all times.

INSTRUCTOR'S NOTE: Ask Marines as many questions as necessary to ensure they fully understand the material presented in this lesson.

SUMMARY

(2 MIN)

In summary remember:

a. Use the guided discussion when:

(1) The group is small.

(2) The topic lends itself to being discussed rather than demonstrated or experienced.

(3) Your Marines will be able to effectively discuss the topic.

b. The tasks of the discussion leader prior to the discussion are:

- (1) Select the subject.
- (2) Select the training objectives.
- (3) Acquire knowledge of the subject.
- (4) Research background of group members.
- (5) Prepare discussion outline.
- (6) Prepare extra material.
- (7) Check materials and facilities.

c. The tasks of the discussion leader during the discussion are:

- (1) Set the stage.
- (2) Start the discussion.
- (3) Control the flow of the discussion.
- (4) Control group participation.
- (5) Interject appropriate material from prior discussions.
- (6) Accomplish the training objectives.
- (7) Summarize and end the discussion.

d. Following your leadership discussions your Marines should leave each period with the feeling that something has been learned, reviewed, or accomplished. A key element in accomplishing this goal is the manner in which the discussion leader approaches his duties.

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THE BASIC SCHOOL
MARINE CORPS COMBAT DEVELOPMENT COMMAND
QUANTICO, VIRGINIA 22134

DETAILED INSTRUCTOR OUTLINE

LESSON TITLE

MASTER AT ARMS

COURSE TITLE

BLACK BELT

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

APPROVAL SHEET

DETAILED INSTRUCTOR OUTLINE

LESSON TITLE

MASTER AT ARMS

COURSE TITLE

BLACK BELT

PREPARED BY: MACE STAFF DATE: _____

APPROVED BY: MACE STAFF DATE: _____

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

INSTRUCTOR PREPARATION CHECKLIST

ESSENTIAL DATA

LESSON DESIGNATOR	MA-5.14
LESSON TITLE	Master at Arms
DATE PREPARED	December 2004
TIME	1 hr
METHOD	Guided Discussion
LOCATION	training area
INSTRUCTORS REQUIRED	One and assistants as needed
REFERENCES	MCO 1500.54A, MCRP 3-02B, MCRB 6-11B
TRAINING AIDS/EQUIPMENT	Curriculum materials

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DETAILED OUTLINE

MASTER AT ARMS

INTRODUCTION

(3 MIN)

- 1. GAIN ATTENTION.** In any combative confrontation, you need to maintain the tactical advantage, and to do this, you must be well prepared in all facets of combat. As a MAIT, you'll need to prepare your Marines to understand the moral dimensions of combat, ethical decision making, core values, leadership skills, and **they must be conditioned for combat.**
- 2. OVERVIEW.** This lesson will cover what it means to be a Master at Arms. As a Marine, this is a life long endeavor and practiced everyday whether it is mental, character, or physical disciplines that we practice or study in order to remain the most well prepared warrior for combat.
- 3. LESSON PURPOSE.** The purpose of this lesson is to provide the Marine with the knowledge of what the term Master at Arms means and how it should be practiced and studied throughout a Marine's career.
- 4. METHOD/MEDIA.** This class will be taught by lecture, demonstration, and practical application.

INSTRUCTOR'S NOTE: *Those with IRFs, set them aside until the end of this period of instruction.*

- 5. EVALUATION.** This lesson will not be evaluated in specific, but will be evaluated through participation, giving opinions, and points of view during the discussion period.

TRANSITION: Review material, probe with questions, and introduce new material. So far, we have covered the purpose, how I will teach this class, and how you will be evaluated.

1. INTRODUCTION TO MASTER AT ARMS.

Becoming a Master at Arms is synergistically blending the mental, character, and physical disciplines and being able to honorably apply these across the full spectrum of violence. The mental and character disciplines are the cornerstones to learning and fully understanding what being a Master at Arms is all about and being able to honorably live and demonstrate these traits in your daily lives. The goal is to make the body strong, useful, and healthy while building character through mental and moral discipline.

2. DOES AN EXPERT BADGE MAKE YOU A MASTER?

Every Marine is a rifleman. Does that make him a "master" of that weapon? In Boot Camp you are issued your rifle. You train constantly with that weapon, drilling, cleaning, learning its safety rules and conditions, disassembling, and reassembling it, building skills you will need to safely operate and maintain that weapon in any situation. Many would think all of that time would make you a master of it. But your drill instructors knew better. They trucked you off to the range and handed you over to the PMIs to learn how to shoot that weapon for two weeks. The first week was spent running dry drills, learning about sight alignment and sight picture, and learning different firing positions. The second you spent firing and qualifying. You fired hundreds of rounds from up to five hundred yards away, constantly making small adjustments to your technique and weapon in order to qualify with as high a score as possible. To many, this might seem like enough to be a master of that weapon.

While this may represent a certain level of mastery, having learned and successfully applied a new skill set, this hardly makes any Marine a "master" with that weapon. Did you learn to shoot on the move? How about reloading without taking the weapon out of your shoulder? Did you learn how many types of malfunctions there are and how to clear them all without the help of your range coach? The point is there are always things we can learn about being a better shooter.

Just for arguments sake, let's say you learn every single thing there is to know about the M-16A2 service rifle, and that you are such a good shot that you can put a round through a sand flea's left eye from 600 meters, in a snowstorm, with 30 mile an hour winds that shift every three seconds, on the run in full combat load, while wearing your gas mask (just for arguments sake). Are you a "master" of that weapon now? Well that would all depend on how well you can teach your Marines to do the same thing. A true master not only constantly

strives to improve his own skills, but also knows the importance in mentoring and increasing the abilities of his Marines.

Well great, now you've trained your Marines with their rifles, and they are able to shoot just as well as you (remember, 600 meters, sand flea and all that). How is their call for fire? How is their land navigation? Can they read a map? Can they lead a patrol? How are their hand and arm signals? Do they know how to use other weapons at their disposal? If you are starting to feel like being a "Master at Arms" is a never-ending task, that's because it is.

3. DEFINITION.

The Master at Arms sets the right example at all times. He is a master at wielding any weapon in his arsenal, as well as those in his enemies' arsenals. Always aware of his surroundings and prepared for anything, he is confident in his abilities yet constantly strives to improve himself and his Marines. He feels ultimately responsible for the warriors he trains, and puts their well being before his own.

4. THE WEAPONS IN THE ARSENAL.

a. Physical. The physical weapons we develop are those of our weapon systems. Artillery, Tanks, MK-19s, M-16s, M-9s, just to name a few. Other physical weapons consist of our conditioning and physical ability to rise to any challenge. We can also include our MCMAP techniques in this category. Our ability to employ and integrate these different assets will determine much of our ability to accomplish any mission.

b. Mental. Our ability to be technically and tactically proficient stems from this discipline. We develop this asset with time and experience, but also with PME, reading, tactical decision games, formal schools, and constant training. Our mental preparedness will see us through just about any situation when we train right and develop each other as war fighters and citizens.

c. Character. This asset is not one that can be developed by watching a slide show during a period of instruction. Your character is shaped and honed throughout all of your actions. When you do the right things, for the right reason, your character is developed. When you make the tough decision for the greater good instead of personal gain your character is molded. In the same way when you are selfish, undisciplined, or untrue to your oath as an NCO, SNCO, Officer, or Marine, you whittle away and desecrate your character. Applying the correct principles to your choices takes effort only you can provide. Those around you will see the results.

5. A WARRIOR IS ALWAYS ARMED.

As you can see, with all of these weapons in a Marine's arsenal he is always armed. With that knowledge comes a great responsibility; a responsibility to himself, to constantly prepare himself for battle; responsibilities to his fellow Marines, to protect them and develop them to the best of his abilities; and a responsibility to his countrymen to defend the Constitution from enemies, foreign and domestic. Because a Marine has so many weapons, he is never short of skills to improve.

6. ONE MIND ANY WEAPON.

Regardless of the weapon system being used, the Marine's mind is his most valuable asset and weapon. It drives all action, whether the actions be preparing for conflict or in the conflict itself. It makes the choices, which build his character. And it pushes the body when the body is tired, cold, hungry, or in pain. The properly trained mind will use the best weapon in its arsenal for the task at hand and never fall short of the mark.

This mind pushes the burgeoning Master at Arms to constantly push his own training, increasing its intensity and focus, never falling into the "comfort zone". This mind also pushes those he is responsible for, by safely and realistically training them in a progressive manner to build their skills and abilities. With each individual weapon that we train, we train and develop our mind, it receives the benefit and responsibility from and for our different types of training.

7. THE BASIC LEVELS OF BECOMING.

We'll break the Master at Arms down into three basic levels for the Marine Corps Martial Arts Program (MCMAP). These will be user levels (tan - black belts), Instructor, and Instructor-Trainer. Additionally, the mental, character, and physical disciplines will be covered for each of the three levels mentioned previously.

This is what we try to achieve as Marines with our Martial Arts training. To blend our character, mental, and physical skills into a fully integrated weapon that can operate in any environment, clime, or place.

a. User Levels Marines working toward achieving a belt are in the infant stage of learning a martial arts and what it means to be a Master at Arms.

(1) Physical. There are roughly 172 techniques to comprehend for tan – black belt. In addition to learning and being able to effectively execute these techniques, you must study how to integrate these 172 techniques. General and

combat conditioning is a component for all belts. This includes but it not limited to physically training for strength, endurance, and callusing various parts of the body in preparation for advanced techniques and training. Basic skills are part of this group and include learning how to move, solo drills, an introduction in to how to engage the enemy with the rifle, and drills to teach how to work together as a team.

(2) Mental. During each belt, Marines will be taught warrior studies with a battlefield close-in fighting perspective. These give the Marine something to compare and contrast their own experiences. Additionally, Marines will participate in a martial culture studies to facilitate their knowledge and understanding of other martial cultures.

(3) Character. There are tie-ins for almost every period of instruction from tan belt through black. These tie-ins stress the importance of understanding, learning, and actually living character day in and day out. The importance of a Marine understanding his place on the battlefield can not be emphasized enough throughout the career of a Marine.

TRANSITION: Review material, probe with questions, and introduce new material. Now that we have covered the first group. We will talk about the other two parts of the Master at Arms.

8. INSTRUCTOR DEVELOPMENT. Instructors should be developing in the intermediate stages of learning a martial arts and what it means to be a Master at Arms.

a Physical. This includes but it not limited to physically training for power, toughness, callusing, and integrity in preparation for the advanced skills of black belt. The Instructor should never be at a loss for the physical skills and toughness needed in his line of duties. He should set the example, not only as a leader of Marines, but also as a mentor, as someone for the junior Marines to emulate.

b Mental. The Instructor must possess the knowledge and understanding of the materials he presents. This includes Tie-ins, Warrior Studies, Martial Culture Studies, formal instruction, and the physical techniques. He must understand and be able to share with his students the applications of the entry-level physical techniques, as well as furthering his own understanding of the more advanced techniques to continue his own development.

c. Character. The instructor must know and live the tie-ins he teaches. Just as the Instructor sets the example physically, he must serve as an ethical example for others to emulate. The tie-ins stress the importance of understanding, learning, and actually living character day in and day out. The importance of a

Marine understanding his or her place on the battlefield cannot be emphasized enough throughout the career of a Marine.

9. **INSTRUCTOR TRAINER DEVELOPMENT**. Marines who have achieved a black belt are beginning to learn and understand the advanced skills of MCMAP. An Instructor Trainer is considered a serious student of MCMAP. As a MAIT, you are expected to lead by example in **ALL** aspects of MCMAP and as a Marine – 24 hours a day.

a. **Physical**. Advance skills are part of this group and include studying and practicing what a combative athlete needs to do and prepare for, optimal functioning, being totally combat fit, mentally prepared for combat, and a complete understanding and being able to use your rifle, weapons of opportunity, and your body as a weapon. Physical standards are set at the MAIT course as a baseline, but **the IT must always seek to improve himself and develop his Instructors and unit by developing and implementing a Combative Conditioning Program**. Combat conditioning is a key component for MCMAP. This includes but is not limited to physically training for kinesthetic functioning of the body, toughness, callusing, and successfully completing the mission – the eight hour movement, twenty second fight.

b. **Mental**. There are roughly 172 techniques from tan – black. In addition to learning and being able to effectively execute all techniques, you must study, understand, and be able teach how to integrate all 172 techniques comprising the entire MCMAP syllabus. The IT must be able to give his Instructors the tools they need to fully implement the training plan. This means that his knowledge of the program, to include combat conditioning, safety, ORM, sustainment and integration, and the MCMAP methodologies, must be complete.

c. **Character**. As an Instructor Trainer, you will be expected to act responsibly in and out of uniform. You must be a mentor to your Instructors and be aware that younger Marines will be trying to emulate you, and they will be watching every move you make or don't make. The MAIT should avoid even the appearance of impropriety and conduct himself honorably, bringing together all of the best qualities in the Marine Corps leadership inventories. Never to busy to help an individual Marine, he never forgets his responsibilities to his Marines, Instructors, fellow ITs, and his senior leadership. He should be driven to train and supply his unit with the highest caliber of warriors.

TRANSITION: Review material, probe with questions, and introduce new material. We have covered the three levels of mastery and what it requires along the path to becoming a Master at Arms. The total of 261 hours of synergistic training in the mental, character, and physical dimensions of MCMAP is only the beginning, and the doorway to a life-long pursuit.

SUMMARY

(2 MIN)

It is imperative that you continue to study, train in, and integrate the 172 techniques of MCMAP. In your free time, you should also begin to study other types of martial arts in order to broaden your horizons and to integrate your studies with MCMAP. To become a Master at Arms requires a life time of study, training, and living the example of our core values. "Walk a single path, becoming neither cocky with victory nor broken with defeat, without forgetting caution when all is quiet or becoming frightened when danger threatens." **Whatever your mission, it's best attained by the maximum, efficient use of mind and body for that purpose.**

INSTRUCTOR'S NOTE: *Those with IRFs, fill them out and turn them in at this time.*

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QUANTICO, VIRGINIA 22134

DETAILED INSTRUCTOR GUIDE

LESSON TITLE

MARTIAL CULTURE STUDY – THE APACHES

COURSE TITLE

BLACK BELT

UNITED STATES MARINE CORPS
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THE BASIC SCHOOL
MARINE CORPS COMBAT DEVELOPMENT COMMAND
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APPROVAL SHEET

DETAILED INSTRUCTOR GUIDE

LESSON TITLE

MARTIAL CULTURE STUDY – THE APACHES

COURSE TITLE

BLACK BELT

PREPARED BY: MACE STAFF DATE: _____

APPROVED BY: MACE STAFF DATE: _____

UNITED STATES MARINE CORPS
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QUANTICO, VIRGINIA 22134

INSTRUCTOR PREPARATION CHECKLIST

ESSENTIAL DATA

LESSON DESIGNATOR	MA-5.15
LESSON TITLE	Martial Culture Study – The Apaches
DATE PREPARED	14 July 2002
TIME	1.0 hr
METHOD	Lecture and Discussion
LOCATION	Training Area
INSTRUCTORS REQUIRED	One and assistants as needed
REFERENCES	MCO 1500.54A, MCRP 3-2B, MCRP 6-11C, SECNAVINST 6320.4a, Reading List (selected books include but are not limited to): <ul style="list-style-type: none">1) E. Lisle Reedstrom, <u>Apache Wars</u>2) David Roberts, <u>Cochise, Geronimo, and the Apache Wars</u>3) Greenville Goodwin, <u>Western Apache Raiding & Warfare</u>4) Jason Hook, <u>Apaches</u>5) William Meadows, <u>Kiowa Apache & Commanche</u>
TRAINING AIDS/EQUIPMENT	Media, Note Taking Material

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DETAILED OUTLINE

MARTIAL CULTURE STUDY – THE APACHES

INTRODUCTION: **(3 MIN)**

- 1. GAIN ATTENTION.** In the Marine Corps Martial Arts Program, the term "martial" means military. The Marine Corps – one of the world's elite fighting organizations – is much more than a large number of personnel wearing the same uniform. Rather, it is a group; a tribe; a culture. And since our primary mission is to make Marines and win battles to preserve that tradition, we are, in effect, a martial culture.
- 2. OVERVIEW.** This lesson will cover the definitions and aspects of a martial culture, using a group well-known as the Apaches. The lesson will give a brief synopsis of their background, training, and achievements to include landmark battles. Afterward, a guided discussion will follow.
- 3. LESSON PURPOSE.** The purpose of this lesson is to provide the Marine with the knowledge of what a Martial Culture is, and how different martial cultures of the past and present differ and are similar to the present day Marine Corps.
- 4. METHOD/MEDIA.** This class will be taught by lecture and discussion.
- 5. EVALUATION.** This lesson will be not evaluated in specific, but will be evaluated through the participation, giving opinions and point of views in discussion.

TRANSITION: Any questions over anything I just covered? (PROBE)
Let us now discuss what is meant by the term "Martial Culture" and its application to today's discussion on the Apaches.

BODY **(55 MIN)**

- a. **INTRODUCTION.**

The word "warrior" is used loosely in our society today. Athletes who show

toughness and grit are given that title. However, in reality the true warrior – a professional fighting man – is far from an athlete, though he has tremendous physical skills. He is equally far from an academician, though he possesses great mental powers. He is, in effect, a breed apart; he is a part of a very select culture.

Before we begin our look at the Apaches, we should define two aspects. The first is the term “martial culture.” It is a society or tribe whose primary function is the **creation, training, and sustaining of warriors**. The entire ethos of the society is, in fact, tied to the warrior identity. While there are warriors in any society, very few cultures base their entire lifestyle around their development. The second definition is the term “warrior” itself. A warrior is an **arms-carrying, professional fighting man whose primary function is to train and prepare for conflict**. This ethos differs greatly from the part-time fighter or the athlete. The warrior stands alone in his mission; his training and, in actuality, his societal development is based on that end state – battlefield combat.

TRANSITION: We've covered the two aspects of the study. (PROBE) Any questions? With these definitions in mind, let us turn now to a page out of the Apache past. It was a different time, though in a lot of respects Apaches remain the same and are proud of their warrior heritage. Let's look at an emerging nation **fighting a guerilla war against the Apache Indians**.

b. HISTORICAL BACKGROUND.

The origin of the name Apache remains unclear to this date; however, the name probably stems from the name 'Zuni apachu' which was the name for the Navajo. The early Spaniards called the Navajo 'Apaches de Nabaju'. However, Geronimo told a more interesting story. "In the beginning, the world was covered in darkness. There were all manner of beasts and birds. Mankind could not prosper for the beasts and serpents destroyed all human offspring. All creatures did have the power of speech and were gifted with reason. There were two tribes of creatures: the feathered tribe consisting of birds and the beasts. The birds wanted light admitted yet the beasts did not so the birds made war against the beasts. The birds eventually won the war; however, the dragon still lived. There were only a few human beings alive and one happened to be a woman and every time she had a baby, the dragon would eat her baby. Years later, she had a baby boy and placed him in a deep cave to protect him. She covered the cave so she could build a fire to keep the baby warm. Numerous times, the dragon would ask her about the baby, but she would tell the dragon that she had no more babies. As the boy grew older, his uncle built him a bow and arrow and took him hunting. One day during a hunt, the dragon appeared. The boy was not frightened, yet the uncle was so frightened that he could not move. The boy asked the dragon if he wanted to fight and the dragon agreed. They each took four arrows, stood 100

paces from each other, and each exchanged four consecutive shots with the dragon going first. Each time, the boy eluded the dragon's arrows. The dragon had four coats of scales and no arrows had ever penetrated the dragon's armor. The boy shot his first arrow striking the dragon just over the heart and broke one set of scales. Each shot struck the same spot breaking a set of scales each time. Finally, the fourth arrow pierced the dragon's heart killing the dragon. The boy's name was Apache.

The Apaches were religious in their own right. They had an unclearly defined supreme being referred to as **Usen** or Life Giver. Myths among the Apache told of their people's emergence from within the earth. The coyote exemplified the virtues and failings of man, securing such necessities as fire while simultaneously demonstrating the vices of man such as gluttony, falsehood, and incest, which the Apaches strongly disapproved.

As mentioned above, myths of the Apache's early existence focused on the White Painted Woman's divine conception of her sons and the slaying of the evil dragon by one of her son's. The central participants in the girl's puberty rite and the young man's novice raiding were identified with the White Painted Woman and the Child of Water.

The most documented traditional Apache ceremony was the girl's puberty rite, thus it is important to mention. This rite lasted four days. She wore a beautifully decorated dress of the finest buckskin, colored yellow to symbolize the sacred pollen. She carried a scratcher, drinking tube, a cane to symbolize longevity, and wore symbols such as eagle feathers and shell ornaments representing the White Painted Woman. The ceremony began with the girl being led to the ceremonial tipi by the specially appointed shaman whose relentless chanting of songs and prayers accompanied the rituals. In the evening, the Mountain Spirit dancers invoked the power of super naturals to cure illness, drive away evil, and bring good fortune. On the fourth night, the ceremonies continued until dawn when the shaman painted a sun symbol on his palm, which he pressed to the girl's head as the sun rose. The puberty rite was considered a vital, sacred confirmation of the beginning of womanhood.

The Apache culture was a blend of influences from the peoples of the Plains, Great Basin and Southwest, particularly the Pueblos. A study of the Apache Indians concerning typical traits of the Apaches requires generalizations to be made. Tribal divergences naturally occurred in what was a highly individualistic society; however, there are many common traits describing the distinctive Apache culture.

To understand the structure of the Apache people, one must understand how they are divided. They are first divided into three groups according to language and the time they migrated to their area: Western Apache, Mescalero,

and Chiricahua to which the Navajo originally belonged. The Navajo must be excluded from this group because of their distinct culture. While they are regarded as a distinct tribe, there are many similarities to certain Apache tribes.

Next, the Apaches were divided into 'tribes', and then into 'bands'. The Chiricahua were the most famous Apache tribe and was further divided into three bands. Two of the most famous Chiricahua Apaches were Cochise and Geronimo. Cochise was part of the Chokonens band and known as the central or true Chiricahua Apaches and lived in an area stretching from New Mexico to Mexico. Geronimo, a member of the Bedonkohe Apache band, lived in Southwest New Mexico and his area stretched into Mexico and Arizona.

The Apache population was thinly spread and scattered into relatively small groups across large tribal territories due to living in a harsh environment, grazing concerns, and the availability of food. This type of society did not lend itself to a regimented society or social structure. Cohesion was minimal amongst the 'groups', there was no central leadership, and the chain of command, as we know it, basically did not exist on a day –to – day basis.

The most practical organization was the local band that was the nucleus of government, social organizations, hunting parties, warfare, and religious ceremonies. The environment, as hostile as it was, forced the 'bands' cohesiveness either by blood or by marriage. Local band leadership was the most extensive of the Apache government and was the position most tribal chiefs held such as Cochise and Geronimo. Leaders of the bands and tribes were very similar to what we have today as leaders in the Marine Corps with our non-commissioned officers and above, they were expected to display courage in battle, to be generous toward the poor and needy, and to be good public speakers. The main difference between then and today is that the Apache leaders were able to demonstrate an affinity with the sacred powers and to be able to perform certain religious ceremonies. The Apaches had an extremely keen sense of family honor.

The local band comprised up to thirty extended families. Bands were associated with a certain settlement and often known by a nearby landmark such as a river, creek, mountain range, or river. Apache women were the corner stone of the extended family. After marriage, it was customary for a man to join his wife's relatives. While marriage often took place between unrelated members of the same band, if a man married into an outside group or band, it was the man's responsibility to make the transition to life in another territory.

Women were allowed to marry after puberty and men allowed to marry after they had accepted adult responsibilities as warriors and hunters. Men were usually in their late teens to early twenties and women in their early teens. Marriage ceremonies were inexpensive back then requiring only an exchange of

gifts and construction of a new shelter for the couple in the woman's band. Apaches, from an early age, were taught to put the extended family first. As a new member of a family after marrying, the male was obligated to work for his wife's parents.

The land the Apaches lived in was a rugged and hostile territory of climatic extremes ranging from forested mountain peaks to desert lowlands with temperatures ranging from 100 degrees in the middle of summer to below zero in the dead of winter. The Apaches hunted, foraged, and fought for their own survival just as a snake or rat would. They hunted game, picked fruit, planted vegetables, yet the Apaches were mostly hunters and gatherers.

The land yielded only enough for the Apaches to survive and no more. Some meat was outright rejected by the Apaches due to religious taboos. Meat from Coyotes, bears, and snakes were feared as carriers of sickness and of carrying evil spirits. Turkey was not eaten because they ate worms and insects, and fish was not eaten because their slimy, scaly coating was associated with the snake. Hunting was a male event working in pairs or in small groups. If chasing large game, they rode horses chasing the game with bows and lances. If on foot, Apaches wore masks crafted from animals' heads to approach deer and antelope and to trap animals in snares. Some Apaches would conduct relays to run a deer to exhaustion while the local band might provide the numbers required to surround buffalo, antelope, or even rabbits. For Cochise and Geronimo's bands, hunting was so male dominated that even the presence of a basket woven by a woman would be considered bad luck.

Young Apache boys learned the art of the bow and arrow from their grandfather, and after making their first small kill were taught the whistles, calls, habits, and religious mystique of all the animals and birds. The mature hunter was as keen and cunning as the animals he sought. A common comment amongst the Apaches was 'there is plenty of game if only one knows how to find it'. Women gathered vital wild plants for food, medicine, and weaving materials. They knew their land as intricately as the men, and camps were regularly relocated as the seasons changed and women frantically sought to harvest the numerous different plants as they ripened. Young women were taught to rise early and to be strong and vigorous. They carried wood and kept a fresh supply of water to flesh, tan, dye, and sew buckskin into clothes, bags, and baskets.

The largest expedition of agricultural products took place in May, when the majority of the local bands' women, with all the male assistance they could muster, traveled to an area abundant in the new, towering, reddish spike-leaved stalks of the mescal known as the century plant by the Apaches. The mescal stalks were cut, pounded, roasted, and the heavy, fleshy tubers or crowns were pried from the ground with hammers and pointed sticks. The women worked hard

to gather great quantities of the two-foot diameter mescal crowns and loaded them into a huge roasting pit hacked out of the hard, dry soil. The dried mescal was carried home by horses, strung out in pack trains, and accompanied by the singing, chattering women. The mescal was highly nutritious and could be preserved indefinitely, providing an important staple of the Apache diet.

In the summer and early fall, plants were gathered such as wild potatoes, acorns, berries, grapes, yucca fruit, and wild tobacco were all cut and cured. In the fall, domestic corn was harvested, eaten, preserved, or brewed by the women into a weak corn beer, called 'tiswin' by the white man. Late fall provided the best hunting season, while women and children amassed great quantities of nuts and seeds. When winter approached, the Apaches sought the shelter of caves and lowland villages; the Apaches were extremely dependent upon nature and their environment. Each band exploited whatever the land yielded.

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

The death ceremony was very sacred. When an Apache warrior passed away, his watchers would close his eyes, array him in his best clothes, paint his face, wrap a rich colored blanket around him, saddle his favorite horse, place him on the horse and lead him to a cave in the mountains. The watchers then killed all of his horses, gave away his property, and hid the cave with stones.

One should understand the Apaches combat mindset in order to fully comprehend how they thought and what they would do to the enemy. Provided in this study are some examples. In 1861, Geronimo, meaning one who yawns and named by the Mexicans, [his Indian name was Goyahkla] helped burn nine Mexicans to death. As the flames sprang closer to the bound Mexicans, he relished their hysterical cries, lanced them, and cut their bodies while the men were still alive.

In the fury of an onslaught, they killed everyone in sight and their cruelty was so great that they would inflict wound after wound upon the enemy. Their lust for blood was insatiable. Many victims were unrecognizable, so gashed from head to foot by lances. A young Mexican girl was captured and then kept in a quiet place while being fattened up for several months. Ignorance of her fate, the Apaches suspended her between two trees with ropes tied around her wrists, so that her feet, which were firmly tied together, were about three feet off the ground. A fire was then started, and as the flames reached her flesh, scream after scream fell from her lips. One after another of these **brave** Apache warriors took burning wood from the fire and applied it to her quivering flesh till finally the young girl

died. The body was then hacked to pieces and the ashes scattered with the winds.

Other Apaches cut the hearts out of their victims, staked them to ant hills with their mouths propped open, tied them to cactuses with wet raw hide that contracted as it dried in the sun, tied them naked to trees and shot arrows into them, slit their skin in strips from neck to heel, cut off limbs until the victim bled to death, smashed heads and testicles with rocks, and buried victims in the ground up to their heads and let the ants eat their heads off. Sometimes, Apache warriors would turn their prisoners over to the women who were even crueler than the men. Women were known to take a stick and shove it up a man's bowels while alive, then smash their heads into jelly with a rock. Every expression of pain or agony was hailed with delight, and the one whose inventive genius devised the most excruciating kind of death was deemed worthy of honor.

The Apache attitude toward pain was altogether different from that of the Mexicans and Americans. Pain was a fact of life and to endure it stoically and silently was the sign of good character. From early on, boys were taught how to endure pain. They would place dry sage on their arms and set it on fire letting it burn to ashes without flinching. In winter, they would have to roll snow into a ball, with bare hands, until told to stop. Boys were paired off for hand-to-hand fights that only ended when blood was drawn. In teams of four, they shot stones at each other with slingshots. They were given small animals and told to torture them; the most inventive and most painful types of torture were rewarded.

From the Apache point of view, pain was part of the order of life. A dismembered enemy would travel through the afterlife in the same condition as when they died. Torture was a sacramental act. It was a test of courage of the enemy warrior, and Apaches appreciated the bravery in a hopeless cause. White men who fought vigorously to the end were awarded a special honor; the Apaches would skin only his right hand and stirrup foot in testimony to his prowess.

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

TRANSITION: We've just gone through the background of the Apaches. Any questions or comments? As the Apaches hunted, gathered, and raided, the Mexicans and Americans played a larger role in the history of the Apaches as time increasingly progressed.

c. THE TRAINING.

The Apaches drew a sharp distinction between warfare and raiding. Apaches had terms for both words: raiding was to take enemy property while war meant to take death from the enemy. Raiding was initiated by the women of the band by announcing the meat supply was about gone. The band's leader would then announce plans for an expedition. Normally, twelve Apaches would comprise a raiding party for concealment was a prime consideration. A raid was designed to acquire food rather than to initiate or respond to a conflict. In earlier times, the raids were directed at other Indian tribes. Upon reaching a tribe's herd and in the early morning hours, two or three men would silently coax the livestock to a safe distance from the camp where their fellow raiders would encircle them and drive them off. The return journey was made as fast as possible. **They would travel without sleep for up to five days. They avoided fighting as this would alert their enemies for miles around and defeat the purpose of the raid.** If caught, they would kill the herd, scatter, and then return later to devour their spoils.

War parties were organized to avenge the deaths of Apache raiders or Apache families killed by other tribes' raiding parties. The deceased's relatives initiated the organization of the war party. A war ceremony would then be conducted usually by what was called a 'shaman' who was the bands religious leader. The shaman was well versed in supernatural songs and ceremonial prayers to exhort success on the battlefield. War parties normally contained 200 men, and a shaman would accompany the party into battle conducting ceremonies while on the warpath. When on the warpath, they scatter and reunite at a new campsite to avoid backtracking and to avoid having their enemies track them. The Apaches always traveled with scouts out front and would even post scouts in the evening on the highest possible terrain, no matter how far from water and wood. Upon attacking, they would attack from several directions at once.

The Apaches preferred to make their attacks shortly before dawn and would kill as many of the enemy as possible. Scalping was rare and was mostly practiced against the Mexicans in retaliation for their own outrages. The Apache Indian feared the dead enemy contaminated the scalp. A single victory was normally enough to persuade the warriors to return home, especially if they had acquired livestock and other war booty. Once home, they were welcomed with a celebration consisting of a feast and dancing.

Apaches were trained for war from boyhood. Boys woke early and bathed in the river, **even if they had to crack the surface ice to do so.** They ran up hillsides with a mouthful of water to learn correct breathing through the nose – the endurance so characteristic of the Apaches. Boys were hardened by rough wrestling games, mock battles, and taught by their relatives the geography,

attributes, and sanctity of their surroundings.

When a young man felt ready, he would begin the novice warrior complex of his first four raids, which were permeated with religious beliefs and rituals. Having been accepted as a member of his first raid, the young man was instructed by a war shaman. The shaman would give the young man a drinking tube, a scratcher, and a special war cap, which unlike those of the mature warrior did not bestow spiritual power. The apprentice warrior was sacred and was identified with their cultural hero called Child of the Water. The young Apache used the ceremonial warpath language, which replaced words for common objects during the raid. The scratcher was used to scratch him and the drinking tube to ensure water did not touch the lips. When eating, the young Apache would eat only when the food was cold in order to bring the raiders good luck. He was also subservient to the other warriors and would fetch their water and wood. If he did well on the first raid, he would be invited back for another raid. Upon completing four successful raids without deviations in his conduct, the young Apache received the coveted reward of recognition as an Apache warrior.

The legendary skill and endurance of the Apache warriors has been documented through the testimonies of the soldiers who fought them. They even referred to them as the 'tigers of the human race' and were ideally adapted to fighting in their rugged homeland. Warriors wore a shirt, breechclout, and moccasins normally reaching above the knee; he carried a rope, blanket, water jar, fire drill, rations of mescal or jerk, and his weapons. The Apache might employ a shield, bow, arrows, lance, club, knife, and during the Apache Wars, a gun and cartridge belt. They also blackened their weapons to camouflage them.

Apaches lived instinctively off the land and could withstand extraordinary extremes of thirst and hunger. Paint was daubed across the face to invoke the particular power of a war shaman. In fact, Geronimo was a war shaman whose power allegedly enabled him to predict events and prevented him from being killed by bullets. The Apaches did not adapt a horse culture, as their terrain and lifestyle did not lend itself to the adoption of the horse in the same way, as did that of the Plains Indians. Horses were used in large raids, but an Apache warrior was equally likely to travel on foot, allowing him to use the terrain to conceal his movement. An Apache warrior could run as many as 70 miles a day, and Apache women thought nothing of trotting 60 miles to present treats to their children when they had been placed in boarding schools in later years.

Concealment was a spectacular trait amongst the Apaches. In one instance, Quick Killer told a soldier to turn his back and in an instant had disappeared. In a spot just a few feet away, he emerged after completely burying himself under thick grass.

The Apaches fought a guerrilla style of warfare against the Spanish, Mexicans, and Americans. Hardly any pursuers every successfully found their way into the labyrinthine strongholds of the Apache Indians until they learned to turn Apache against Apache, utilizing the remarkable ability of the Apache scouts. When the Apaches were chased, they would scatter, running across rock to an agreed rendezvous, leaving no trail. They would visit their secret waterholes at night, which they knew well or could quickly spot from high ground. If they felt they were being cornered, they would kill their horses and climb like deer up seemingly impassable cliff sides.

Tricky as they were, Apaches would build false camps to confuse the enemy and drive their livestock several miles ahead of the actual area where a group concealed themselves. Camps could be moved silently and were at times moved right under the noses of the Apache enemies. Fight or flight, the Apaches were very skilled in doubling back like a fox and ambushing their pursuers.

TRANSITION: We have just gone through the training. (PROBE) Any questions or comments? As the Mexicans and Americans were in full pursuit of the Apaches, the Apaches yearned for their own existence. Both the Mexicans and Americans got more than their share of fighting the Apaches.

d. SIGNIFICANT BATTLES.

In 1540, the Apaches were well entrenched in their homeland of the Southwest. Drawn by the prospect of converts to the Roman Catholic faith and by legends of mineral riches, the Spanish ventured into the Apache homeland. The Spanish were brutal in their desire to colonize the Apache homeland. Under the guise of extending the boundaries for the Spanish, they would raid the Apaches to acquire Indian slaves. The capture of Indians for sale in the thriving slave market obviously did nothing to enrich relations between the Apaches and Spanish.

In 1598, over four hundred years ago, the Spanish governor of New Mexico attacked an Apache settlement killing 800 and capturing nearly 600. Captured males over the age of 25 had one foot cut off and served 20 years of slavery. In 1610, the Apaches sought revenge and raided the governor's capital with such ferocity that the governor moved his capital.

Apache ambushes and raids were frequent from 1600 to 1680 and drove the Spanish from New Mexico. By 1700, each Apache tribe was firmly established in its traditional territory while the pattern of raids and Spanish punitive expeditions continued throughout the 18th century.

Following 1786, the Spanish departed from their policy of extermination against the Apaches. The Spanish now encouraged tribes to wage war against

each other and those seeking peace were settled on reservations. The Spanish would protect them, provide them rations, and even provided them inferior weapons to make them dependent on the Spanish. They also provided them alcohol as a means of gaining their goodwill, to discover their secrets, and to calm them into thinking less of conceiving and executing their hostilities. This new policy enjoyed some success leading to a period of relative calm from 1790 to 1825.

The Apache situation deteriorated after the declaration of Mexican Independence. The Mexican government could not afford to supply rations to the Apaches resulting in the Apaches resuming raiding with ferocity. The Apaches hated the Mexicans and this intensified in 1825. A Mexican governor offered a bounty of 100 pesos for the scalp of any Apache warrior over the age of fourteen, fifty pesos for women's scalps, and twenty-five pesos for children. The scalp bounties naturally fueled the bitter conflict between the Apaches and Mexicans.

In 1848, the Treaty of Guadalupe Hidalgo ceded the Spanish Southwest and its Indian tribes to the United States and American troops were withdrawn from Mexico. Despite the Americans agreement to stop the Apaches from crossing the new border, the raids continued. In 1851, miners reopened the copper mines and discovered gold nearby. Mangas Coloradas, the chief of the Chihenne Apaches, visited the miners' camp and offered to lead them to greater deposits of gold. The white men, fearing a trap, bound the great chief to a tree and brutally whipped him. His rage made him a ferocious enemy of the Americans.

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

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

It's important to study the background of the most mythical of Apache

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

Geronimo had been **mentally hardened** for war from an early age. Geronimo convinced his people to seek revenge and stated he would fight from the front and only asked his people to follow him.

In 1859, the attack began with the Apaches assembling on the Mexican border. None were mounted; they wore moccasins and a cloth wrapped around the loins. Each warrior carried three days rations and killed game along the way. The Apaches marched for about fourteen hours a day covering forty-five miles a day. The first fight began with eight Mexicans riding out to engage the Apaches; these men were captured and killed. The next morning, the Mexicans attacked with two companies of cavalry and two infantry companies. Geronimo arranged his warriors in a hollow circle at the edge of a tree line. As the Mexicans came within 400 yards comprised of two lines of infantry with the cavalry in reserve, they fired their weapons and then Geronimo lead the charge. The battle lasted approximately two hours and only a few Apaches were left on the field; however, Geronimo was one of them fighting with only his hands and a knife. Eventually all the Mexicans were killed, Geronimo avenged his family's death, and was made a war chief for the Apaches due to his skill, wisdom, and bravery from the day's battle. Not fully satisfied from the day's revenge, The Apaches continued to conduct guerilla style raids into Mexico. Geronimo continued fighting the Mexicans and Americans up until his surrender in 1886.

By 1880, Geronimo had earned a fearsome reputation. He unleashed lightning raids into Mexico, Arizona, and New Mexico. In March of 1884, Geronimo surrendered to the Americans and began living on a reservation. Upon learning of rumors concerning his potential arrest, he bolted from the reservation after having been on the reservation for only three months. Almost a year later and after having alluded the American soldiers, Geronimo again surrendered after having been given the word that he would be allowed to return to his land in two years. Geronimo stated, "Once I moved about like the wind. Now I surrender to you – and that is all." Learning that the Americans word was no good, Geronimo again escaped yet surrendered in September of 1886 for the final time. For the course of a year, Geronimo inflicted about 95 casualties on the Americans, killed an unknown number of Mexicans, and suffered only 13 of his own. Geronimo was taken to Florida, then to Alabama, and then to Fort Sill, Oklahoma, where he died in February 1909.

During his many battles with the Mexicans and Americans, Geronimo was wounded eight times. He was shot in the leg, forearm, cut by a saber in his right leg, butted in the head by a musket, shot below the left eye, shot on both sides of the body, and shot in the back.

TRANSITION: After reviewing the significant battles, are there any questions or comments? A Martial Culture Study is not designed to be a history class, though we have just conducted a quick snapshot of the Apaches. Those Marines interested can check the CMC reading list for books pertaining to the Apaches. I have a reference bibliography that I can give you at the completion of this period of instruction. They are fascinating warriors. But now let's turn our attention to some discussion questions.

INSTRUCTOR'S NOTE: *The instructor should begin to transition to discussion group leader mode. Questions and answers should be allowed to flow freely.*

e. DISCUSSION.

It is pretty clear the Apaches met the major criteria of a martial culture. But first, let's discuss this question: **what are the strengths and weaknesses of the Apaches?** (Allow the students to list the strengths and weaknesses. There are no "right" or "wrong" answers; however, these topics are germane:

Strengths: high morale, conditioning, hand picked, good leadership, tough training, esprit de corps, backing of the chief, country, size, and terrain.

Weaknesses: elite within an elite, Spanish, Mexican, and American interference, light arms, equipment, logistics, lack of warriors.

With those factors in mind, **should a martial culture be so influenced by the personality of the leader and what are the major differences between the Apaches and the Marine Corps?** (Allow students to discuss aspects of leadership with regard to leadership. Examples can come from Zulu battles and training, or from the leaders themselves.)

We know the Apaches were a tough warrior unit. With that in mind, **can a unit such as the Apaches exist without an armed conflict looming imminent?** (Allow students to compare and contrast the strengths and weaknesses again, this time in context of combat. Use topics such as tough training, combat leadership, battle fatigue and combine with possible negative

outcomes of such a unit, to include high casualty ratio, failure to get back into normal society, etc.)

The Apache warriors were considered an elite unit – conditioning of the mind and body. So is the Marine Corps. **Is there such a thing as an elite within an elite?** (Allow students to discuss openly the elite syndrome – strengths and weaknesses. Consider such topics as elitism, recon, Apache warriors, cults that develop as a result of “special status”.)

These questions lead us to one we haven’t asked: **is today’s Marine Corps a martial culture and what is the difference between a draftee and a professional fighting man?** (Allow students to compare and contrast the Zulus to today’s Marine Corps. Try to enlist topics such as training, MCMAP, ready for combat. Allow the students to flow if possible. Additional, they should discuss the difference between draftees and the professional Marine. Professionals are volunteers and **have a commitment to fulfill their obligation**, the contract and swearing in, the oath of enlistment, and **that the obligation to become a professional fighting Marine is taken freely!**

TRANSITION: With our discussion of the Apaches, we have examined not only a great unit within our history, but also ourselves. (PROBE) Any questions or comments? What can the Apaches tell us today?

SUMMARY: **(2 MIN)**

Marines, the Apaches live on. Their standard of excellence is still one to admire; though they only lasted a few years as warriors over the course of history, they were in action almost the entire time. They are remembered for the three “Cs”: cohesion, competence, and confidence. In places such as Mexico, New Mexico, Arizona, and the Southwest in general, the three elements were put to the test. The Apaches live on in our NCOs – small unit leaders, combat fit Marines, tenacious, and smart who operate as the Apaches did.

They are a shining example of a martial culture, an organization whose primary function is the breeding, training, and sustaining of warriors. Without a doubt, they left one of the finest combat records in the history of the American Southwest. Our job as Marines is to take elements of their ethos and mold it with our own.

In closing, with this knowledge it is important for each Marine to ask himself or herself this question: am I a part of a martial culture? The answer is within me, my commitment to God, country, and Corps.