

# MARTIAL ARTS CENTER OF EXCELLENCE



## GRAY 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

GRAY 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

GRAY 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-2.01
LESSON TITLE	Bayonet Techniques
DATE PREPARED	December 2004
TIME	3 hrs
METHOD	EDIP and guided discussion.
LOCATION	Classroom indoor/outdoor training area
INSTRUCTORS REQUIRED	One and assistants as needed
REFERENCES	MCRP 3-02B, MCO 1500.54B
TRAINING AIDS/EQUIPMENT	Rifles with sheathed bayonets, bayonet trainer, flak jacket, helmet, chest plate, neck protection, hand protection, arm protection, groin protection, and mouthpiece.

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**DETAILED OUTLINE**

**BAYONET TECHNIQUES**

**INTRODUCTION** **(3 MIN)**

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**1. GAIN ATTENTION.** The Marine Corps Martial Arts Program is a uniquely Marine Corps program. One of the things that make it unique is that it is rooted in the very ethos of our Corps; that every Marine is a rifleman and therefore a warrior, and that as an institution we were created and continue to exist for one reason, to fight our Nation's battles. Our Corps was born in the fire and blood of revolution and has been forged and tempered during 228 plus years of conflict and defense of the Nation. No better example of this exists than the bloody battles the Marines fought during World War II. The fighting that took place in such battles like Bloody Ridge, Bairoko and Okinawa was "Close-In" fighting. That fighting consisted of grenades, firing rounds while closing, bayoneting and even knife fighting, and was dominated by the warrior ethos. There are two basic principles in "Close-In" fighting. Those two principles are disruption and entry. These next techniques will teach you to close with and kill the enemy and continue to fight on the battlefield. This will also help instill the fighting spirit needed to be successful in battle. We will also discuss in detail the Marine Warrior Ethos.

**2. OVERVIEW.** This lesson will cover the techniques for training offensive bayonet techniques as well as to discuss the Marine Warrior Ethos.

**3. INTRODUCE LEARNING OBJECTIVES.** The learning objectives pertaining to this lesson are as follows:

a. TERMINAL LEARNING OBJECTIVE.

(1) Without the aid of reference, given the requirement, a service rifle with a sheathed bayonet, flak jacket, and helmet execute bayonet techniques per MCRP 3-02B. (8550.02.01)

(2) Without the aid of reference, discuss the Marine Warrior Ethos per MCRP 6-11B. (8550.02.17)

b. ENABLING LEARNING OBJECTIVES.

(1) Without the aid of reference, given a service rifle with a sheathed bayonet, and an aggressor, execute movement in relation to an aggressor per MCRP 3-02B. (8550.02.01a)

(2) Without the aid of reference, given a service rifle with a sheathed bayonet, and an aggressor, execute an approach with an aggressor, per MCRP 3-02B. (8550.02.01b)

(3) Without the aid of reference, given a service rifle with a sheathed bayonet, and an aggressor, execute closing with an aggressor, per MCRP 3-02B. (8550.02.01c)

(4) Without the aid of reference, given a service rifle with a sheathed bayonet and an aggressor, execute a thrust while closing with an aggressor per MCRP 3-02B. (8550.02.01d)

(5) Without the aid of reference, given a service rifle with a sheathed bayonet and an aggressor, execute a disrupt while closing with an aggressor, per MCRP 3-02B. (8550.02.01e)

(6) Without the aid of reference, discuss the Marine Corps credo upon which the "Warrior Ethos" is based. (8550.02.17a)

(7) Without the aid of reference, discuss what "Warrior Ethos" means. (8550.02.17b)

(8) Without the aid of the reference, discuss how "Warrior Ethos" is demonstrated in an everyday situation. (8550.02.17c)

**4. METHOD/MEDIA.** This class will be taught by EDIP and guided discussion.

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

**TRANSITION:** Review material, probe students, and introduce new material. For training to be effective, it must be safe and employ sound principles and techniques in support of a specific Marine Corps mission. There are two basic principles in "Close-In" fighting. Those two principles are disruption and entry. Those principles are used when executing bayonet techniques. We will now discuss these principles as well as the safeties we will observe during our bayonet training.

**1. DISRUPTIONS AND ENTRY FOR BAYONET TECHNIQUES.**

a. There are two fundamental techniques that are used in "Close-In" fighting. Those two techniques are disruption and entry.

(1) Disruption. Disruption is the technique used to create an opening for the Marine when closing with the enemy. To create that opening the Marine will execute a technique to bring the aggressor's weapon off-line.

(2) Entry. Entry is the movement made to get inside the enemy's defense to execute follow-on techniques. A movement can be a step forward or a small step to an oblique to get within striking distance of the enemy.

b. Safety Precautions During Training. To prevent injury during training, ensure you follow these safety procedures, in addition to the standard four safety rules:

(1) Begin by executing the bayonet techniques in the air. Ensure bayonets are sheathed.

(2) As you become more proficient, you will be allowed to execute techniques on bayonet dummies or other targets.

(3) Prior to training with a rifle, conduct an "Unload, Show Clear" of the rifle to ensure the weapon is not loaded.

**TRANSITION:** Review material, probe students, and introduce new material. We've covered the principles of disruption and entry and the safeties we will be observing. Are there any questions? Next, we will cover the basics of movement with a rifle and bayonet in relation to an aggressor. Specifically, we will cover movement, approach, closing with, entry and disrupting an aggressor.

Confirm by questions.

***INSTRUCTOR'S NOTE:*** *The material in this lesson is written 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.
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 bayonet techniques, have students face each other. Ensure there is enough distance between students so they will execute the techniques and movement properly. Fault check student while they are performing the techniques.

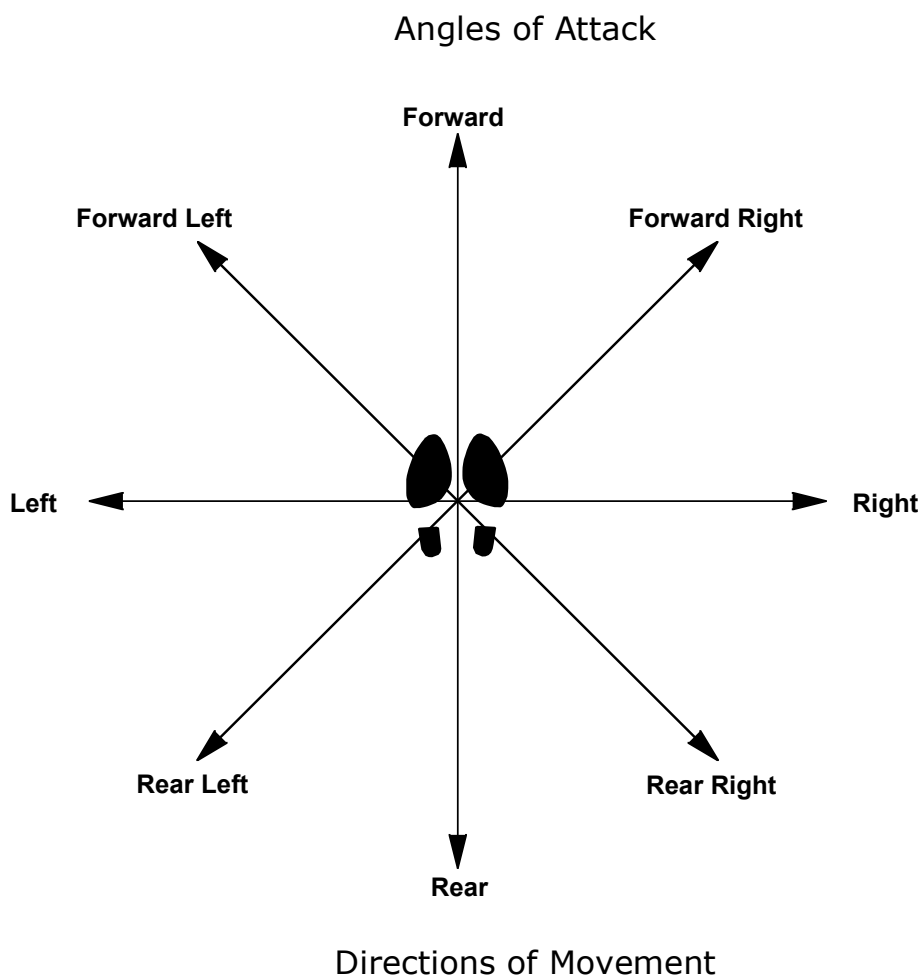
Enforce safety precautions.

**INSTRUCTOR'S NOTE:** To prevent injuries to students during training, enforce the following safety precautions:

1. Prior to training with a rifle, conduct an "Unload, Show Clear" of the rifle to show students the weapon is not loaded.
2. The first stage of practical application will begin with students facing each other, executing the techniques with one another. Ensure bayonets are sheathed and there is enough distance between students so they do not make contact with other pairs.
3. After students have demonstrated proficiency in the technique(s), move to the second stage, the Bayonet Assault Course, for practical application on bayonet dummies. The Bayonet Assault Course will be executed with bayonets. This training also can be done with the bayonet trainer and proper equipment. Student will execute one offensive technique or a combination of two techniques at each of the bayonet dummies or Instructor. Instructors will maintain control of students at all times. Movement through the Bayonet Assault Course will be controlled to prevent lines from forming behind any bayonet dummies. Instructors will be positioned throughout the course to fault check and ensure safe execution. Proper technique will be emphasized over power or speed.
4. Instructor supervision is essential to safe and effective practical application of close combat techniques. Ensure fault checking occurs.

## 2. CLOSING WITH THE AGGRESSOR.

a. Movement. Movement is used to get from one place to another when the threat of contact with the enemy is imminent. The principles of angles of approach and movement taught in MA-1.02 Fundamentals class apply for movement with the rifle and bayonet.



b. 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.

***INSTRUCTOR'S NOTE:*** When training direction, the instructor should give directions in sequence at first and then as the students gain proficiency they should be given randomly.

*When executing front left/right or rear left/right for one pace the student steps one pace in that direction but keeps the weapon oriented on the original front (this technique emphasizes movement for an angle of attack).*

*These movements can and should also be taught as a method to change direction 45 degrees by turning the body and the weapon in the new direction at the same time a step is made in that direction (as in the movement to an oblique for drill). Once you have stepped this becomes your new direction of attack.*

c. 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.

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

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

(2) 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 bayonet oriented in the direction of vision.

(3) 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.

(a) Ensure the rifle remains locked into position with the bayonet oriented in the direction of movement.

(4) 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.

***INSTRUCTOR'S NOTE:*** When training turning movements have the students practice from a stationary position and then on the move. Finish up by incorporating all of the movement techniques into a drill lasting several minutes where the instructor randomly gives changes in direction at rapid pace.

(a) Ensure the rifle remains locked into position with the bayonet oriented in the direction of movement.

d. Approach. Approaching is used when you have located an aggressor and you are within 20-25 yards from the aggressor. To train the technique, have the students:

(1) Assume the modified basic warrior stance.

(2) Bend your back so you are hunched over the weapon and your chin is tucked to protect your neck, minimizing your own target area.

(3) Bend your knees to have a lower center of gravity and decrease your profile.

(4) Move at a fast walk using your legs to absorb the impact of your steps.

(a) Ensure the students' upper bodies are not bouncing around as they move.

(b) Ensure the bayonet stays locked on the aggressor.

e. Closing. Closing is done when you are actively engaged with an aggressor at approximately 5-10 feet. Closing is executed to gain the psychological and tactical advantage over the aggressor.

(1) Assume the modified basic warrior stance.

(2) Bend your back so you are hunched over the weapon and your chin is tucked to protect your neck.

(3) Bend your knees so you have a lower center of gravity and so your profile is decreased.

(4) As you reach the critical distance of 5-10 feet you will use a burst of speed to close the final distance between you and the aggressor using your legs to absorb the impact of your steps.

(a) Ensure the students' upper bodies are not bouncing around as they move.

(b) Ensure the bayonet stays locked on the aggressor.

(c) This tends to cause the aggressor to hesitate during the engagement, which can give you the psychological and tactical advantage.

Confirm by questions and practice.

**INSTRUCTOR'S NOTE:** *When practicing approach and close techniques, begin by having the students practice at reduced speed without a training partner. As proficiency is gained, increase speed. The second phase is to have student's pair up with a stationary partner to practice target acquisition. The training partner who is acting as the target will be dressed in BTPG1 as a safety precaution. **AT NO TIME SHOULD CONTACT BE MADE BETWEEN TRAINING PARTNERS.** Again, start at reduced speed and increase as proficiency is gained.*

**TRANSITION:** Review material, probe students, and introduce new material. To be effective in combat, you must be proficient in both offensive and defensive rifle bayonet techniques. You must know how and when to use each technique to create an opening in the aggressor's defense so you can execute an offensive technique, which finishes the fight.

### 3. DISRUPT AND THRUST WHILE CLOSING.

a. Disrupt. The disrupt is a technique that intercepts and redirects the aggressor's attack. This redirection opens a path for your blade to enter your enemy.

(1) The disrupt is a parry while closing and thrusting. If you try to parry and then thrust while closing with your enemy, you will most likely become entangled with the aggressor. To disrupt the aggressor's attack and clear his weapon, your attack must come at a slight angle to his weapon. The resulting collision will redirect the aggressor's weapon and give your blade a clear path to your target.

b. Straight Thrust While Closing. The straight thrust is performed to disable or kill an aggressor. The thrust is the most deadly offensive technique because it will cause the most trauma to an aggressor. Executing the thrust while closing is even more deadly.

(1) Target Areas of the Body. Target areas are the aggressor's throat, groin, or face. The aggressor's chest and stomach are also excellent target areas if they are not protected by body armor or combat equipment.

(2) Technique. To train disrupt and thrust while closing, have students

execute movement slow using another Marine as a aggressor.

(a) As you close on a static aggressor, disrupt the aggressors weapon by attacking at a slight angle. Contact is made with the bayonet end of the rifle against the barrel or bayonet of the opponent's weapon.

(b) Redirect or guide the opponent's weapon away from your body by exerting pressure against the opponent's weapon with your weapon. You only need to redirect the opponent's weapon a few inches, enough so that the weapon misses your body. This will give your blade a clear path to your target.

(c) Thrust the blade end of the weapon directly toward the target by thrusting both hands forward.

(d) Retract the weapon and continue moving forward.

Confirm by questions and practice.

**Note: Do not allow students to make contact with one another.**

**TRANSITION:** Review material, probe students, and introduce new material. The

***INSTRUCTOR NOTE:*** Students should have completed numerous repetitions of the basic techniques taught and then present this class during a break or at the end of the training. The instructor should use chapter 1 of MCWP 6-11 as well as this handout for the class.

disrupt and thrust is an excellent way to redirect an aggressor's attack and set you up for an offensive technique that will finish the fight. You have now learned new skills with both the rifle and the bayonet. While all military organizations may train with these weapons, ours is unique. In the same way every Marine from their beginnings at recruit training or officer candidate school learns the creed that every Marine is a rifleman. This training like our ethos sets us apart from others and gives us the advantage.

#### 4. WARRIOR ETHOS.

a. What is a Marine?

(1) Being a Marine is a state of mind. It is an experience some have likened more to a calling than a profession. Being a Marine is not a job – not a pay check; it is not an occupational specialty. It is not male or female, majority or minority, nor is it a rank insignia. Stars, bars, and chevrons are only indicators of the

responsibility or authority we hold at a given time. Rather, being a Marine comes from the eagle, globe and anchor that is tattooed on the soul of every one of us who wears the Marine Corps uniform. It is a searing mark in our innermost being, which comes after the rite of passage through boot camp or OCS when a young man or woman is allowed for the first time to say, "I am a United States Marine." And unlike physical or psychological scars, which, over time, tend to heal and fade in intensity, the eagle, globe and anchor only grow more defined – more intense – the longer you are a Marine. "Once a Marine, always a Marine."

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

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

**"Success in battle is not a function of how many show up, but who they are."**

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

Country, in his Corps, in his buddies, and in himself."

(4) What happens on the parade decks of Parris Island and San Diego or in the woods of Quantico is what makes Marines-it is the instillation of "an intangible esprit along with the complicated, specific knowledge of soldiering."

(5) Marines, as they always have, carry on that tradition as a force in readiness, able and willing to go anywhere and do anything. "Trained men who will stand and fight are never obsolete. It was not the Bowman, but the long bow, not the cavalryman, but the horse, which vanished from the scene. Men-the man, the individual who is the Marine Corps symbol and stock-in-trade constitute the one element which never changes."

b. Every Marine a rifleman.

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

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

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

***"Those men on the line were my family, my home. They were closer to me than I can say, closer than any friends had been or ever would be. They had never let me down, and I couldn't do it to them. I had to be with them, rather than let them die and me***



***live with the knowledge that I might have saved them. Men, I now know, do not fight for flag or country, for the Marine Corps or glory or any other abstraction. They fight for one another. Any man in combat, who lacks comrades who will die for him, or for whom he is willing to die, is not a man at all. He is truly damned."***

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

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

(6) The sense that every Marine is a rifleman is at the heart of the ethos of the Corps. This unspoken feeling among Marines is more than tradition, or the cut of the uniform. It is the reality and adrenaline of a shared experience of danger and violence, the proximity to death, that which Oliver Wendell Holmes, a famous American Supreme Court Justice and Civil War veteran, called the "touch of fire."

## **SUMMARY**

**(2 MIN)**

As Marines we are different, a breed apart. More than ever we stand apart as the last warrior culture left in a modern world. While our weapons may be the same as others how we employ them is unique. There are two basic principles in "Close-In" fighting. Those two principles are disruption and entry. Disruption is the technique used to create an opening for the Marine when closing with the enemy. Entry is the movement that is made to get inside the enemy's defense to execute follow-on techniques. During the "Island Hopping", in such battles like Bloody Ridge, Biaroko, Bougainville and Okinawa these techniques were used. When the call

came down to fix bayonets, the Marine Raiders answered, and they answered with a fierce fighting spirit. These techniques will help your Marines continue to fight in the battlefield, as well as instill the fighting spirit needed to be successful in battle. Our Martial Art, guided by the spirit of our warrior ethos will continue our legacy of success.

***INSTRUCTOR'S NOTE:*** *Those with IRFs, fill them out and turn them in at this time.*

***INSTRUCTOR'S NOTE:*** *After students have demonstrated proficiency in all of the offensive and defensive techniques, move to the second stage, the Bayonet Assault Course, for practical application on bayonet dummies. The Bayonet Assault Course will be executed without bayonets during initial training. For entry level training the bayonet should be introduced during Basic Warrior Training (BWT) and live bayonets used during the running of the "Crucible". Student will execute one offensive technique or a combination of two techniques at each of the bayonet dummies. Movement through the Bayonet Assault Course will be controlled to prevent lines from forming behind any bayonet dummies. Drill instructors will be positioned throughout the course to fault check and ensure safe execution. Proper technique will be emphasized over power or speed.*

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**DETAILED INSTRUCTOR OUTLINE**

LESSON TITLE

UPPER BODY STRIKES

COURSE TITLE

GRAY BELT

**UNITED STATES MARINE CORPS**  
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APPROVAL SHEET

**DETAILED INSTRUCTOR OUTLINE**

LESSON TITLE

UPPER BODY STRIKES

COURSE TITLE

GRAY BELT

PREPARED BY: MACE STAFF DATE: \_\_\_\_\_

APPROVED BY: MACE STAFF DATE: \_\_\_\_\_

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**INSTRUCTOR PREPARATION CHECKLIST**

**ESSENTIAL DATA**

LESSON DESIGNATOR	MA-2.02
LESSON TITLE	Upper Body Strikes
DATE PREPARED	December 2004
TIME	2 hrs
METHOD	EDIP and Guided Discussion
LOCATION	Training area
INSTRUCTORS REQUIRED	One and assistants as needed
REFERENCES	MCO 1500.54, MCRP 3-02B, MCRP 6-11B, MCWP 6-11,
TRAINING AIDS/EQUIPMENT	Striking pads

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**DETAILED OUTLINE**

**UPPER BODY STRIKES**

**INTRODUCTION**

**(3 MIN)**

**1. GAIN ATTENTION.** During your career in the United States Marine Corps you will be exposed to many new techniques, such as upper body strikes. The weapons of your body, specifically your arms and hands, will be used from time to time in an offensive attack to stun and finish your aggressor. As a leader you will also be exposed to situations and challenges, which will test your character. There are numerous elements that make up one's character, but for Marines there are fourteen identifiable traits that solidify our character as a leader. These traits are known as leadership traits. Our leadership traits are the legs that we stand on as Marines, as did the Marines of previous generations. These traits are what make us warriors, leaders, and simply put, Marines.

**2. OVERVIEW.** This lesson will cover the techniques for instructing upper body strikes; fault checking procedures; and safety precautions inherent in instructing strikes as well as the fourteen leadership traits.

**3. INTRODUCE LEARNING OBJECTIVES.** The learning objectives pertaining to this lesson are as follows:

a. TERMINAL LEARNING OBJECTIVE.

(1) Without the aid of reference, given the requirement, a striking pad, execute upper body strikes in accordance with MCRP 3-02B. (8551.02.02)

(2) Without the aid of reference, given the requirement, participate in a guided discussion on leadership traits in accordance with MCRP 6-11B. (8550.02.18)

b. ENABLING LEARNING OBJECTIVE.

(1) Without the aid of reference, given a striking pad, execute a outside/forward knife hand strike in accordance with MCRP 3-02B. (8550.02.02a)

(2) Without the aid of reference, given a striking pad, execute a inside/reverse knife hand strike in accordance with MCRP 3-02B. (8550.02.02b)

(3) Without the aid of reference, given a strikingpad, execute a vertical knife hand strike in accordance with MCRP 3-02B. (8550.02.02c)

(4) Without the aid of reference, given a striking pad, execute a Chin Jab/Palm Heel Strike in accordance with MCRP 3-02B. (8550.02.02d)

(5) Without the aid of reference, given a striking pad, execute a horizontal rear elbow strike in accordance with MCRP 3-02B. (8550.02.02e)

(6) Without the aid of reference, given a striking pad, execute a vertical elbow strike high to low in accordance with MCRP 3-02B. (8550.02.02f)

(7) Without the aid of reference, discuss the fourteen leadership traits in accordance with MCRP 6-11B. (8550.02.18a)

(8) Without the aid of reference, discuss a selected leadership trait in accordance with MCRP 6-11B. (8550.02.18b)

***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.

**4. METHOD/MEDIA.** This class will be taught by EDIP and guided discussion.

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

**TRANSITION:** Review material, probe with questions, and introduce new material. We have covered what this period of instruction will entail, the TLO's, ELO's and how you will be evaluated, are there any questions? We will now review the purpose, principles, target areas and safeties of upper body strikes.

**BODY** **(115 MIN)**

1. REVIEW OF UPPER BODY STRIKES.

a. Purpose. The purpose of strikes is to stun the aggressor or to set him up for a follow-up finishing technique. In order to do this we must identify the weapons of the body.

(1) The hands, forearms, and elbows are individual weapons of the body that can be used to execute strikes including the hammer fist, knife hand, chin jab/palm heel, eye gouge, and elbow strikes.

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

b. Safety Precautions During Training.

(1) To prevent injuries, train the practical application portion of strikes in three stages:

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

[1] Ensure you are spaced far enough so that you will not strike each other.

[2] When striking in the air, avoid full extension of the arms to prevent hyperextension of the joints. When striking an object (e.g., heavy bag), hyperextension is not as big a concern because the object absorbs the impact.

(2) As you become more proficient, execute strikes on equipment (when available) such as a striking pad, a heavy bag, or a bayonet dummy.

(3) In the third stage of training, pair up and strike each other on designated areas of the body. This stage of training is not appropriate for entry-level students.

(a) For strikes with the arms, have the student block the strike with the meaty portion of his forearm by elevating his arm, with elbow bent, above his head or to his side.

(b) Strikes should not be executed at full speed/force.

(4) All techniques should be performed slowly at first and increase speed with proficiency.

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 through weight transfer by:



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

(b) Moving your body mass straight forward or backward in linear line.

(c) Dropping your body weight into an aggressor. Body mass can be transferred into an attack from high to low or from low to high.

***INSTRUCTOR'S NOTE:*** Reinforce to students that, as instructors, they should 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 aggressor and to avoid injury to your hand. The arms are relaxed until the moment of impact.

(3) Follow-through. A strike should be delivered so 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 aggressor.

(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 aggressor 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 aggressor as well as to help protect yourself. 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 aggressor.

(3) The available vulnerable target areas exposed on the aggressor.

e. Target Areas of the Body. For each strike, there are target areas of the body which, when struck, maximize damage to an aggressor. 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.

**TRANSITION:** Review material, probe with questions, and introduce new material. We have reviewed the purpose, principles and the safeties for upper body strikes. Are there any questions over what has been discussed? Lets talk a little about strikes with the hand for upper body strikes.

**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.*
4. *After all steps are explained, demonstrated, and imitated, allow time for students to practice the entire procedure on your command.*
5. *Allow students practice time until they are proficient in the technique.*

## 2. STRIKES WITH THE HANDS.

a. Knife-Hand Strikes. The knife hand strike can be executed from one of three angles: outside/forward, inside/reverse, and vertical.

(1) Striking Surface. The striking surface is the cutting edge of the hand, which is the meaty portion of the hand below the little finger extending to the top of the wrist. The striking surface is narrow, allowing strikes on the neck between body armor and a helmet.

(2) Target Areas. The target area for the Knife hand strike is the neck.

(3) Inside/Reverse Knife hand. To train the inside/reverse knife hand strike, have students assume basic warrior stance and:

(a) Execute a knife hand by extending and joining the fingers of your right hand placing your thumb next to your forefinger (like saluting).

(b) Bring your right hand over your left shoulder. At the same time, rotate your right shoulder and hip forward.

(c) Thrust your Knife hand forward (horizontally) onto the aggressor while rotating your right hip and shoulder backward.

[1] Rotate your wrist so your palm is down.

[2] Contact should be made on the aggressor with the knife-edge of the hand.

(d) Follow-through the target area with your hand and rapidly retract to the Basic Warrior Stance.

(4) Outside/Forward Knife hand. To train the outside/forward knife hand strike, have students assume the basic warrior stance and:

(a) Execute a Knife hand by extending and joining the fingers of your right hand and placing your thumb next to your forefinger (like saluting).

(b) Bring your right hand back over your right shoulder and rotate your right hip and right shoulder backward.

[1] Your arm is bent at approximately a 45- to 90-degree angle. Your elbow should be lower than your shoulder.

(c) Thrust your Knife hand forward (horizontally) onto the aggressor while rotating your right hip and shoulder forward.

[1] Rotate your wrist so your palm is up.

[2] Contact should be made on the aggressor with the knife-edge of the hand.

(d) Follow-through the target area with your hand.

(e) Rapidly retract to the basic warrior stance.

(5) Vertical Knife Hand. To train the vertical knife hand have the students assume the basic warrior stance and:

(a) Execute a knife hand by extending and joining the fingers of your right hand and placing your thumb next to your forefinger (like saluting).

(b) Bring your right hand back over your right shoulder and rotate your right hip and right shoulder backward.

[1] Your arm is bent at approximately a 45- to 90-degree angle.

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

[1] Palm should be facing inboard.

(d) Follow-through the target area with your hand.

(e) Rapidly retract to the basic warrior stance.

b. Chin Jab/Palm Heel strike. This strike can immediately render an aggressor unconscious and cause extensive damage to the neck and spine.

(1) Striking Surface. The striking surface is the palm's heel of the hand.

(2) Target Areas of the Body. The target area is the bottom of the aggressor's chin.

(3) Technique. To train the chin jab/palm heel strike, have students:

(a) Begin in the basic warrior stance.

(b) Bend your right wrist back at a 90-degree angle with your palm facing the aggressor and your fingers pointing up. Extend your hand into a flat position with your fingers bent and joined at the second knuckle.

[1] Keep your right arm bent and close to your body.

(c) Move forward, to close with the aggressor.

[1] You may have to grab the aggressor's elbow or the back of his neck with your left hand to maintain control the aggressor.

(f) Keeping your right arm bent and close to your side, thrust the palm of your hand directly up under the aggressor's chin.

[1] At the same time, rotate your right hip forward to drive your body weight into the attack to increase the power of the strike.

[2] Pushing off on the ball of the right foot, this will direct your body weight into the attack from low to high.

[3] The attack should travel up the centerline of the aggressor's chest to his chin.

[4] Contact should be made on the aggressor's chin with the heel of your palm.

(e) Follow-through the target area with your hand and body momentum.

(f) Rapidly retract to the basic warrior stance.

***INSTRUCTOR'S NOTE:*** Have students pair-up to practice the striking techniques in three stages. First in the air, then at slow speed on the striking pads, and finally with a short drill at full speed on the pads to begin incorporating movement and generating power. Change over.

*Instruct students on the proper method of holding the striking pad for each technique.*

*Fault check student performance. Check:*

*Rotation of the hips and shoulders to generate power.*

*Contact made on the appropriate target area of the body with the appropriate striking surface.*

*Driving through with the strike to allow the elbow and hands to go through the target area. Enforce safety precautions.*

**TRANSITION:** Review material, probe with questions, and introduce new material. The chin jab and knife-hand strikes are very versatile and devastating strikes that can be used in a variety of combative situations depending on your angle of attack and availability of an exposed target area. Are there any questions on the chin jab and knife hand strikes? Elbow strikes are equally versatile and effective.

### 3. ELBOW STRIKES.

a. Angles of Attack. Elbow strikes can be performed via a variety of techniques: vertically (upward or downward) and horizontally (forward or reverse). Also, at 45-degree angle (cross elbows).

b. Striking Surface. The striking surface is two inches above or below the point

of the elbow, depending upon your angle of attack, the aggressor's attack angle, and the position of the aggressor.

c. Target Areas of the Body. Elbow strikes can be delivered to any part of an aggressor's body.

d. Horizontal Elbow Strike (Rear). To train the horizontal elbow strike executed rearward, have students:

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

(2) Thrust your right elbow horizontally backward toward the aggressor while taking a slight step backward to generate power. The forearm is parallel to the deck, right palm facing the deck.

(a) The distance of the step depends on the distance of the aggressor.

(b) Rotate your left hip forward and your right shoulder backward to generate additional power. (The hips and shoulders rotate in the same way they do in a reverse knife hand strike.)

(3) Follow-through with the strike through the target area.

(4) Rapidly retract to the basic warrior stance.

e. Vertical Elbow Strike (High to Low). To train the vertical elbow strike high to low, have students assume the basic warrior stance and:

(1) Bend your right elbow, keeping your fist close at your ear with your elbow at shoulder level.

(2) Drop your elbow vertically downward toward the aggressor.

(a) Keep your elbow bent throughout the movement.

(b) Rotate your right shoulder and hip forward at the same time dropping your body weight by bending at the knees to generate additional power.

(3) Follow-through the target area with the strike.

(4) Rapidly retract to the basic warrior stance

**INSTRUCTOR'S NOTE:** Reinforce to students the following fault check procedures for elbow strikes. Check:

*Rotation of the hips and shoulders to generate power.*

*Contact made on the appropriate target area of the body with the appropriate striking surface.*

*Driving through with the strike to allow the weight of the elbow and arm to go through the target area.*

**TRANSITION:** Review material, probe with questions, and introduce new material. Now that we have covered the gray belt upper body strikes are there any questions? In order to become proficient in any technique one must continuously practice. The same is true when one hones themselves as a leader. Just as there are many upper body strikes in our system there are also many traits of which a leader of Marines possesses.

#### 4. LEADERSHIP TRAITS.

The traits of leadership are the basic fundamentals that Marines use to develop their own leadership abilities and that of their subordinates. The results of failure to apply these fundamentals are obvious. For example, a leader's lack of knowledge or judgment, or failure to look after his Marines' welfare or to make sound and timely decisions could result in the unnecessary loss of Marines' lives. Our profession is deadly serious when it comes to the requirements for effective leadership by all Marines. Let us now discuss each of the fourteen traits.

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

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

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

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

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

f. ENTHUSIASM. The display of sincere interest and exuberance in the performance of duty. Displaying interest in a task, and an optimism that it *can* be successfully completed, greatly enhances the likelihood that the task *will* be successfully completed.

g. INITIATIVE. Taking action in the absence of orders. Since NCOs and junior officers often work without close supervision, emphasis is placed on being a self-starter. Initiative is a founding principle of Marine Corps War fighting philosophy.

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

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

j. JUSTICE. Giving reward and punishment according to the merits of the case in question. The ability to administer a system of rewards and punishments impartially and consistently. The quality of displaying fairness and impartiality is critical in order to gain the trust and respect of subordinates and maintain discipline and unit cohesion, particularly in the exercise of responsibility as a leader.



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

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

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

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

***INSTRUCTOR'S NOTE:*** *At this time the instructor should pick a specific leadership trait and discuss it in greater detail with the students.*

An acronym that helps us remember these important leadership principles is "JJ-DID-TIEBUCKLE":

- Justice
- Judgment
- Dependability
- Initiative
- Decisiveness
- Tact
- Integrity
- Enthusiasm
- Bearing
- Unselfishness
- Courage
- Knowledge
- Loyalty
- Endurance

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

**TRANSITION:** Review material, probe with questions, and introduce new material. We have discussed the fourteen leadership traits and their importance as a leader.

**SUMMARY** **(2 MIN)**

In this period of instruction we covered and practiced all the upper body strikes that are in the syllabus for Gray belt as well as the principles, purpose and safeties. In order for any Marine to hone his skills in upper body strikes it is vital that all aspects of that technique are performed. Without application of the principles one is left with only a single movement, not a technique. The same is true with leading Marines. We have covered the fourteen leadership traits that, with time and continuous practice, will be honed by any Marine.

It is important that as a leader of Marines one not only lives and practices these traits but forces and demands that the Marines that are being led do the same.

***INSTRUCTOR'S NOTE:*** *Those with 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

LOWER BODY STRIKES

COURSE TITLE

GRAY BELT



**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-2.03
LESSON TITLE	Lower Body Strikes
DATE PREPARED	December 2004
TIME	1 hr 30 min
METHOD	EDIP, guided discussion
LOCATION	Training area
INSTRUCTORS REQUIRED	One and assistants as needed
REFERENCES	MCRP 3-02B, MCO 1500.54A, MCRP 11B
TRAINING AIDS/EQUIPMENT	Striking Pads

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**DETAILED OUTLINE**

**LOWER BODY STRIKES**

**INTRODUCTION**

**(3 MIN)**

**1. GAIN ATTENTION.** The legs provide the most powerful weapons of the body, while certain leadership principles give the Marine weapons with which to lead. To execute lower body strikes, the Marine must use the largest muscles of the body. Also legs are less prone to injury than are arms. When leading Marines, a leader cannot rely on physical threats; the leader must use different tools to accomplish the assigned mission. The techniques taught in this period of instruction, both the physical and mental, will assist the Marine to be both a warrior on the field of battle, and a leader. Like strikes with the arms, strikes with the legs are easily learned and sustained through training. However, leadership principles must be trained and practiced on a daily, even hourly basis. Lower body strikes can be easily incorporated into physical training.

**2. OVERVIEW.** This lesson will cover the physical techniques for executing gray belt level strikes with the lower body. Also we will discuss the 11 time proven Marine Corps Leadership Principles.

**3. INTRODUCTION TO LEARNING OBJECTIVES.** The learning objectives pertaining to this lesson are as follows:

a. TERMINAL LEARNING OBJECTIVE.

(1) Without the aid of reference, given the requirement, a striking pad, execute lower body strikes, in accordance with MCRP 3-02B. (8550.02.03)

(2) Without the aid of reference, given the requirements, discuss the Leadership Principles. (8550.02.19)

b. ENABLING LEARNING OBJECTIVE.

(1) Without the aid of reference, given a striking pad, execute a horizontal knee strike in accordance with MCRP 3-02B. (8550.02.03a)

(2) Without the aid of reference, given a striking pad, execute a sidekick in accordance with MCRP 3-02B. (8550.02.03b)

(3) Without the aid of reference, given a striking pad, execute an axe stomp in accordance with MCRP 3-02B. (8550.02.03c)

(4) Without the aid of reference, discuss the 11 Marine Corps Leadership Principles. (8550.02.19a)

(5) Without the aid of reference, select one of the 11 Marine Corps Leadership Principles to discuss in detail. (8550.02.19b)

**4. METHOD/MEDIA.** This class will be taught by EDIP and 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 an oral and performance examination.

**TRANSITION:** Review previous material, probe with questions, and introduce new material. Now that we have discussed what will be covered and how you will be tested, are there any questions? Then let's move on to the purpose and safeties for today's period of instruction.

**BODY** **(85 MIN)**

1. INTRODUCTION TO STRIKES WITH THE LEGS.

a. Purpose. The legs provide the most powerful weapons of the body with which to execute strikes because they use the largest muscle of the body. In addition, legs are less prone to injury. The feet are the preferred choice for striking because boots protect them. The feet, heels, and knees of the legs are used to execute knee strikes, kicks, and stomps.

b. Safeties. After ensuring that students are paired by approximate height and weight; train the practical application portion of strikes in stages:

(1) Begin with students facing front and executing the strikes "in the air."

Do not allow students to make contact on an aggressor or a target during the initial stages of training. When striking in the air, ensure students avoid full extension of the legs to prevent hyperextension of the joints. When striking the pad, hyperextension is not as big a concern because the object absorbs the impact.

(2) As students become more proficient, have two columns turn and face one another and practice the strikes "in the air" while locating target areas on the aggressor. Ensure students are placed far enough apart so they do not make contact with each other. Allow both columns to practice the techniques.

(3) Have the students practice the techniques with controlled force against a striking pad held by the aggressor. Ensure all students hold the striking pad as depicted by the pictures in each "Instructor Note." Do not allow students to execute the techniques at greater than half force/speed. Ensure that the students strike the center of the pad. Rotate the students so that all students have the opportunity to practice the techniques and hold the pad.

Instructor supervision is essential to safe and effective practice of Martial Arts techniques. Ensure fault checking occurs.
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**TRANSITION:** Review material, probe with questions, and introduce new material. Now that we have discussed the principles and safeties of lower body strikes, are there any questions? There are a variety of techniques that may be used with the legs to strike an aggressor. The weapon of the body used to execute a strike, and the target area at which you will deliver a strike, will depend upon your position in relation to the aggressor and the available target areas on the aggressor. Let's now train the horizontal knee.

## 2. KNEE STRIKES.

a. Horizontal Knee Strike. Knee strikes are excellent weapons during the grappling stage or close range of Martial Arts fighting.

(1) Striking Surface. The striking surface is the front of the leg, slightly above the knee.

(2) Target Areas of the Body. If the aggressor is upright, the inside or outside of the thigh are often the targets.

(3) Technique. To train the horizontal knee strike, have students:

(a) From the basic warrior stance grab the aggressor's neck or gear with both hands, without interlacing your fingers. If you interlace your fingers, your



opponent can pull back or reach behind your head and break the fingers.

(b) Pull the aggressor down and at the same time raise your right knee, rotate your right hip forward, pivot on your left foot, and drive your knee horizontally into the aggressor while pulling his body into your driving knee strike.

[1] Rotating the hip brings the knee to the target area.

(c) Make contact on the aggressor two inches above your right knee.

(d) Follow-through the target area with your knee.

***INSTRUCTOR'S NOTE:***

*Reinforce to students the following fault check procedures for knee strikes.*

*Check: Contact made on the appropriate target area of the body with the appropriate striking surface. Driving through with the strike to allow the weight of the knee and leg to go through the target area.*

**TRANSITION:** Review material, probe with questions, and introduce new material. Knee strikes are executed in the close range of close combat fighting where you and your aggressor are close enough to grab a hold of each other. Kicks are excellent strikes used in the mid range of close combat fighting where you and your aggressor are too far apart to execute knee strikes.

3. KICKS.

a. Purpose. The purpose of kicks is to stop an aggressor's attack or to create an opening in his defense in order to launch an attack. Kicks can be performed with the left (lead) leg or the right (rear) leg.

(1) Kicks with the rear leg have greater power because the hips can be rotated into the attack.

(2) However, the rear leg is further away from the aggressor so a strike with the rear leg will not make contact on the aggressor as quickly as a strike with the lead leg.

***INSTRUCTOR'S NOTE:*** *The following kick techniques are performed with the right (rear) leg.*

b. Sidekick. The sidekick is executed when the aggressor is to your side.

(1) Striking Surface. The striking surface is the outside cutting edge of your boot.

(2) Target Areas of the Body. The target area is the aggressor's knee.

(3) Technique. To train the sidekick, have students:

(a) From the basic warrior stance look to the right and raise your right knee waist high.

(b) Thrust your right foot to your right side toward the aggressor.

[1] The striking surface is the outside cutting edge or heel of your boot.

[2] You will have to shift your body weight to your left leg to maintain your balance.

(c) Follow-through the target area with your foot and leg.

(d) Rapidly return to the basic warrior stance.

***INSTRUCTOR'S NOTE:***

*Reinforce to students the following fault check procedures for knee strikes. Check: Contact made on the appropriate target area of the body with the appropriate striking surface. Driving through with the strike to allow the weight of the knee and leg to go through the target area.*

Confirm by questions and practice.

**TRANSITION:** Review material, probe with questions, and introduce new material. Kicks are powerful strikes using rotation of the hips and the strength of the leg muscles to generate power into the strike. Stomps are strikes that generate power by dropping your body weight from high to low into the attack.

4. STOMPS.

a. Purpose. A stomp is performed when the aggressor is on the ground in a prone position and you are standing.

b. Axe Stomp.

(1) Striking Surface. The striking surface is the cutting edge of your heel.

(2) Target Areas of the Body. The target is the aggressor's head.

(3) Technique. To train the axe stomp, have students:

(a) From the basic warrior stance, raise the heel of your right foot above knee level, keeping your right leg slightly bent.

(1) Shift your body weight to your left leg to maintain your balance.

(2) The higher the leg is raised, the more power that can be generated; however, ensure you can maintain your balance.

(b) Forcefully drive the cutting edge of your right heel down onto your aggressor and bend your left knee to drop your body weight into the strike. Keep your right knee slightly bent to avoid hyperextension.

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

(d) Return to the basic warrior stance.

***INSTRUCTOR'S NOTE:*** Reinforce to students the following fault check procedures for stomps. Check:

- *Maintaining balance.*
- *Dropping body weight into the strike.*
- *Contact made on the appropriate target area of the body with the appropriate striking surface.*

**TRANSITION:** Review material, probe with questions, and introduce new material. We have just discussed and practiced the lower body strikes. Are there any questions? Strikes with the legs can deliver powerful blows during a combative engagement, allowing you to stop an aggressor's attack or to create an opening in their defense in order to launch an attack. By utilizing the 11 Marine Corps Leadership Principles, a Marine leader can improve not only his abilities but also the units' ability to accomplish the mission. Proficiency and sustainment of these skills requires diligent practice and training.

## 5. LEADERSHIP PRINCIPLES.

a. The eleven leadership principles are a guide for every Marine, regardless of their respective rank or MOS. As you will see they are rooted in our core values, or

ethos and our leadership principles. Let us discuss each.

(1) Know yourself and seek self-improvement. Evaluate yourself by using the leadership traits and determine your strengths and weaknesses. Work to improve your weaknesses and utilize your strengths. With knowledge of yourself, and your experience and knowledge of group behavior, you can determine the best way to deal with any given situation. Ask your friends and seniors for an honest evaluation of your leadership ability. This will help you to identify your weaknesses and strengths. As a warrior you should spend more time on your weaknesses, only then will you become better.

(2) Be technically and tactically proficient. Before you can lead, you must be able to do the job. The first principle is to know your job. As a Marine, you must demonstrate your ability to accomplish the mission, and to do this you must be capable of answering questions and demonstrating competence in your MOS as well as the basic skills of a rifleman that each of us must maintain. Respect is the reward of the Marine who shows competence. Tactical and technical competence can be learned from books and from on the job training. Included in this area are physical fitness, water survival and martial arts skills.

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

(4) Keep your Marines informed. Marines by nature are inquisitive. To promote efficiency and morale, a leader should inform the Marines in his unit of all happenings and give reasons why things are to be done. This, of course, is done when time and security permit. Informing your Marines of the situation makes them feel that they are a part of the team and not just a cog in a wheel. Informed Marines perform better and, if knowledgeable of the situation, can carry on without your personal supervision. The key to giving out information is to be sure Marines have enough information to do their job intelligently and to inspire their initiative, enthusiasm, loyalty, and convictions.

(5) Set the example. As a Marine progresses through the ranks by promotion, all too often he takes on the attitude of "do as I say, not as I do." Nothing turns Marines off faster! As a Marine leader your duty is to set the standards for your Marines by personal example. The Marines in your unit take careful note of your appearance, attitude, physical fitness, and personal example.

If your personal standards are high, then you can rightfully demand the same of your Marines. If your personal standards are not high you are setting a double standard for your Marines, and you will rapidly lose their respect and confidence. Remember your Marines reflect your image! Leadership is taught by example.

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

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

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

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

trust in their abilities.

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

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

**TRANSITION.** Review material, probe with questions, and introduce new material. We just discussed leadership principles. By constantly reviewing and applying these principles the warrior will be a successful leader.

## **SUMMARY**

**(2 MIN)**

The legs provide the most powerful weapons of the body with which to execute strikes because they use the largest muscles of the body. So too with the 11 principles that we just covered, if a leader properly and honestly embodies them we will continue the legacy that the Marine Corps provides the finest leadership available in the world. As we have discussed, legs are less prone to injury. Likewise, the more you utilize these 11 principles in your daily leadership challenges, the more successful you will become as a leader of Marines. As a Marine you must become proficient in executing both the physical and mental techniques that were taught in this period of instruction. This lesson covered strikes with the legs including knee strikes, kicks, and stomps. We also discussed the 11 Marine Corps Principles of Leadership.

***INSTRUCTOR'S NOTE:*** *Those with IRFs, fill them out and turn them in at this time.*

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

**DETAILED INSTRUCTOR OUTLINE**

LESSON TITLE

FRONT CHOKE

COURSE TITLE

GRAY 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

FRONT CHOKE

COURSE TITLE

GRAY 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-2.04
LESSON TITLE	Front Choke
DATE PREPARED	December 2004
TIME	1 hr
METHOD	EDIP and guided discussion
LOCATION	Training area
INSTRUCTORS REQUIRED	One and assistants as needed
REFERENCES	NCO 1500.54A, MCRP 3-2B, MCO 1700.28
TRAINING AIDS/EQUIPMENT	782 gear plus and mouthpiece

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**DETAILED OUTLINE**

**FRONT CHOKE**

**INTRODUCTION** **(3 MIN)**

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**1. GAIN ATTENTION.** The purpose of chokes is to render your aggressor unconscious. When performed correctly, a choke can render an aggressor unconscious in as little as eight to thirteen seconds. Hazing can have the same adverse effect on your Marines and it's unit cohesion. As students learning a technique, you may not realize how quickly it can injure an aggressor. As Marines, we sometimes do not understand how quickly hazing can have a negative effect on our fellow Marines. The individual Marine is the Corps. How we recruit, train, and instill in Marines our core values and a sense of integrity and accountability, equip them to do their job, and treat them with dignity, care and concern must be our principle emphasis. This is a leadership issue. This is a war fighting issue. Marines do not go into harm's way, make the sacrifices they always have, or give up their precious lives because they have been hazed or initiated into self-defined, "elite" sub-culture. They perform these heroic acts of selflessness because they are United States Marines and because they refuse to let their fellow Marines down.

**2. OVERVIEW.** This lesson will cover the front choke, safety precautions inherent in instructing a choke, and a discussion on the effects of hazing.

**3. INTRODUCTION OF LEARNING OBJECTIVES.** The learning objectives pertaining to this lesson are as follows:

a. TERMINAL LEARNING OBJECTIVE.

(1) Without the aid of reference, given the requirements execute a front choke per MCRP 3-02B. (8550.02.04)

(2) Without the aid of reference, discuss hazing per MCO 1700.28. (8550.02.20)

b. ENABLING LEARNING OBJECTIVE.

(1) Without the aid of reference, given the requirements, locate the carotid artery on an aggressor per MCRP 3-02B. (8550.02.04a)

(2) Without the aid of reference, given the requirements, execute hand placement for the front choke per MCRP 3-02B. (8550.02.04b)

(3) Without the aid of reference, given the requirements, apply pressure for a front choke per MCRP 3-02B. (8550.02.04c)

(4) Without the aid of reference, discuss the definition of hazing per MCO 1700.28. (8550.02.20a)

(5) Without the aid of reference, discuss the Marine Corps policy on hazing per MCO 1700.28. (8550.02.20b)

(6) Without the aid of reference, discuss the difference between hazing and traditions per MCO 1700.28. (8550.02.20c)

**4. METHOD/MEDIA.** This class will be taught by EDIP and guided discussion.

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

***INSTRUCTOR'S NOTE:*** *Have the student's who have IRF's place them to the side and fill them out at the end.*

**TRANSITION:** Review material, probe with questions, and introduce new material. With any combative training, there are safety precautions that must be taken to prevent injury to students. We will begin by discussing the difference between a blood choke and an air choke and then review the principles and safety precautions as they pertain to training chokes.

**BODY** **(55 MIN)**

1. PRINCIPLES OF CHOKES.

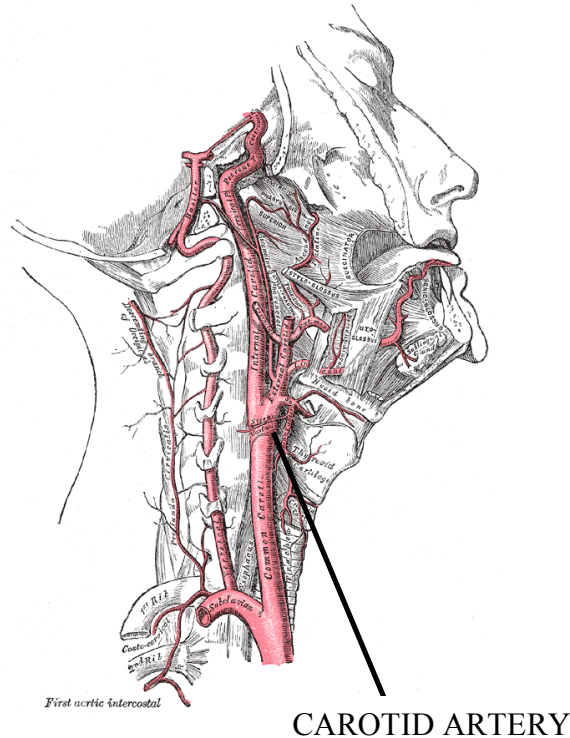
a. Types of Chokes. A choke is performed by either closing off the airway to the lungs, thereby preventing oxygen from reaching the heart, or by cutting off the blood flow to the brain. Both types of chokes can result in unconsciousness and eventual death for an aggressor. Chokes are classified in two categories.

(1) Blood Choke. A blood choke is performed on the carotid artery, which carries oxygen-enriched blood from the heart to the brain. The carotid artery is

located on both sides of the neck.

(a) When executed properly, a blood choke takes between eight and thirteen seconds for the aggressor to lose consciousness.

(b) The blood choke is the preferred choke because its intended effect (i.e., the aggressor losing consciousness) can be executed quickly, ending the fight.



(2) Air Choke. An air choke is performed on the windpipe or trachea, cutting off the air to the lungs and heart.

(a) When executed properly, an air choke takes between two and three minutes for the aggressor to lose consciousness.

(b) Due to the length of time it takes to stop the fight with an air choke, air chokes are not recommended and will not be taught in this course.

(c) As an instructor, you need to know the difference between a blood and air choke because, when a blood choke is incorrectly performed, most likely the student is applying pressure to the windpipe and executing an air choke.

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 aggressor to immediately release pressure or stop the technique. The student "taps out" by firmly tapping his hand several times on any part of the aggressor'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 aggressor'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 air chokes.

***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. When executed properly, a blood choke takes between eight and thirteen seconds for the aggressor to lose consciousness. When a blood choke is incorrectly performed, most likely the student is applying pressure to the windpipe and executing an air choke.

***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 until they are proficient in the technique.
6. Fault check students for proficiency.
7. Ensure safety procedures are followed.

## 2. FRONT CHOKE.

a. Purpose. The front choke is a blood choke performed when you and your aggressor are facing each other. The front choke employs the aggressor's collar to execute the choke.

b. Training the Technique. To teach the front choke, have the student:

(1) Begin by facing the aggressor.

(2) With your right hand, grab the back of the aggressor's right collar (collar tag), making certain that your palm is facing up.

(3) Keeping the collar tight in your right palm, reach under your right arm with your left hand and grab the back of the aggressor's left collar, making certain that your palm is facing up, forming an X with your wrists. Attempt to make your thumbs touch.

(4) Grab the collar with your elbows facing down, curl your wrist inward and pull down toward your chest.

(a) The aggressor's left carotid artery will be cut off by your left radial bone. Your right radial bone will cut off the aggressor's right carotid artery.

(b) Make sure you apply pressure on the carotid arteries and not on the trachea.

**TRANSITION:** Review material, probe with questions, and introduce new material. Proficiency in executing chokes and fault checking performance will come with practice and experience.

***INSTRUCTOR'S NOTE:*** Pair students to practice the techniques. Designate a third student to serve as instructor to fault check execution of the techniques. Allow students approximately 15 minutes to practice the techniques for fault checking.

*Re-designate instructors/pupils in each three-man group to ensure every student the opportunity to fault check each technique. Rotate students after each execution of each technique.*

*Fault check student performance for instructing and performing the techniques. Enforce safety precautions.*

**TRANSITION:** Review material, probe with questions, and introduce new material. Just as a choke can incapacitate an aggressor in a matter of seconds, hazing can have the same effect on a unit.

### 3. HAZING.

a. Hazing is defined as any conduct, whereby one military member, regardless

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

b. Hazing does not include mission or operational activities; the requisite training to prepare for such missions or operations; administrative corrective measures; extra military instruction; command authorized physical training; authorized incentive training permitted at the Marine Corps Recruit Depots; and other similar activities authorized by the chain of command.

c. Policy. Hazing is prohibited. No Marine, or service member attached to a Marine command, including Marine detachments, may engage in hazing or consent to acts of hazing being committed on them. No one in a supervisory position may, by act, word, or omission, condone or ignore hazing if they know or reasonably should have known that hazing may occur. Consent to hazing is not a defense to violating the order. Any violation, attempted violation, or solicitation of another to violate the Marine Corps Order, subjects involved members to disciplinary action under Article 92 of the Uniform Code of Military Justice (UCMJ).

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

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

f. Leadership responsibilities. Provide appropriate training as part of their unit's orientation and annual troop information programs to ensure that Marines are aware of the Marine Corps policy on hazing.

g. Foster a command climate conducive to the reporting of hazing incidents and be aware of the sensitive nature with which this type of report, as well as the victim's privacy, must be handled.

h. Teach your Marines the true traditions of our Corps. Make history, customs and courtesies, and traditions not just an inspection item for the Inspector-General and Commanding General Inspection but part of their daily lives. Schedule "Band of Brothers" type events such as mess nights, Bosses nights, Officer/SNCO/NCO calls, Right-hand Man night, etc., on a regular basis. Celebrate promotions, graduations, belt advancements and other special occasions in a positive reinforcing manner.

**TRANSITION:** Review material, probe with questions, and introduce new material. Hazing is conduct that can incapacitate Marines and a unit with the same speed as a front choke.

## **SUMMARY**

**(2 MIN)**

Chokes are effective techniques for quickly ending a fight. Chokes can be easily performed regardless of size or gender. Ensure when training that you practice the technique for proficiency but keep safety in mind. In the same way we need to understand what hazing is and what impact it has on Marine and a unit. Marines are our most precious assets. We will protect them through fair, scrupulous, and unbiased treatment as individuals – caring for them, teaching them, and leading them. It is the obligation of each member of the chain of command, from top to bottom, to ensure that this sense of fairness is constant and genuine. Each Marine will treat every other Marine with dignity and respect. As warriors we each rely on each other every day to accomplish our missions big and small. On the battlefield, that reliance will include trusting our lives to each other. Develop a sense of tradition in your Marines, that they too are a part of the Marine Corps' legacy. This will help to foster the warrior spirit in all Marines and in the Corps as a whole.

***INSTRUCTOR'S NOTE:*** *Have those students with IRF's complete and turn in.*



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**DETAILED INSTRUCTOR OUTLINE**

LESSON TITLE

HIP THROW

COURSE TITLE

GRAY BELT

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

APPROVAL SHEET

**DETAILED INSTRUCTOR OUTLINE**

LESSON TITLE

HIP THROW

COURSE TITLE

GRAY BELT

PREPARED BY: MACE STAFF DATE: \_\_\_\_\_

APPROVED BY: MACE STAFF DATE: \_\_\_\_\_

**UNITED STATES MARINE CORPS**  
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**INSTRUCTOR PREPARATION CHECKLIST**

**ESSENTIAL DATA**

LESSON DESIGNATOR	MA-2.05
LESSON TITLE	Throws (Hip Throw)
DATE PREPARED	December 2004
TIME	1 hr
METHOD	Informal Lecture, EDIP, and Guided Discussion
LOCATION	Indoor/outdoor training area
INSTRUCTORS REQUIRED	One and assistants as needed
REFERENCES	MCRP 3-02B, MCRP 6-11B, MCO 1500.54B
TRAINING AIDS/EQUIPMENT	Training mats, if available, and mouthpieces

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**DETAILED OUTLINE**

**THROWS**

**INTRODUCTION** **(3 MIN)**

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**1. GAIN ATTENTION.** In any combat situation, your aggressor's size and strength will vary. Marines will never have the opportunity to choose their enemies and will need the skills to handle any situation with any aggressor. Problems may arise in a Marine's life as well that may be hard to handle. Tasks and problems will not always be easy. During those difficult times Marines will have to call on his or her inner strength and look to their Core Values to guide them.

**2. OVERVIEW.** This lesson will cover the techniques for training off-balancing techniques and the hip throw. We will also talk about our Core Value, "Commitment", what it means to a Marine warrior, and how it applies to our daily lives.

**3. INTRODUCTION OF LEARNING OBJECTIVES.** The Terminal and Enabling Learning Objects pertaining to this lesson are as follows:

a. TERMINAL LEARNING OBJECTIVES.

(1) Without the aid of reference, given 782 plus, an opponent, mouthpiece, execute a hip throw in accordance with the MCRP 3-02B. (8550.02.05)

(2) Without the aid of reference, discuss the Marine Corps Value of Commitment in accordance with MCRP 6-11B. (8550.02.21)

b. ENABLING LEARNING OBJECTIVE.

(1) Without the aid of reference, given 782 plus, an opponent, mouthpiece, execute entry in accordance with MCRP 3-02B (8550.02.05a)

(2) Without the aid of reference, given 782 plus, an opponent, execute off-balancing in accordance with MCRP 3-02B. (8550.02.05b)

(3) Without the aid of reference, discuss the meaning of commitment in

accordance with MCRP 6-11B. (8550.02.21a)

(4) Without the aid of reference discuss the three components of commitment in accordance with the MCRP 6-11B. (8550.02.21b)

(5) Without the aid of reference discuss examples and demonstrations of Marine Corps Core Value of commitment in accordance with MCRP 6-11B (8550.02.21c)

**4. METHOD/MEDIA.** This class will be taught by EDIP and 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 orally and by 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 purpose of throws and the precautions prior to training the hip throw.

**BODY** **(55 MIN)**

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1. Safety Precautions During Training. To prevent injury to students 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) Students are to perform the techniques for throws slowly at first, and increase the speed of execution as students become more proficient.

(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.

Confirm by questions.

**TRANSITION:** Now that we covered our safety precautions, (Probe Students) we

will now talk about the three stages of a throw.

## 2. INTRODUCTION TO THROWS.

a. The purpose of a throw is to bring an aggressor to the deck to gain the tactical advantage in a fight. Throws apply the principles of balance, leverage, timing, and body position to upset an aggressor's balance and to gain control by forcing the aggressor to the deck. When executing a throw, it is important to maintain control of your own balance and, simultaneously, to prevent the aggressor from countering a throw or escaping after he is forced to the deck. The throwing technique to be covered is: (1) Hip throw

## 3. OFF BALANCE AND THE THREE PARTS OF A THROW.

a. Entry. The first stage of a throw is the entry. Your entry must be smooth and quick and not telegraphed to prevent your aggressor from anticipating your movement and countering your attack. You also want to make sure that your body positioning is correct in relation to your aggressor 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 gravity, feet shoulder width apart, and stay on your toes to enable you to move quickly.

b. Off-balancing. The second stage of a throw is off balancing. Using the momentum of the aggressor to move or throw him uses off-balancing techniques to control an aggressor. Off-balancing techniques can be used to throw an aggressor 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 aggressor is unable to fight your attack with full strength due to being off-balanced.

(1) Angles of Off-balancing. There are eight angles or directions in which an aggressor 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.

(a) The angles correspond to your perspective, not the aggressor's.

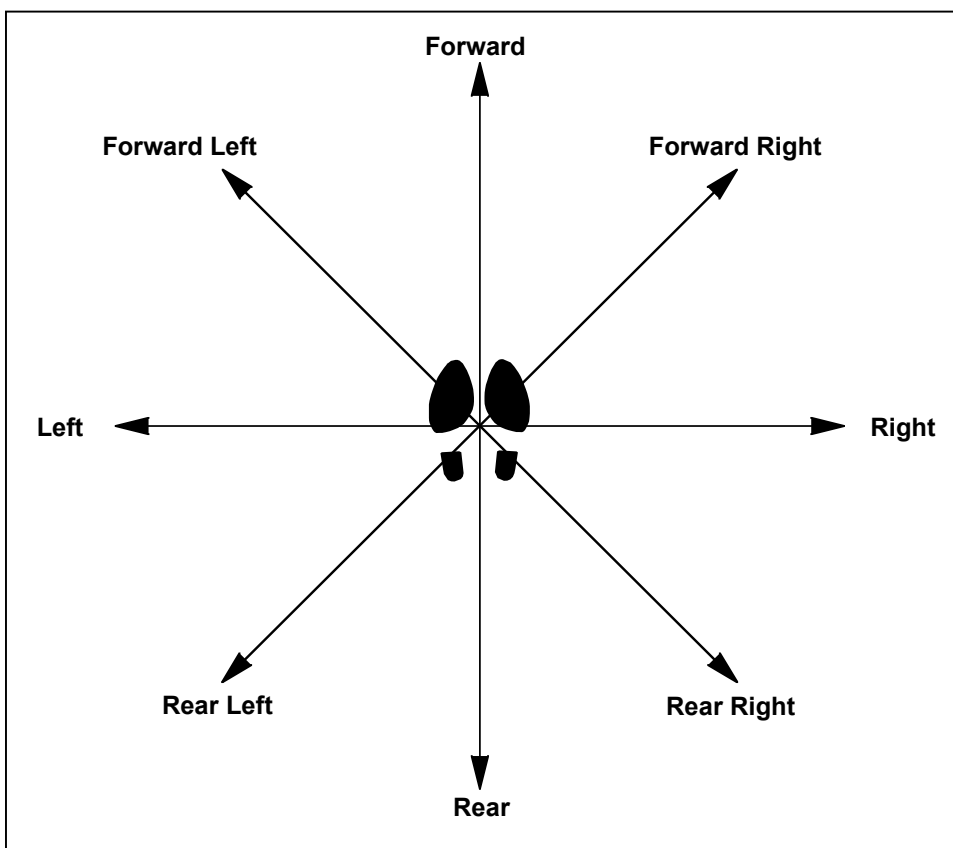
(b) Forward, rear, right, and left are straight angles.

(c) 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.

(2) Off-balancing Techniques. Pushing or pulling can off balance an aggressor. An aggressor can be pulled or pushed with your hands, arms, or body.

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

(b) Pushing. Pushing is performed by grabbing the aggressor 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 aggressor. Instead, you use other parts of your body such as your shoulders, hips, and legs.



(3) Principles of Off-balancing.

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

(b) Off-balancing techniques rely on the generated power of the aggressor.

In combat, you are often tired and may be outnumbered. Depending on the generated energy and momentum of the aggressor, you can employ these techniques with very little effort and still provide effective results.

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

(4) Practical Application for Off-balancing.

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

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

(c) Practice each of the eight angles of off balancing.

[1] Ensure students push or pull just enough to see that the aggressor is off-balanced, not to drive the aggressor to the deck. When the aggressor takes a step back or forward, he is off-balanced and compensating to maintain his balance.

c. Execution. The third and final stage of a throw is the execution. Whatever steps remain in the throw to take the aggressor to the deck are utilized here. Each piece prior to this set up and assist in this final principle.

***INSTRUCTOR'S NOTE:*** Allow students approximately 10 minutes to practice each of the eight angles of off-balancing.

*Ensure students push or pull just enough to see that the aggressor is off-balanced, not to drive the aggressor to the deck. When the aggressor takes a step back or forward, he is off-balanced and compensating to maintain his balance.*

*Fault check student performance. Enforce safety precautions.*

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

4. HIP THROW.

a. Hip Throw. If an aggressor is moving toward you to attack you, a hip throw can be used to take the aggressor to the deck while you remain standing. A hip



throw is particularly effective if the aggressor is moving forward or pushing on you. Execution of the hip throw uses the aggressor's forward momentum.

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

(1) Stand facing your aggressor.

(2) With your left hand, grasp the aggressor's right wrist.

(3) Step forward with your right foot on the inside of the aggressor's right foot. The back of your heel should be next to the center or the toe of aggressors right foot.

(4) Step back with your left foot, rotating on the ball of your right foot. The back of your heel should be next to the aggressor's toe. Your knees should be bent.

(5) At the same time, rotate at 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. 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 the aggressor in close to you.

(6) Rotate your hip up against the aggressor. Your hips must be lower than the aggressor's. 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 the aggressor off the ground by bending at the waist, straightening your legs, and rotating your body to your left.

(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.

***INSTRUCTOR'S NOTE:*** Have the student stop prior to throwing the aggressor to the deck. Practice this step before continuing. 4-1

(8) Practice the steps again and, this time, continue this action to force the aggressor around your hip and on to the deck.

c. Troubleshooting a Student Having Difficulty. If a student is having difficulty executing a hip throw, the difficulty most likely lies with improper body positioning.

(1) To determine proper body positioning to execute the throw, instruct the student as follows:

(a) Begin with your back to the aggressor's body. Step backward so your body is against the aggressor's.

(b) With your left hand, cross over the front of your body and grasp the aggressor's right wrist.

(c) Pull the aggressor's arm across your body and, at the same time, slightly lift the aggressor off the ground by bending at the waist, straightening your legs, and rotating your body to your left.

[1] If the aggressor cannot be easily lifted, your body positioning is not correct.

[2] Practice these steps as many times as necessary until you determine proper body positioning.

[3] To determine proper foot placement of a student having difficulty, have the student perform the steps just to the point where he can lift the aggressor off the deck, and stop.

(d) Release your grip with your right hand.

(e) Step forward with the left foot and rotate on the ball of the right foot to turn and face the aggressor. The right foot remains in place.

(f) This foot placement is where you need to step into your aggressor to execute the hip throw. Foot placement varies depending on the size of you and your aggressor.

Confirm by questions and practice.
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***INSTRUCTOR'S NOTE:*** Reinforce to students the following safety precaution: Determining proper body positioning before attempting to throw the aggressor will reduce back and neck injuries.

**TRANSITION:** Review material, probe with questions, and introduce new material. So far, we have covered the principles of the throw and the steps used in executing a Hip Throw. Now, we will talk about how Commitment is such a big part of our lives as Marines.

***INSTRUCTOR NOTE:*** Ask various students to give examples in their own words of what commitment is and means to them.

## 5. WHAT DOES COMMITMENT MEAN TO A MARINE AND A WARRIOR?

"Commitment": The promise or pledge to complete a goal, an obligation. Dedication to an institution or idea.

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

(1) Competence. Maintaining, and improving one's skill level to support the team. Commitment to growing toward a standard of excellence second to none.

(2) Teamwork. Individual effort in support of other team members in accomplishing the team's mission. Marines take care of their own. All worthwhile accomplishments are the result of a team effort.

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

(4) Concern for People. The Marine Corps is the custodian of this nation's future, her young people. We exist to defend the nation, but as importantly, we are in the business of creating honorable citizens. Everyone is of value, regardless of

race, nation of origin, religion, or gender. Concern includes a commitment to improving the level of education, skill, self-esteem, and quality of life for Marines and their families. On the battlefield, a Marine is the fiercest of all warriors and the most benevolent of conquerors.

(5) Spiritual Heritage. The U. S. Constitution, the Pledge of Allegiance, and the creeds that guide our nation recognize the value of religious and spiritual heritage of individuals and base our understanding of rights and duties on the endowment of all people, by God, with the inalienable rights of life, liberty, and the pursuit of happiness. Marines maintain spiritual health and growth to nurture enduring values and acquire a source of strength required for success in battle and the ability to endure hardship.

***INSTRUCTOR NOTE:*** *At this point have students discuss their ideas on what commitment means to them and why it is so important to the warrior and student of the Martial Arts Program.*

**TRANSITION:** Review material, probe with questions, and introduce new material. Commitment is a big part of our everyday lives as Marines. You can see how essential it is in our lives and on the battlefield. Now is the time to self-reflect and see where your commitment lies.

**SUMMARY** **(2 MIN)**

We have talked today about off-balancing and the execution of a Hip Throw. Now you have the tools to take any aggressor to the deck in any situation and gain the tactical advantage. We've also talked about commitment, what it means to a Marine warrior, and how it affects our daily lives. Today's Marine Corps is the result of the sacrifice and commitment of the thousands of Marines who preceded us. In order for this legacy to continue each Marine today must make the same commitment to ensure the future of our Corps. This will be your legacy. Only by making a total commitment to the profession of arms will you also realize your full abilities as a warrior.

***INSTRUCTOR'S NOTE:*** *Those with IRFs, fill them out and turn them in at this time.*

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MARINE CORPS COMBAT DEVELOPMENT COMMAND  
QUANTICO, VIRGINIA 22134

**DETAILED INSTRUCTOR OUTLINE**

LESSON TITLE

COUNTERS TO STRIKES

COURSE TITLE

GRAY 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

COUNTERS TO STRIKES

COURSE TITLE

GRAY 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-2.06
LESSON TITLE	Counters to Strikes
DATE PREPARED	December 2004
TIME	2 hrs
METHOD	EDIP, Guided Discussion
LOCATION	Classroom
INSTRUCTORS REQUIRED	One and assistants as needed
REFERENCES	MCRP 3-2B, MCO 1500.54A, MCRP 6-11B
TRAINING AIDS/EQUIPMENT	782 Gear plus and Mouthpiece

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**DETAILED OUTLINE**

**COUNTERS TO STRIKES**

**INTRODUCTION** **(3 MIN)**

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**1. GAIN ATTENTION.** In a combative situation, your opponent will attempt to strike you, generally with punches, kicks, or a hand-held weapon. When your opponent uses a strike, you must first avoid that strike. When on the field of battle there is a chance that you may become a prisoner of war. You must have the tools to be able to guide your actions that will assist you to counter your captor's efforts to gain information. Physically this is accomplished with movement and blocks. The movements and blocks must be executed quickly. Mentally you must counter your opponent's movements with your own blocks and movements so as not to compromise your integrity, or your health. Physically by countering your opponent's strikes this can and will put you on the offensive, thus allowing you to accomplish your mission. Mentally, this allows for you to survive the prospects of life as a POW.

**2. OVERVIEW.** This lesson will cover the techniques for training counters to strikes to include principles of counters against strikes, counters to punches, and counters to kicks. In addition the code of conduct will be discussed.

**3. INTRODUCE LEARNING OBJECTIVES.** The learning objectives pertaining to this lesson are as follows:

a. TERMINAL LEARNING OBJECTIVE.

(1) Without the aid of reference, given 782 plus, opponent, mouthpiece, execute counters to strikes in accordance with the references. (8550.02.06)

(2) Without the aid of reference, discuss the Code of Conduct in accordance with the references. (8550.02.22)

b. ENABLING LEARNING OBJECTIVES.

(1) Without the aid of reference, given 782 gear plus, an opponent,



mouthpiece, execute counter to a lead hand punch in accordance with the references. (8550.02.06a)

(2) Without the aid of reference, given 782 gear plus, an opponent, mouthpiece, execute counter to the lead leg kick in accordance with the references. (8550.02.06b)

(3) Without the aid of reference, discuss the six articles of the Code of Conduct in accordance with the references. (8550.02.22a)

(4) Without the aid of reference, discuss the rights of a Prisoner of War (POW) in accordance with the references. (8550.02.22b)

**4. METHOD/MEDIA.** This class will be taught by means of EDIP and guided discussion.

**INSTRUCTOR'S NOTE:** *Have the student's who have IRF place them to the side and fill them out at the end.*

**5. EVALUATION.** Topics from this lesson will be evaluated by means of a performance and oral evaluation.

**TRANSITION:** Review material, probe with questions, and introduce new material. Lets move into the principles of countering a strike to include safety considerations necessary when training.

**BODY** **(115 MIN)**

1. INTRODUCTION TO COUNTERS TO STRIKES.

a. Principles of Counters to Strikes. Regardless of the strike, the counter to a strike requires the Marine to move, block, and strike.

(1) Move. The first step in countering a strike is to move out of the way of the impact of the strike. Movement should both remove you from the point of your opponent's strike as well as put you in a position to attack.

(a) Movement is executed at approximately a 45-degree angle to the front or rear.

(b) Movement is always initiated from the basic warrior stance.

(c) Following movement, return to the basic warrior stance with the toe of

your lead foot pointing toward the opponent.

(2) Block. Different blocks are executed based on the strike. These will be covered with the individual counters.

(3) Strike. Any of the upper body or lower body strikes can be executed as a follow-on attack as part of the counter to an opponent's strike. The follow-on strike used will depend on your angle to the opponent, the position of the opponent, and the available vulnerable target areas exposed on the opponent.

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

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

(2) Have opponents execute the punches and kicks slowly.

**TRANSITION:** Review material, probe with questions, and introduce new material. Now that we have discussed the principles and safeties for today's training, are there any questions? Let us now discuss the counter to the lead hand punch.

***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.
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 until they are proficient in the technique.
6. Fault check student performance of the techniques.
7. Enforce safety precautions.

## 2. COUNTERS TO PUNCHES.

a. Counter to a Lead Hand Punch. This counter is used when the opponent

throws a lead hand punch. To train the counter to the lead hand punch, have students:

(1) Begin with the opponent extending his left hand in a lead hand punch.

(2) Step forward and to the right at approximately a 45-degree angle, moving in toward the opponent.

(a) Movement is always made to the outside of the opponent's attacking arm.

(b) At the end of the movement, the left foot is forward with the toe pointing toward the opponent.

(3) At the same time, raise your left arm and block or deflect the opponent's attacking.

(a) Block with the meaty portion of your hand (palm) or the meaty portion of the forearm.

(b) "Hit and stick" by leaving your left arm against the opponent's left arm while stepping forward and to the left at approximately a 45-degree angle to close with the opponent.

[1] Following through by applying pressure against the opponent's arm will redirect the strike and, in the process, throw the opponent off balance.

[2] Continuing to step forward will position you to strike an exposed area on the opponent.

(4) Counter with a strike to the opponent's exposed target areas.

***INSTRUCTOR'S NOTE:*** *Emphasize to students the following are plausible counter strikes based on the exposed target areas on the opponent:  
Knee strike or kick to the thigh.  
Hammer fist strike to the elbow joint.*

**TRANSITION:** Review material, probe with questions, and introduce new material. Now that we have discussed and practiced the counter to the lead hand punch, are there any questions? Throughout any combative encounter, the situation will change as the fight progresses. To be truly prepared, you must train your Marines in counters to punches as well as counters to kicks.

### 3. COUNTERS TO KICKS.

a. Counter to a Lead Leg Kick. This counter is used when the opponent executes a front kick with his left leg. To train a counter to a lead leg kick, have students:

(1) Begin with the opponent extending his lead leg in a front kick.

(2) Step forward and to the right at approximately a 45-degree angle, moving in toward the opponent.

(a) Movement is always to the outside of the opponent's striking leg.

(b) At the end of the movement, the left foot is forward with the toe pointing toward the opponent.

(3) At the same time, raise your left arm and block or deflect the opponent's leg.

(a) Block with the meaty portion of your hand (palm) or the meaty portion of the forearm.

[1] Do not bend down to block the kick.

[2] It is better to move out of the way of the strike than have to bend down to block the kick.

(4) Counter with strikes to the opponent's exposed target areas.

***INSTRUCTOR'S NOTE:*** Emphasize to students the following are plausible counter strikes:

*Inside knife hand strike to the neck.*

*Knee strike or kick to the inside or outside thigh.*

***INSTRUCTOR'S NOTE:*** Pair students to practice the counters to strike techniques. Allow students approximately 20 minutes to practice the techniques for fault checking counters to strikes.

*Rotate students after each execution of each technique.*

*Fault check student performance for instructing and performing the techniques. Enforce safety precautions.*

**TRANSITION:** Review material, probe with questions, and introduce new material. An opponent to launch an attack often uses punches and kicks. Therefore, it is necessary to train the counters to these common strikes. We will now practice the techniques for fault checking student performance of counters to strikes.

#### 4. PRACTICAL APPLICATION FOR COUNTERS TO STRIKES.

**TRANSITION:** Review material, probe with questions, and introduce new material. As we have seen today the physical techniques can help you to counter your opponents attacks and allow for you to go on the attack. Are there any questions on the counter to the lead hand punch or lead leg kick? If not just as the physical aspects of these techniques are important, so too are the mental techniques. Let's now discuss the mental counter tool known as the Code of Conduct.

#### 5. CODE OF CONDUCT

a. The Code of Conduct is a simple, written creed applying to all American fighting men. The words of the Code, presented in six articles, state principles that Americans have honored in all the wars this country has fought since 1776.

b. The six articles of the Code can be divided into three categories. Articles I and II are general statements of dedication to country and freedom. Conduct on the battlefield is the subject of Article II. Articles III, IV, and V concern conduct as a prisoner of war. Let us discuss each.

##### Article I

**I am an American. I serve in the forces which guard my country and our way of life. I am prepared to give my life in their defense.**

c. It is a long-standing tradition of American citizens to willingly answer the call to arms when the peace and security of this nation are threatened. Americans have risen to the challenge and have proven their dedication and willingness to make the supreme sacrifice.

##### Article II

**I will never surrender of my own free will. If in command, I will never surrender my men while they still have the means to resist.**

d. This is an American tradition that dates back to the Revolutionary War. An individual may never voluntarily surrender himself. If isolated and unable to fight the enemy, he/she is obligated to evade capture and rejoin friendly forces at the earliest possible time. Where a unit is involved, the Marine in command may never

surrender that unit to the enemy while it has the power to resist or evade. A unit that is cut off or surrounded must continue to fight until it is relieved by, or able to rejoin friendly forces.

### Article III

**If I am captured, I will continue to resist by all means available. I will make every effort to escape and aid others to escape. I will accept neither parole or special favors from the enemy.**

e. The misfortune of being captured by the enemy does not end a Marine's usefulness to his country. It is his duty to continue to resist the enemy by all possible means, and to escape and assist others to escape. A Marine may not accept parole from the enemy or special favors such as more food, warm clothes, fewer physical restrictions, etc., in return for promises not to escape, or informing, or providing information to the enemy.

### ARTICLE IV

**If I become a prisoner of war, I will keep faith with my fellow prisoners. I will give no information nor take part in any action which might be harmful to my comrades. If I am senior, I will take command. If not, I will obey the lawful orders of those appointed over me and we'll back them up in every way.**

f. Informing, or any other action endangering the well being of a fellow prisoner is forbidden. Prisoners of war will not help the enemy by identifying fellow prisoners who may have knowledge of particular value to the enemy, and who may, therefore, be made to suffer brutal means of interrogation.

g. Strong leadership is essential to discipline. Without discipline, organization, resistance, and even survival may be extremely difficult. Personal hygiene, sanitation, and care of sick and wounded prisoners of war are absolute musts. All United States officers and noncommissioned officers will continue to carry out their responsibilities and exercise their authority if captured.

h. The senior line officer or noncommissioned officer within the prisoner of war camp or group of prisoners will assume command according to rank or date of rank, without regard to service. He is the lawful superior of all lower ranking personnel, regardless of branch of service.

i. The responsibility to assume command must be exercised by the senior. If the senior officer or noncommissioned officer is incapacitated or unable to command for any reason, the next senior man will assume command.

## Article V

**When questioned, should I become a prisoner of war, I am required to give name, rank, service number, and date of birth.**

I will evade answering further questions to the utmost of my ability. I will make no oral or written statement disloyal to my country and its allies or harmful to their cause.

j. Every POW must make every effort to prevent from providing the enemy with information about his unit or operations that could endanger the lives of fellow Marines. To the present, Americans have traditionally fought the enemy wherever he was found and with whatever weapons were available. When captured, the POW continues the battle in a new arena. When facing interrogators, they are under fire just as though bullets and shell fragments were flying about them. Disarmed, the POW must fight back with mind and spirit, remaining faithful to his fellow POW's, yielding no military information, and resisting every attempt of indoctrination.

## Article VI

**I will never forget that I am an American responsible for my actions, and dedicated to the principles which made my country free. I will trust in my God and in the United States of America.**

k. Article VI and Article I of the Code are quite similar. The repeated words "I am an American, fighting in the service of my country" are perhaps the most important words of the Code, because they signify each American's faith and confidence in their God, their country, and their service. It is the responsibility of each Marine to honor these traditions by carefully adhering to the meaning of each article of the Code of Conduct.

**TRANSITION.** Review material, probe with questions, and introduce new material. In today's ever changing environment, where we are engaged in the ever evolving 3 block war, it is even more important to be able to know the code and how it applies to us as Marines; particularly as we continue to move to smaller and smaller units being employed further away from their main body. Are there any questions concerning the Code of Conduct?

## **SUMMARY**

**(2 MIN)**

In any confrontation, you must be prepared to counter an opponent's attack with a counter of your own, whether it be mentally or physically. To be physically skilled at counters, you must practice the techniques over and over and over till they become second nature. To mentally counter the enemy's attempts to mentally break you down, you must prepare yourself now by knowing what rights you have as a POW and how to use the Code of Conduct as your guide. With these skills, you

the individual Marine will have a better chance at countering your opponents attack, both the mental, character and physical. As a warrior, all Marines must understand that their conduct on the battlefield is more important than at any other time. As Marines, we are aggressive and deadly, but only while the battle is joined. As a POW we are still engaged in combat, only the battlefield has changed.

***INSTRUCTOR'S NOTE:*** *Have those students with IRF's complete and turn in.*



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**DETAILED INSTRUCTOR OUTLINE**

LESSON TITLE

COUNTERS TO CHOKES AND HOLDS

COURSE TITLE

GRAY BELT

**UNITED STATES MARINE CORPS**  
MARTIAL ARTS CENTER OF EXCELLENCE  
THE BASIC SCHOOL  
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APPROVAL SHEET

**DETAILED INSTRUCTOR OUTLINE**

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COURSE TITLE

GRAY BELT

PREPARED BY:     MACE STAFF     DATE:                     

APPROVED BY:     MACE STAFF     DATE:

**UNITED STATES MARINE CORPS**  
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**INSTRUCTOR PREPARATION CHECKLIST**

**ESSENTIAL DATA**

LESSON DESIGNATOR	MA-2.07
LESSON TITLE	Counters to Chokes and Holds
DATE PREPARED	December 2004
TIME	2 hrs
METHOD	EDIP and guided discussion
LOCATION	Training area
INSTRUCTORS REQUIRED	One and assistants as needed
REFERENCES	MCO 1500.54A, MCRP 3-02B, MCRP 6-11B, MCWP 6-11,
TRAINING AIDS/EQUIPMENT	Training Mats and mouthpieces

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**DETAILED OUTLINE**

**COUNTERS TO CHOKES AND HOLDS**

**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. A hold will allow your opponent to control you and thus remove your ability to attack. It is important to be able to extract yourself from chokes and holds so that you can counter with a strike. As well as removing yourself from an opponent's attack, we need to remove bad situations from the work environment and especially in combat. Proper planning and utilizing the six Troop Leading Steps will aid us in dealing with that.

**2. OVERVIEW.** This lesson will cover counters to chokes and holds including the counters to a front choke, front headlock, and front bear hugs. The purpose of these techniques is to give you the ability to deal with these situations quickly and efficiently and regain the tactical advantage. We will also cover the troop leading steps which provides you with tools that can be applied to the preparation for every mission and assist you in leading your Marines.

**3. INTRODUCE LEARNING OBJECTIVES.** The learning objectives pertaining to this lesson are as follows:

a. TERMINAL LEARNING OBJECTIVES.

(1) Without the aid of reference, given the requirement and a training partner, execute counters to chokes and holds, per MCRP 3-02B. (8550.02.07)

(2) Without the aid of reference, given the requirement, explain in writing, the six troop leading steps, per MCRP 6-11B. (8550.02.23)

b. ENABLING LEARNING OBJECTIVES.

(1) Without the aid of reference, given the requirement, execute counter to

the front choke, per MCRP 3-02B. (8550.02.07a)

(2) Without the aid of reference, given the requirement, execute counter to the front bear hug, per MCRP 3-02B. (8550.02.07b)

(3) Without the aid of reference, given the requirement, execute counter to the front headlock, per MCRP 3-02B. (8550.02.07c)

(4) Without the aid of reference, given the requirement, discuss the six troop leading steps, per MCRP 6-11B. (8550.02.23a)

**4. METHOD/MEDIA.** This class will be taught by EDIP and 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 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 some safety precautions before training.

**BODY** **(115 MIN)**

1. SAFETY PRECAUTIONS DURING TRAINING.

a. To prevent injury to students 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 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 more proficient.

(3) Never apply a choke at full force. During training on counters, the opponent should place his forearm around the student's throat without placing pressure against the trachea.

(4) 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.

(5) Never execute softening techniques at full force.

**TRANSITION:** Review material, probe with questions, and introduce new material. Now that we have covered our safety precautions, the next thing we will cover is the fundamentals of all counters to chokes and holds.

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

## 2. FUNDAMENTALS OF COUNTERS TO CHOKES AND HOLDS.

a. Fundamentals. Regardless of the choke or hold, there are two fundamental actions that should be taken to counter an opponent.

(1) Clear Airway. A properly executed choke can cause unconsciousness in eight to thirteen seconds. Therefore, the first movement in any counter to a choke is to clear your airway so you can breathe.

(a) Distracting techniques can be used to loosen an opponent's grip to enable you to clear your airway, or execute the technique. These techniques include groin strikes, eye gouges, foot stomps, etc. Softening techniques are optional and are used at the discretion of the student.

(b) Distracting techniques are particularly effective for Marines who lack the physical strength of their opponent.

(c) Distracting techniques will only be executed after initially attempting to clear the air way and tuck the chin.

(2) Tuck Chin. Once your airway is clear, tuck your chin to prevent the opponent from reapplying the choke.

(a) Even if the counter is executed on a hold, rather than a choke, fundamentals should still be executed when they apply to prevent chokes or other bad situations.

## 3. COUNTERS TO CHOKES.

a. Counter to a Front Choke. The counter to a front choke is used when the

opponent approaches from the front and uses both hands to choke you around the throat. To train the technique:

(1) Begin with the opponent facing the student and placing both hands around the student's neck. The opponent should place his thumbs on the student's throat and fingers along the side of the student's neck without applying pressure.

(2) With your left hand, strike and grasp the opponent's right forearm (where the elbow bends) and apply downward pressure on the radial nerve with your fingers.

(a) The radial nerve is located along the inside of the forearm along the radius bone.

(b) This action will loosen the opponent's grip so you can clear your airway.

(3) With your right hand, execute a chin jab/palm heel strike to the opponent's chin. The chin jab will be delivered between your opponent's arms.

(4) At the same time, generate power into the strike by forward movement to the outside of the opponent's right foot and rotating your hips into the strike.

***INSTRUCTOR'S NOTE:*** *If the student has difficulty clearing his airway, the student may use a softening technique such as a front kick.*

**TRANSITION:** Review material, probe with questions, and introduce new material. Now that we have covered the counter to the front choke, we will cover counter to the front bear hug.

#### 4. COUNTERS TO BEAR HUGS.

a. Counter to a Front Bear Hug. The counter to a front bear hug is executed when the opponent approaches from the front and puts both of his arms around your body, trapping your arms to your sides. To train the counter to a front bear hug, have the student:

(1) Drop your body weight straight down and spread your feet to maintain balance. At the same time, thrust your shoulders straight up and slightly flair your elbows while raising your hands.

(a) With your right hand, grasp the upper portion of your opponent's

torso and grasp the lower torso on their right side with your left hand.

(2) With your left foot, step forward and to the left at a 45-degree angle to the outside of the opponent's right leg, keeping your left leg bent.

(a) Off-balance your opponent by push and pull.

(b) Ensure you step deep enough to off-balance the opponent.

(3) Drive your right arm and shoulder forward and, at the same time, bring your right leg forward and sweep the opponent's right leg, bringing him to the deck.

## 5. COUNTERS TO HEADLOCKS.

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

(1) Begin by having the student bend forward at the waist. The opponent faces the student and places his right arm around the student's neck, his forearm across the student's throat.

(2) With both hands, grasp the opponent's wrist and forearm and pull down to clear your airway. Once the airway is clear, tuck your chin to protect your airway and to prevent the opponent from re-applying the choke. Maintain control of the opponent's wrist.

(3) Let go of your opponents wrist with you right hand and grasp the back of their right arm (triceps).

(4) With your left foot, step forward and to the left at a 45-degree angle (your left foot should be parallel or slightly past your opponents right foot).

(5) From here rotate your hips to the right. Let go of your opponent's wrist with the left hand and bring your left arm across your opponent's back or triceps (When rotating your hips ensure that you pivot on your left foot and trace the "C" with your right foot).

(6) Simultaneously pulling your opponent's right tricep allowing you to free your head. When the head is free, slide your right hand down to the right wrist of the opponent.



(7) Maintain control of your opponent's right arm and bring him to the deck using an arm bar takedown.

**INSTRUCTOR'S NOTE:** *If the student has difficulty clearing his airway, he may use a softening technique such as a strike to the inside of the thigh (femoral nerve) or the groin.*

**TRANSITION:** Review material, probe with questions, and introduce new material. We have just learned counter to the front head lock. Now, we will talk about some steps that we are all familiar with. The six troop leading steps.

## 6. THE SIX TROOP LEADING STEPS.

a. The purpose of the troop leading steps is to provide you with a structured format to help you develop your plan of attack to accomplish whatever missions you may be assigned. Leaders at all levels use the troop leading steps to varying degrees but no more so than at the small unit level. In order to help you remember the troop leading steps we use the acronym BAMCIS. It stands for the following:

- B**egin planning
- A**rrange for reconnaissance and coordination
- M**ake reconnaissance
- C**omplete the plan
- I**ssue the order
- S**upervise activities

b. Let us now discuss each of the six steps individually and how they build upon one another.

(1) **B**egin planning – When given an order you as a leader must begin the planning for how you will execute the mission assigned. At this time you need to consider how much available time you have to prepare and execute using reverse planning. Next you issue a warning order to your Marines so they can begin preparing themselves and their equipment and assist you. The warning order will give the situation, mission, organization, uniform and equipment, schedule, specific instructions and should include inspection and rehearsals.

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

(3) After preparing, you will **M**ake your reconnaissance, to get an “eyes on” assessment of the terrain, obstacles, and enemy composition and layout. With this visual reconnaissance you are ready for the next troop leading step.

(4) Based upon initial order received, facts gathered from your reconnaissance and coordination you will **C**omplete your plan. In a combat situation this would normally be accomplished by using a five-paragraph order.

(5) Once the order is completed you will **I**ssue the order. Ensure all are present, that your order is clear, concise and provides enough detail that your Marines understand it and have the information needed to accomplish the mission. Ask questions to verify that all understand the order.

(6) Finally the last and most important of the troop leading steps is the **S**upervise activities. It is continuous and includes the use of inspections, asking questions, and rehearsals. Do not confuse micro-managing with supervision and never assume that something has been done. The NCO handbook states. “**A Noncommissioned Officer never expects, he inspects.**”

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

**TRANSITION:** Review material, probe with questions, and introduce new material. The troop leading steps are essential in leadership and help us prepare for any situation. Troop leading steps aid us in countering problems all the time, just like the techniques we learned today.

## **SUMMARY**

**(2MIN)**

When a choke is applied correctly, you can lose consciousness in eight to thirteen seconds. A hold will allow your opponent to control you and thus remove your ability to attack. Therefore, it is important to be able to execute a counter to a choke or hold so that you can regain the tactical advantage and finish the fight. This lesson covered the techniques for training counters to the front choke, front headlock, and front bear hug. We also discussed the troop leading steps. The Marine Corps Troop Leading Steps are designed as a tool for leaders to prepare themselves and their unit for combat. They can also be used to prepare for any mission you receive. By using them constantly they will become second nature to you and make you a successful leader.

**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

UNARMED MANIPULATIONS

COURSE TITLE

GRAY 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

UNARMED MANIPULATIONS

COURSE TITLE

GRAY BELT

PREPARED BY:           MACE STAFF                DATE: \_\_\_\_\_

APPROVED BY:           MACE STAFF                DATE: \_\_\_\_\_

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

**INSTRUCTOR PREPARATION CHECKLIST**

**ESSENTIAL DATA**

LESSON DESIGNATOR	MA-2.08
LESSON TITLE	Unarmed Manipulations
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 5500.6_, MCRP 3-02B, MCRP 6-11B
TRAINING AIDS/EQUIPMENT	782 gear, mouthpiece

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**DETAILED OUTLINE**

**UNARMED MANIPULATIONS**

**INTRODUCTION** **(3 MIN)**

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**1. GAIN ATTENTION.** Throughout this course, we have covered close combat techniques that are intended to cause the death or serious injury of an opponent. 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 within the continuum of force, compliance techniques and defensive tactics are applied to control a situation. These actions include close combat techniques of unarmed restraints and manipulation. In the same way that unarmed manipulations provide us with a means to control a situation, our honor provides us with a means to live our life.

As a warrior every Marine trains as a rifleman to be successful in combat. Our weapons and equipment assist us in accomplishing the mission. In the same way, our Core Values assist us in living the life of a warrior. Of these, the one that anchors us through life's most difficult times is "Honor". A warrior is one whose honor means integrity, honesty and taking responsibility. It allows the Marine warrior to face the adversity of life and win.

**2. OVERVIEW.** This lesson will cover unarmed manipulations including wristlocks takedowns and the escort position. We will also discuss the Core Value of honor.

**3. INTRODUCE LEARNING OBJECTIVES.** The learning objectives pertaining to this lesson are as follows:

a. TERMINAL LEARNING OBJECTIVE.

(1) Without the aid of reference, given the requirement, 782 gear and a mouthpiece, execute unarmed manipulations in accordance with MCRP 3-02B. (8550.02.09)

(2) Without the aid of reference, given the requirement, discuss the Marine Corps Core Value of honor in accordance with MCRP 6-11B. (8550.02.24)

b. ENABLING LEARNING OBJECTIVES.

(1) Without the aid of reference, given the requirement, 782 gear and a mouthpiece, execute the basic wrist-lock come-along in accordance with MCRP 3-02B. (8550.02.09a)

(2) Without the aid of reference, given the requirement, 782 gear and a mouthpiece, execute the escort position in accordance with MCRP 3-02B. (8550.02.09b)

(3) Without the aid of reference, given the requirement, discuss the definition of honor in accordance with MCRP 6-11B. (8550.02.24a)

(4) Without the aid of reference, given the requirement, discuss the three components of honor in accordance with MCRP 6-11B. (8550.02.24b)

(5) Without the aid of reference, given the requirement, discuss examples of Marines demonstrating honor in accordance with MCRP 6-11B. (8550.02.24c)

***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.

**4. METHOD/MEDIA.** This period of instruction will be taught by means of EDIP and guided discussion.

**5. EVALUATION.** Topics from this lesson will be evaluated by means of performance and oral evaluations when requirements are met.

**TRANSITION:** Review material, probe with questions, and introduce new material. So far we have discussed the purpose of this lesson, the means of presentation and how it will be evaluated. In the third level in the continuum of force, compliance techniques are used to gain compliance from a subject or opponent.

**BODY** **(85 MIN)**

1. REVIEW OF UNARMED MANIPULATION PRINCIPLES.

a. Behavior of the Subject. In the third level in the continuum of force (Resistant - Active), the subject first demonstrates physical resistance.

(1) The subject does not actively attack the Marine, but continues to openly defy the Marine's verbal commands.

(2) The following behaviors are the types the Marine could 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.

b. Compliance Techniques. Compliance techniques are unarmed restraint and manipulation techniques used to physically force a subject or opponent to comply. Compliance can be achieved through close combat techniques of:

(1) Pain compliance using joint manipulation and pressure points. Pain compliance is the initiation of pain to get compliance on the part of the subject.

(2) Come-along holds.

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

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

(a) 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.

(b) Pressure is applied beyond the point where the joint stops naturally in its range of movement (i.e., it does not bend anymore).

(2) 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.

(3) Joint manipulation additionally uses the principle of off-balancing. A subject can be better controlled when he is knocked off balance.

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

(1) When executing a joint manipulation in training and in combat, apply a



slow, steady pressure until compliance is achieved. Bones and joints can break if too much pressure is applied.

(2) Once a technique is applied to the point the student is uncomfortable, the student must "tap out" to indicate 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.

**TRANSITION:** Review material, probe with questions, and introduce new material. Now that we have reviewed the principles of unarmed manipulations as well as safety precautions, we will learn a new technique. Joint manipulations include wristlocks and arm bars. We will begin by discussing wristlocks.

**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.*
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 until they are proficient in the technique.*
6. *Fault check student performance of the techniques.*
7. *Enforce safety precautions.*

## 2. WRISTLOCKS.

a. Review of Basic Wristlock Principles. A wristlock is a joint manipulation that can be applied in a number of ways to achieve pain compliance.

(1) The wrist will rotate in a number of directions; it will bend in a single direction until its movement stops naturally. In a wristlock, pressure is exerted beyond that point by bending or twisting the joint, or both.

(2) A wristlock can be executed when a subject tries to grab the Marine or is successful in grabbing the Marine or his equipment. The Marine can also perform a wristlock when he wishes to initiate control of a subject.

b. Wristlock Come-Along. To train the wristlock come-along, have the student:

(1) With your right hand, execute a basic wristlock. Incorporate your left hand in a two-handed wristlock for more control.

(2) While maintaining pressure on the wrist with your right hand, step forward right and pivot around so you and the subject are standing next to one another. At the same time, release your right hand and quickly reach under the subject's left arm from behind, and grab his hand.

(a) Your palm and fingers of both hands should be on top of the subject's hand, which your thumbs across his palm, which is down.

(b) The subject's elbow should be pointed straight down, with his arm controlled between your forearm and biceps.

(3) With your left hand, apply downward pressure on the subject's wrist.

(4) To gain further control of the subject:

(a) While maintaining downward pressure on the subject's wrist, release your left hand and grab his elbow.

(b) Apply pressure on the subject's elbow and rotate his elbow up while bringing his wrist down to bring his hand around to the center of his back.

(c) Maintain inward and upward pressure on the subject's wrist and elbow throughout to control him.

c. Takedown From a Wristlock Come-Along. A takedown is a method used to bring a subject to the deck to further control him. This technique is used as a continuation of the wristlock come-along against a subject non-compliant. To take the subject to the deck from a wristlock come-along, have the student:

(1) With your right foot, push down on the subject's calf or Achilles tendon.

(2) While maintaining control of the subject's wrist and elbow, apply a slow, steady pressure to bring the subject to the deck.

(3) Kneel down with both knees on either side of his arm, placing your knees on the opponent's back. Avoid placing undue strain on his neck. Apply inward pressure with your knees to lock the opponent's arm in place down the center of your chest.

(4) Use all proper commands prior to apply Flexi Cuffs (instructor note). Ask the subject to put his other hand in the middle of his back. Bring the subject's controlled hand to the center of his back.

(5) Finish this technique by applying double Flexi Cuffs.

(a) Begin the flexi cuffing technique by grasping the flexi cuffs with your outside hand in the center of the cuffs with the loops pointing up. Place the cuff (pinky side) on the subject's controlled wrist, Ensure you maintain pressure on the subject's wrist by controlling the subject hand.

(b) Using verbal commands instruct the subject to place his/her free hand in the center of their back. Take your outside hand and slip it through the free cuff.

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

***INSTRUCTOR NOTE:*** *Ensure the proper commands are used prior to cuffing, ask the aggressor to look away, arm out palm up, cross ankles and bring heels to the hip. Ensure cuffs are not too tight, that the circulation is not cut off, or that no cutting of the skin occurs.*

**TRANSITION:** Review material, probe with questions, and introduce new material. We should now understand the first technique for gray belt unarmed manipulations wristlock come-along and its' variations. We will now explain a second technique the escort position.

### 3. ESCORT POSITION.

a. Escort Position. A common come-along is the escort position. To train the escort position, have the student:

(1) Begin facing the aggressor. Grab the aggressor's right wrist with your right hand and step forward-left. Turn so you are facing the same direction as the aggressor.

(2) Grab the aggressor's right biceps with your left hand. Your thumb can be used in his armpit on his brachial plexus tie-in for enhanced pain compliance.

(3) Position the aggressor's right arm diagonally across your torso, keeping his wrist against your right hip. You should be standing to the right of, and behind

the aggressor. A limited amount of control is achieved by placing pressure on the aggressor's elbow, using your chest as a fulcrum.

**INSTRUCTOR'S NOTE:** *Explain to students that this technique works well when escorting a subject on your right or left side. Take caution when escorting a subject from either side by ensuring his controlled hand is not in a position to grab your holstered weapon. The preferred escort position is from your left side, so the subject is kept further away from your weapon.*

**INSTRUCTOR'S NOTE:** *Reinforce the following safety precaution: Ensure you ease or lower the subject to the deck. Take care not to dislocate the subject's shoulder or break his arm.*

b. Escort Position Takedown. This technique is used as a continuation of the escort position against a subject non-complaint. To train the escort position takedown, have the student:

(1) From the escort position with the subject to your left, lock the subject's arm straight across your body while rotating his wrist either inboard or outboard away from your body. Execute an arm bar take down referring to tan belt.

(2) Kneel down with both knees on either side of his arm, placing your knees on the opponent's back. Avoid placing undue strain on his neck. Apply inward pressure with your knees to lock the opponent's arm in place down the center of your chest.

(3) Finish technique by applying single Flexi Cuffs.

(a) Begin the flexi cuffing technique by grasping the secured single flexi cuff with your outside hand. Place the cuff on the subject's controlled wrist and grasp flexi cuff with the ring or pinky finger. Ensure you maintain pressure on the subject's wrist by controlling the subject hand.

(b) Using verbal commands instruct the subject to place his/her free hand in the center of their back. Take your outside hand and slip it through the free cuff.

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

**INSTRUCTOR NOTE:** *Ensure cuffs are not too tight, that the circulation is not cut off, or that no cutting of the skin occurs.*

**INSTRUCTOR'S NOTE:** *Explain to students that this technique works well when escorting a subject on your right or left side. When taking down a subject from your right side, you will step back and pivot to your left.*

**TRANSITION:** Review material, probe with questions, and introduce new material. Unarmed restraints and manipulation techniques including joint manipulation, come-along, and takedowns can be used to control a subject without resorting to deadly force. To be prepared to respond to a situation in a responsible manner, Marines must train to become proficient in these techniques. These techniques are referred to as compliance techniques, which are applied in the third level in the continuum of force. We will now practice the techniques for fault checking unarmed manipulations.

#### 4. PRACTICAL APPLICATION FOR UNARMED MANIPULATIONS.

**INSTRUCTOR'S NOTE:** *Pair students to practice unarmed restraints and manipulation. Allow students approximately 20 minutes to practice the techniques for fault checking the techniques.*

*Rotate students after each execution of each technique.*

*Fault check student performance for instructing and performing the techniques. Enforce safety precautions.*

**TRANSITION:** Review material, probe with questions, and introduce new material. Joint manipulation and come-alongs are effective unarmed restraint and manipulation tools to gain compliance from a subject. We will now discuss an equally important subject to a warrior, that of our Core Value of honor.

#### 5. MARINE CORPS CORE VALUE; HONOR.

a. Definition. "Honor" Credit or reputation for behavior that is becoming or worthy. A source of credit or distinction. A personal characteristic consciously maintained, such as might deserve or expect esteem.

b. What does honor mean to a Marine and a warrior?

**INSTRUCTOR NOTE:** Ask various students to give examples in their own words of what honor is and means to them.

(1) Honor is the bedrock of our character. The quality that guides Marines to exemplify the ultimate in ethical and moral behavior; never to lie, cheat, or steal; to abide by an uncompromising code of integrity; to respect human dignity; to have respect and concern for each other. The quality of maturity, dedication, trust, and dependability that commits Marines to act responsibly; to be accountable for actions; to fulfill obligations; and to hold others accountable for their actions.

(2) The Marine Corps is a unique institution, not just to the military, but also to the nation and the world. As the guardians of the standards of excellence for our society, Marines must possess the highest sense of gallantry in serving the United States of America and embody responsibility to duty above self, including, but not limited to:

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

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

**INSTRUCTOR'S NOTE:** Those with Instructional Review Forms (IRFs), fill them out and turn them in at this time.

(c) Honesty. Telling the truth. Overt honesty in word and action and clarifying possible misunderstanding or misrepresentation caused by silence or inaction when you should speak up. Respecting other's property and demonstrating fairness in all actions. Marines do not lie, cheat, or steal. The warrior is not afraid of the truth and loathes the lie.

**INSTRUCTOR NOTE:** *At this point have students discuss how they consider themselves as honorable and examples of ways that they practice honorable conduct.*

**TRANSITION:** Review material, probe with questions, and introduce new material. Finally in this class we have discussed the Marine Corps Core Value of honor.

**SUMMARY**

**(2 MIN)**

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. In the third level within the continuum of force, compliance techniques are applied to control a situation. These actions include close combat techniques of unarmed restraints and manipulation. Just as our actions for a given combative confrontation are guided by the rules of the continuum of force so to should our conduct and actions be guided by our sense of honor. As a Marine, your honor should be your most closely guarded possession. Your reputation as a person and a warrior is the result of your individual code of honor. It is the result of your actions and words. While some may question it, no one can damage or destroy it but you. It is also a fragile thing, like real brass you must work every day to keep it polished. Make sure yours always shines.

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**DETAILED INSTRUCTOR OUTLINE**

LESSON TITLE

ARMED MANIPULATION

COURSE TITLE

GRAY BELT



**UNITED STATES MARINE CORPS**  
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APPROVAL SHEET

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PREPARED BY: MACE STAFF DATE: \_\_\_\_\_

APPROVED BY: MACE STAFF DATE: \_\_\_\_\_

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

**INSTRUCTOR PREPARATION CHECKLIST**

**ESSENTIAL DATA**

LESSON DESIGNATOR	MA-2.09
LESSON TITLE	Armed Manipulation
DATE PREPARED	December 2004
TIME	1 hr
METHOD	EDIP, Guided Discussion
LOCATION	Training area
INSTRUCTORS REQUIRED	One and assistants as needed
REFERENCES	MCRP 3-02B, MCO 1500.54A, MCRP 6-11B, MCO 5500.6
TRAINING AIDS/EQUIPMENT	Service Rifle, 782 gear plus and mouthpiece

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**DETAILED OUTLINE**

**ARMED MANIPULATION**

**INTRODUCTION** **(3 MIN)**

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**1. GAIN ATTENTION.** Most Marines are armed with the M16A2 service rifle. A Marine is taught to keep his weapon with him at all times. Courage is also a character tool that must be kept with a Marine at all times as well. Being able to utilize armed manipulation techniques and not escalating the level of force, when an opponent is trying to take your weapon away from you, will require both skill and courage. By the very nature of his profession, a warrior will face confrontation on a regular basis. This confrontation, whether physical danger or a moral dilemma, will require the warrior to overcome a natural response to confrontation; fear. In order to do so, the warrior must possess courage.

**2. OVERVIEW.** This lesson will cover armed manipulation techniques with the rifle and shotgun as well as discuss the Core Value of courage.

**3. INTRODUCE LEARNING OBJECTIVES.** The learning objectives pertaining to this lesson are as follows:

a. TERMINAL LEARNING OBJECTIVES.

(1) Without the aid of references, given 782 gear, an opponent, service rifle, and mouthpiece, execute armed manipulations in accordance with MCRP 3-02B. (8550.02.10).

(2) Without the aid of references, discuss the Marine Corps Core Value of courage in accordance with MCRP 6-11B. (8550.02.25)

b. ENABLING LEARNING OBJECTIVES.

(1) Without the aid of reference, given 782 gear, an opponent, service rifle, and mouthpiece, execute off-balancing while opponent is pushing in accordance with MCRP 3-02B. (8550.02.10.1a)

(2) Without the aid of reference, given 782 gear, an opponent, service rifle, and mouthpiece, execute off-balancing while opponent is pulling static in accordance with MCRP 3-02B. (8550.02.10.1b)

(3) Without the aid of reference, given 782 gear, an opponent, service rifle, and mouthpiece, execute off-balancing while opponent is pulling and moving in accordance with MCRP 3-02B. (8550.02.10.1c)

(4) Without the aid of reference, given 782 gear, an opponent, service rifle, and mouthpiece, execute a counter to an over hand grab, strikes with weapon in accordance with MCRP 3-02B. (8550.02.10.1d)

(5) Without the aid of reference, given 782 gear, an opponent, service rifle, and mouthpiece, execute a counter to an under hand grab, strikes with weapon in accordance with MCRP 3-02B. (8550.02.10.1e)

(6) Without the aid of references discuss the definition of courage in accordance with MCRP 6-11B. (8550.02.25a)

(7) Without the aid of references discuss the four elements of courage in accordance with MCRP 6-11B. (8550.02.25b)

(8) Without the aid of references discuss the difference between moral and physical courage in accordance with MCRP 6-11B. (8550.02.25c)

**4. METHOD/MEDIA.** This period of instruction will be taught by EDIP and guided discussion.

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

***INSTRUCTOR'S NOTE:*** *Have the student's who have IRF's place them to the side and fill them out at the end.*

**TRANSITION:** Review material, probe with questions, and introduce new material. As with any martial arts training, there are safety precautions that must be enforced. When training with a weapon, there are additional safety precautions.

**1. SAFETY PRECAUTIONS DURING TRAINING.**

a. 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) When handling a weapon, even a training weapon, the four safety rules must be enforced:

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

(b) Never point a weapon at anything you do not intend to shoot.

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

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

(3) Prior to training with a weapon, conduct an "Unload, Show Clear" of the weapon to show students the weapon is not loaded.

***INSTRUCTOR'S NOTE:*** *If the students have their service rifles with them (instead of rubber rifles) then have them perform a show clear right now. Once all rifles are shown clear, continue.*

**TRANSITION:** Review material, probe with questions, and introduce new material. Now that we have talked about the safeties and shown clear, and if there are no questions, let's start to talk about armed manipulation. These techniques are for retaining your weapon if someone tries to grab it or is successful in grabbing it.

***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.*
- 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 until they are proficient in the technique.*
- 6. Fault check student performance of the techniques.*
- 7. Enforce safety precautions.*

## 2. PRINCIPLES OF ARMED MANIPULATION.

a. Technique for Off-balancing. In any of the above scenarios, you can apply off-balancing techniques to throw the person to the deck and retain possession of your weapon.

(1) If the person grabs the weapon and pushes on you:

(a) You should not fight by pushing on the weapon.

(b) Move with the momentum and movement of the person by pivoting your body in the direction of the movement by stepping back with your foot.

(c) Throw the person to the deck with a quick jerking movement by lowering the muzzle and swinging the butt of the weapon.

(2) If the person grabs the weapon and pulls on it, you can get him to release his grip.

(a) Step on the person's foot and push forward to off-balance him. This action will drive the person to the deck where he can be further controlled.

(b) During this technique, you can even sweep the person's feet out from under him by hooking his leg with your leg and kicking backward.

b. Strikes with the Butt of the Weapon. Strikes with the butt of the weapon are effective methods for controlling or warding off an attacker.

(1) Strikes are made to the inside (femoral nerve) or outside (peroneal nerve) of the thigh with the butt of the weapon.

(2) Butt strikes are made with the heel or cutting edge of the weapon's butt.

(3) During any of the retention techniques, strikes can be made by swinging the weapon's butt to strike the person's thigh.

(4) Strikes can be made to the outside or inside of the thighs. If you miss when trying to strike one side of the thigh, follow back through with the butt of the weapon on the other side of the thigh.

**TRANSITION.** Review material, probe with questions, and introduce new material. We just finished discussing some basic principles of armed manipulation, are there any questions? If not we will now get into the techniques; first one will be opponent pushing.

### 3. EXECUTION OF ARMED MANIPULATION.

#### a. Opponent Pushing.

(1) Begin with opponent grabbing weapon and pushing on it.

(2) Utilize the opponent's momentum and movement by pivoting the body to the left while stepping back with left foot.

(3) Throw the person to the deck with a quick jerking movement by lowering the muzzle and swinging the butt of the weapon up, no higher than the shoulders.

(4) Quickly return to a defensive posture.

#### b. Opponent Pulling (Static).

(1) Begin with opponent grabbing the weapon and pulling on it.

(2) Step on the opponent's foot and push forward to off-balance him. This action will drive the person to the deck where they can be further controlled.

(3) Quickly return to a defensive posture.

#### c. Opponent Pulling (Moving).

(1) Begin with opponent grabbing the weapon and pulling on it while moving

backward.

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

(3) Quickly pull opponent inward tight to the body and execute a leg sweep on opponent's right leg. This action will drive the person to the deck where they can be further controlled.

(4) Quickly return to a defensive posture.

d. Technique If Person Grabs Weapon Over-Handed (Strikes with Weapon)

(1) While you are standing at modified port arms the aggressor grabs your hand guards with right hand, palm down.

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

(3) Attempt to rotate the barrel to place it parallel with the aggressor's forearm.

(a) If the technique does not work, step forward with the right foot and execute a strike with the toe of the weapon to opponents lead leg.

(b) Strikes are to be made to the inside (femoral nerve) or outside (peroneal nerve) of the thigh.

(4) Complete counter to over-hand grab technique by stepping back to the basic warrior stance, while maintaining bone pressure on that single digit and rotate the barrel placing it parallel to the aggressors forearm. Drop your body weight. You can step forward or back in accordance with the aggressor's actions in order to drop body weight.

(5) This causes downward pressure to the aggressor's elbow. It will either cause him to release the weapon or act similarly to an arm bar.

e. Technique if a person grabs Weapon Under-Handed. (Strikes with Weapon).

(1) Stand in a modified port arms with opponent grabbing weapon under-handed.

(2) Slide your left hand up the hand guards, trap his closest finger above the knuckle with your thumb so he cannot release his grip.



(a) Apply bone pressure on the aggressor's finger to initiate pain compliance.

(4) While maintaining pressure on the aggressor's hand, attempt to execute counter to under-hand grab by lowering the muzzle and raising the butt stock of the weapon no higher than his shoulder.

(a) When the technique does not work, step forward with the right foot and execute a strike with the toe of the weapon to opponents lead leg.

(b) Strikes are to be made to the inside (femoral nerve) or outside (peroneal nerve) of the thigh.

(5) Stepping back with your left foot, pivoting on your right, and throw the aggressor past your left side.

(6) These actions cause the aggressor to release his grip on the weapon or drive him to the deck where he can further be controlled.

(7) If the opponent releases the weapon the Marine will pull the rifle into their shoulder to the ready weapons carry aiming at the opponent.

**TRANSITION:** Review material, probe with questions, and introduce new material. If you find yourself in a situation where someone grabs your weapon, you must do whatever you can to retain positive control of the weapon and control the subject. Are there any questions over any of the techniques that we have covered to this point? Now we will discuss one of the Core Values that our Corps has, COURAGE.

#### 4. CORE VALUE: COURAGE.

a. Courage. "The heart of our Core Values, courage, is the mental, moral, and physical strength ingrained in Marines to carry them through the challenges of combat and the mastery of fear; to do what is right; to adhere to a higher standard of personal conduct; to lead by example, and to make tough decisions under stress and pressure. It is the inner strength that enables a Marine to take that extra step."

b. Definition. Courage is a mental quality that recognizes fear of danger or criticism, but enables a Marine to proceed in the face of it with calmness and firmness. Moral, mental, and physical strength to resist opposition, face danger, and endure hardship.

c. Significance. Knowing and standing for what is right, even in the face of

popular disfavor, is what makes a good leader. The business of fighting and winning wars is a dangerous one; the importance of courage on the battlefield is obvious.

d. Elements. The following are elements of courage.

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

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

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

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

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

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

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

**TRANSITION:** Review material, probe with questions, and introduce new material. As you can see the Core Value courage has many facets to it beyond just the physical and mental. Are there any questions on courage?

**SUMMARY**

**(2 MIN)**

Weapons retention techniques are used to retain your weapon if someone tries to grab it. Courage is a characteristic that affects our daily lives and the way we perform our duties. Whether it is facing machine gun fire on the streets of a third World country, or facing the commanding officer and telling him that he is wrong, takes courage. This lesson covered weapons retention techniques for the rifle. These techniques work just as well with the shotgun. We also discussed the importance of courage in the performance of our missions. Courage is not the absence of fear it is the mastery of fear. Fear is the body's natural reaction to various types of dangers. If we have developed a confidence in our ability and we act courageously by pressing on or make a tough decision we will overcome fear. It is a part of the integrity we must maintain of ourselves; mentally, spiritually, and physically. Without them, we will not be a complete warrior.

**INSTRUCTOR'S NOTE:** *Once the class is complete, have the students complete and turn in their IRF's.*

**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

KNIFE TECHNIQUES

COURSE TITLE

GRAY BELT

**UNITED STATES MARINE CORPS**  
MARTIAL ARTS CENTER OF EXCELLENCE  
THE BASIC SCHOOL  
MARINE CORPS COMBAT DEVELOPMENT COMMAND  
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APPROVAL SHEET

**DETAILED INSTRUCTOR OUTLINE**

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KNIFE TECHNIQUES

COURSE TITLE

GRAY BELT

PREPARED BY:       MACE STAFF            DATE:   

APPROVED BY:       MACE SAFF            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-2.10
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	MCO 1500.54B, MCRP 3-2B, Marine Corps Manual, MCWP 6-11, MCRP 6-11B
TRAINING AIDS/EQUIPMENT	Training knives, eye protection, groin protection, mouthpiece, and 782 gear+

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**DETAILED OUTLINE**

**KNIFE TECHNIQUES**

**INTRODUCTION** **(3 MIN)**

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**1. GAIN ATTENTION.** Each of us joined the Marine Corps for various personal reasons, but we all understood we were joining an organization that had a long history and tradition. A tradition as a premier fighting force and a tradition of excellence. In this lesson we will build upon your knowledge of both. You will add new knife techniques to those already learned to increase your fighting prowess and lethality. We will also discuss the importance of our customs, courtesies and traditions to the development of the character of the warrior.

**2. OVERVIEW.** This lesson will cover knife techniques including a review of angles of attack, target areas of the body, grip, and stance. It will teach new techniques of forward thrust, forward slash, reverse thrust, reverse slash and techniques for movement with a partner. Additionally, the lesson will explain the importance of Marine Corps customs, courtesies and traditions to a warrior.

**3. INTRODUCE LEARNING OBJECTIVES.** The terminal learning objectives pertaining to this lesson are as follows:

a. TERMINAL LEARNING OBJECTIVE.

(1) Given personnel to be trained, a lesson plan, training knives, eye protection, groin protection, mouthpiece, and 782 gear, execute knife techniques in accordance with MCRP 3-2B. (8550.02.10)

(2) Without the aid of reference, given personnel to be trained, a lesson plan, the requirement, participate in a guided discussion on the importance of Marine Corps customs, courtesies and traditions in accordance with MCRP 6-11B. (8550.02.26)

b. ENABLING LEARNING OBJECTIVES.

(1) Given personnel to be trained, a lesson plan, training knives, eye protection, groin protection, mouthpiece, and 782 gear, execute a forward thrust technique in accordance with MCRP 3-2B. (8550.02.10a)

(2) Given personnel to be trained, a lesson plan, training knives, eye protection, groin protection, mouthpiece, and 782 gear, execute a forward slash techniques in accordance with MCRP 3-2B. (8550.02.10b)

(3) Given personnel to be trained, a lesson plan, training knives, eye protection, groin protection, mouthpiece, and 782 gear, execute a reverse thrust techniques in accordance with MCRP 3-2B. (8550.02.10c)

(4) Given personnel to be trained, a lesson plan, training knives, eye protection, groin protection, mouthpiece, and 782 gear, execute a reverse slash techniques in accordance with MCRP 3-2B. (8550.02.10d)

(5) Given personnel to be trained, a lesson plan, training knives, eye protection, groin protection, mouthpiece, and 782 gear, execute movements with an opponent while executing knife techniques in accordance with MCRP 3-2B. (8550.02.10e)

(6) Without the aid of reference, given personnel to be trained, a lesson plan, the requirement, discuss the purpose of customs in accordance with MCRP 6-11B. (8550.02.26a)

(7) Without the aid of reference, given personnel to be trained, a lesson plan, the requirement, discuss the purpose of courtesies in accordance with MCRP 6-11B. (8550.02.26b)

(8) Without the aid of reference, given personnel to be trained, a lesson plan, the requirement, discuss the purpose of traditions in accordance with MCRP 6-11B. (8550.02.26c)

**4. METHOD/MEDIA.** This class will be taught by EDIP and guided discussion.

**5. EVALUATION.** Topics from this lesson will be evaluated by means of a performance and oral examinations when requirements are met.



**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.*

**TRANSITION:** Review material, probe with questions, introduce new material. We will begin with a review of knife fighting principles learned during tan belt training to including safety procedures used during training.

**BODY**

**(85 MIN)**

1. REVIEW OF KNIFE TRAINING PRINCIPLES.

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

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

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) 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.

d. Principles of Knife Fighting.

(1) Always execute movements with the knife blade within a box, shoulder-width across from your neck down to your waistline.

(2) Always move with the knife in straight lines and keep the knife's blade tip forward and pointed toward the opponent.

(3) Apply full body weight and power in each of the knife techniques. Applying constant forward pressure with your body and blade will keep the opponent off-balanced.

e. 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.

f. Stance. The basic warrior stance serves as the foundation for initiating knife techniques. The left hand serves as a vertical shield protecting the ribs or the head and neck. The right elbow is bent with the blade pointing forward toward the opponent's head. This position serves as an index point, where all techniques are initiated. The weapon should be held at a level approximately from the top of the belt to chest high. The weapon should be kept in close to the body to facilitate weapon retention.

g. Target Areas of the Body. The goal in a knife fight 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. There are additional, secondary target areas that will cause a lot of bleeding by severing an artery. These target areas are the legs and arms and while not immediately fatal, but will often become fatal if left unattended.

h. Angles of Attack. There are six angles from which an attack with a knife can be launched:

- (1) Vertical strike coming straight down on an opponent.
- (2) Forward diagonal strike coming in at a 45-degree angle to the opponent.
- (3) Reverse diagonal strike coming in at a 45-degree angle to the opponent.
- (4) Forward horizontal strike coming in parallel to the deck.
- (5) Reverse horizontal strike coming in parallel to the deck.

(6) Forward thrust coming in a straight linear line to the opponent.

**TRANSITION:** Review material, probe with questions, and introduce new material. Now that we have reviewed the basic principles and safety of knife fighting to include stance, grip, and target areas, we will now learn about the slashing techniques.

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

## 2. 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.

**INSTRUCTOR'S NOTE:** *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.*

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 until they are proficient in the technique.*
6. *Fault check student performance of the techniques.*
7. *Enforce safety precautions.*

a. Forward Slash Technique. A forward slash is a horizontal, 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:

- (1) Stand facing your opponent.
- (2) Extend your right hand to make contact on the opponent with the knife blade.
  - (a) Rotate your palm up to make the blade contact the opponent.
  - (b) Do not move your arm outside the box, i.e., shoulder-width across from your neck to your waistline.

(3) Continue dragging the knife across the opponent's body, from your right to left, in a forehand stroke.

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

(b) The movement ends with your forearm against your body and the knife at your left hip with its blade oriented toward the opponent.

(4) Resume the basic warrior stance.

b. 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:

(1) Stand facing your opponent.

(2) Bend your right arm, crossing your arm to the left side of your body.

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

(a) Rotate your palm down to place the blade in contact with the opponent.

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

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

(5) Resume the basic warrior stance.

**TRANSITION:** Review material, probe with questions, and introduce new material. Now that we have learned about slashing techniques we will discuss another more lethal technique, the thrust.

### 3. THRUSTING TECHNIQUES.

The primary objective when fighting with a knife is to insert the blade into an opponent to cause extensive 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.

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

(1) Stand facing your opponent.

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

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

(4) Drop your right elbow and bring the knife to the opposite side of the opponent's body from where it was inserted.

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

(b) This action can be taken when thrusting to the opponent's neck or abdomen region. However, if the opponent 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 basic warrior stance.

b. 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:

(1) Stand facing your opponent.

(2) Bend your right arm, crossing your arm to the left side of your body.

(3) Thrust your right hand toward the target, palm up, inserting the knife blade straight into the opponent.

(4) 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 opponent in a follow-up action.

(5) Bring the knife to the opposite side of the opponent's body from where it was inserted. Keep the knife inserted; do not remove it.

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

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

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

(7) Resume the basic warrior stance.

**TRANSITION:** Review material, probe with questions, and introduce new material. We have learned and had the opportunity to execute the four knife techniques associated with the gray belt. In order to enhance your lethality we will now discuss the principles of movement associated with knife fighting techniques.

#### 4. MOVEMENT.

a. Movement. To begin with we will review the fundamental principles of movement taught during tan 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 angles 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.

b. 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.

c. 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.

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

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

(2) 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.

(3) 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.

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

d. "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 reverse knife strike with a follow-on strike with the lead 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 lead hand strike with one of the thrusting or slashing techniques.

(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.

## 5. PRACTICAL APPLICATION KNIFE TECHNIQUES.

**TRANSITION:** Review material, probe with questions, and introduce new material. Proficiency in executing knife techniques and fault checking performance will come with practice and experience. In order to increase proficiency we must make sustainment training a regular part of daily routine. Now that we have covered one element of our proud fighting tradition let us discuss another element that makes up the character of our Corps and is the foundation of our tradition of excellence. The customs, courtesies and traditions of our Corps.

***INSTRUCTOR'S NOTE:*** Pair students to practice the techniques. Designate a third student to serve as instructor to fault check execution of the techniques. Allow students approximately 15 minutes to practice the techniques for fault checking knife techniques.

*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. 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.*

*Redesignate instructors/pupils in each three-man group to ensure every student the opportunity to fault check each technique. Rotate students after each execution of each technique.*

*Fault check student performance for instructing and performing the techniques. Enforce safety precautions.*

***INSTRUCTOR'S NOTE:*** The instructor should be familiar with those sections of MCRP 6-11B, MCWP 6-11, and the Marine Corps Manual that deal with the topic of this discussion. Additionally the instructor can use Volume 1A of the MCCA handbooks as well as this lesson for the class.

## 6. CUSTOMS, COURTESIES, AND TRADITIONS.



One of the things that make a culture or society unique is their customs, courtesies and traditions. This is no different for the Marine Corps. Over our 226-year history we have developed customs and courtesies that are similar to many other military organizations but others that are quite unique to our Corps. These customs, courtesies and traditions are part of our heritage and are associated with the reputation as the world finest fighting force that persuaded us to join. Whether it was the idea of becoming something special, the image of a Marine in dress blues on a poster, the precision of the silent drill team, the glory of the flag flying over the Marine Corps War Memorial or any other of the symbols associated with our Corps something influenced you to become a Marine. Let us discuss some of the things that make the Marine Corps unique as a martial culture.

a. All organizations have formal rules and regulations that govern individual and group conduct and behavior. These maintain good order and discipline. In addition many organizations and cultures have another set of rules that can be both formal and informal. These are customs, courtesies and traditions. Overtime the Marine Corps have developed its own unique customs, courtesies, and traditions. It is important that you understand what these are and their importance to the strength of a unit. This strength includes unit discipline, esprit de corps, morale, and cohesion.

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

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

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

**INSTRUCTOR'S NOTE:** *Those with Instructional Review Forms (IRF's), fill them out and turn them in at this time.*

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

**TRANSITION:** Review material, probe with questions, and introduce new material. We have now had the opportunity to some of the things that form and shaped the Marine Corps and provide the link between the Marines of the past, present, and future. Our customs, courtesies, and traditions are these things. We now understand their importance and the purpose of each.

## **SUMMARY**

**(2 MIN)**

As Marines we share a warrior tradition as a premier fighting force. We have a reputation for excellence both on and off the battlefield. On the battlefield our ability while armed with the sword with boarding parties of old up to the use of the fighting knife in present day conflicts has evolved into the knife fighting skills we have learned today. To be truly prepared for combat, the modern Marine must be trained in knife fighting techniques should the situation arise. The techniques you have learned today will provide you with the knowledge and experience with a knife to cause enough damage and massive trauma to stop an opponent. This included a review of angles of attack, target areas of the body, grip, stance, and principles of knife fighting as well as new techniques for slashing, thrusting and movement techniques. In the same way we discussed the customs courtesies and traditions that are our heritage. This heritage provides us with the example of excellence that will serve us well on the battlefield and in our daily lives. In civilian martial arts the student bows to the instructor. This is a custom brought with the specific martial art and practiced throughout the world. In the Marine Corps our custom of saluting has the same function. Customs, courtesies, and traditions along with the other foundations of leadership help form the basis of leadership goals and standards of excellence for all Marines. When applied correctly, they foster morale, motivation, discipline, and esprit de corps, which are essential to teamwork. Take pride in them and practice them constantly.

**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

NON-LETHAL BATON TECHNIQUES

COURSE TITLE

GRAY 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

NON-LETHAL BATON TECHNIQUES

COURSE TITLE

GRAY BELT

PREPARED BY:           MACE STAFF                DATE: \_\_\_\_\_

APPROVED BY:           MACE STAFF                DATE: \_\_\_\_\_

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QUANTICO, VIRGINIA 22134

**INSTRUCTOR PREPARATION CHECKLIST**

**ESSENTIAL DATA**

LESSON DESIGNATOR	MA-2.11
LESSON TITLE	Non-lethal Baton Techniques
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 1500.54B, MCRP 3-02B, MCO 5500.6
TRAINING AIDS/EQUIPMENT	Training Baton, Striking Pad, 782 gear plus, and Mouthpiece (student)

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QUANTICO, VIRGINIA 22134

**DETAILED OUTLINE**

**NON-LETHAL BATON TECHNIQUES**

**INTRODUCTION**

**(3 MIN)**

**1. GAIN ATTENTION.** A baton, sometimes referred to as a nightstick, can be a valuable tool when used correctly. It plays an important part in the continuum of force model and can be used defensively (blocking), offensively (striking), and a restraining devices when needed. In the fourth level in the continuum of force (Assaultive - Bodily Harm), defensive tactics including non-lethal baton blocks and blows are employed. However, blows with any weapon to the head or other bony parts of the body are considered deadly force. To be effective in controlling a situation with the minimum force necessary when deadly force is not authorized, you must be able to employ blocks, strikes, and restraints with the weapon. The decision you make in the heat of a close quarters combat situation is based on judgment and ethics, as your actions could result in death or serious bodily harm to your opponent. As each Marine begins his career he does so by swearing or affirming an oath. This oath is a pledge that you will abide by a set of belief or code. As a warrior whose belief in honor and integrity are so important this oath should be a sacred thing. Along with the instruction for the non-lethal baton technique, we will discuss what the oath should mean to each Marine and why it is so important. The intention of this period of instruction is to provide a base line knowledge of non-lethal baton techniques and emphasize the meaning of your oath as Marines.

**2. OVERVIEW.** This lesson will cover non-lethal baton techniques including grip, stance, movement, and target areas of the body, angles of attack, blocks, strikes, and restraints. Additionally, the meaning of your oath will be discussed.

**3. INTRODUCE LEARNING OBJECTIVES.** The terminal learning objectives and enabling learning objectives pertaining to this lesson are as follows:

a. TERMINAL LEARNING OBJECTIVES.

(1) Without the aid of references, given the requirement, a training baton, striking pad, mouthpiece, an opponent, and 782 gear, execute non-lethal baton

techniques in accordance with MCRP 3-02B. (8550.02.11)

(2) Without the aid of references, discuss the meaning of the oath of enlistment or commissioning in accordance with MCRP 6-11B. (8550.02.27)

b. ENABLING LEARNING OBJECTIVES.

(1) Without the aid of references, given the requirement, a training baton, striking pad, mouthpiece, an opponent, and 782 gear execute baton carries with in accordance with MCRP 3-02B. (8550.0211a)

(2) Without the aid of references, given the requirement, a training baton, striking pad, mouthpiece, an opponent, and 782 gear execute baton draws in accordance with MCRP 3-02B. (8550.02.11b)

(3) Without the aid of references, given the requirement, a training baton, striking pad, mouthpiece, an opponent, and 782 gear execute blocks with a baton in accordance with MCRP 3-02B. (8550.02.11c)

(4) Without the aid of references, given the requirement, a training baton, striking pad, mouthpiece, an opponent, and 782 gear execute the strong side arm lock in accordance with MCRP 3-02B. (8550.02.11d)

(5) Without the aid of references, given the requirement, a training baton, striking pad, mouthpiece, an opponent, and 782 gear, execute non-lethal baton strikes in accordance with MCRP 3-02B. (8550.02.11e)

(6) Without the aid of references, discuss the definition of the term "oath" in accordance with MCRP 6-11B. (8550.02.27a)

(7) Without the aid of references, discuss the responsibilities associated with enlistment or commissioning in accordance with MCRP 6-11B. (8550.02.27b)

**4. METHOD/MEDIA.** This class will be taught by EDIP and guided discussion.

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

***INSTRUCTOR'S NOTE:*** *Have the student's with IRF's place them to the side and fill them out at the end.*

**TRANSITION:** Review material, probe with questions, and introduce new material. Marines operate within a continuum of force where actions may shift between non-

lethal actions and deadly force within a matter of minutes. In either case, Marines will use the tools available to them to control a situation or eliminate a threat. Non-lethal baton techniques are among the tools Marines have available to them to physically force a subject to comply when deadly force is not authorized nor needed.

**BODY**

**(85 MIN)**

1. INTRODUCTION TO NON-LETHAL BATON TECHNIQUES.

a. Continuum of Force. In the fourth level in the continuum of force (Assaultive - Bodily Harm), the Marine uses defensive tactics to neutralize a threat and control the situation. Non-lethal baton techniques are among those defensive tactics. Defensive tactics are techniques used to defeat an assailant's attack, reestablish control over the subject, and maintain control once compliance is achieved.

b. 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) Train the practical application portion of non-lethal baton techniques in two 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.

**TRANSITION:** Review material, probe with questions, and introduce new material. Before covering non-lethal baton techniques, you must first understand grip, stance, and movement.

***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.
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 until they are proficient in the technique.
6. Fault check student performance of the techniques.
7. Enforce safety precautions.

## 2. GRIP, STANCE, CARRIES, DRAWS AND MOVEMENT.

a. Grip. There are two basic grips that may be used to grip the baton:

(1) One-handed Grip. To train the one-handed grip, have the student:

(a) With your right hand, grasp the lower end of the baton, about two inches from the end.

(b) Wrap your thumb and index finger around the baton so that they are touching one another.

(c) Your grip on the baton should be firm but natural.

(2) Two-handed Grip. To train the two-handed grip, have the student:

(a) With your right hand, grasp the lower end of the baton, about two inches from the end. Wrap your thumb and index finger around the baton so that they are touching one another.

(b) With your left hand, grasp the upper end of the baton, palm down, about two inches from the end.

(c) Your hands should be approximately 10 to 12 inches apart.

b. Stance and Method of Carry. The basic warrior stance serves as the foundation for initiating non-lethal baton techniques. The method of carry provides effective defensive positions with a wide range of options to control a combative individual.

(1) One-Handed Carry. To train the one-handed carry, have the student:

(a) Grip the baton using the one-handed grip.

(b) Elevate the baton up, with your gripping hand at a level between your belt and shoulder.

(c) Keep your left hand in position of the basic warrior stance.

(2) Two-Handed Carry. This carry is effective for blocks. To train the two-handed carry, have the student:

(a) Grip the baton using the two-handed grip.

(b) Elevate the baton up, with your left hand higher than your right hand.

(c) Orient the weapon toward the opponent.

(3) Outside-the-Arm Carry. This carry is effective for fast transition to strikes.

(a) The outside arm carry is described as holding the baton outside of the strong arm with the long portion somewhere between the elbow and the shoulder.

(b) The short portion of the baton serves as a simulated "muzzle" of the baton. Wherever the short portion of the baton is pointed, then the user will strike to that side of the body when executing a forward strike (Emphasis must be placed to point the baton at a 45-degree angle toward the ground).

(4) Modified Baton Carry.

(a) Grip the baton using the one-handed grip.

(b) In a non-chalant manner, conceal the baton behind the right leg.

(c) Keep your left hand in a non-aggressive posture.

c. Movement. In a non-lethal confrontation, movement may be made to create distance between you and a subject or to close the gap to control the subject. When facing a subject, movement is made in a 45-degree angle to either side of the subject. Moving at a 45-degree angle is the best way to both avoid a subject's strike and to put yourself in the best position to control the subject.

#### d. Baton Draws.

(1) Cross Body Draw- You may use a cross draw to draw the straight baton into a carry position such as the one-hand, two-handed, outside-the-arm carry position or another appropriate carry position:

(a) With the baton in the ring/holder on your weak-side grasp the long portion of the straight baton with your weak hand.

(b) Then push the baton up and forward of the ring or holder while reaching across in front of your body with your strong hand.

(c) Grasp the grip portion with your strong hand (one-hand grip) and twist the baton to unlock then pull the baton out of the ring/holder to complete the drawing motion by bringing up the straight baton to your strong side.

(d) Assume a carry position and stance (Ensure that you do not attempt to strike with the baton by having a full arm extension of your strong arm. Instead, bring the baton across your body while coming to one of the carries).

(2) Strong Side Draw- You may use a strong-side draw to draw a straight baton into a carry position such as the one-hand carry, outside-the-arm carry position, two-hand carry, or another appropriate carry position:

(a) With the baton in the ring/holder on your strong side, grasp the grip portion of the straight baton with your strong hand (one-hand grip)

(b) Twist the baton to unlock then pull the baton out of the ring/ holder with your strong hand. Assume a carry position (based on the grip used) and stance.

**TRANSITION:** Review material, probe with questions, and introduce new material. The way the baton is carried facilitates movement and employment of the baton. The baton is used offensively as well as defensively. We will now cover the defensive baton techniques including blocks.

### 3. BLOCKING TECHNIQUES.

Two-handed Blocks. Because the baton is often carried with two hands, there are two-handed blocks that are effectively used from this carry.

(1) Right Block. A right block is executed to deter an attack directed at your head, neck, flank, or hip. The opponent's blow can be delivered by a foot, knee, fist, or elbow. To train the right block, have the student:

(a) Thrust the baton in a vertical position to your forward right angle.

(b) At the same time, using forward right angle of movement towards the direction of attack, end at the Modified Warrior stance.

(c) The fingers of the left hand should be open and behind the baton.

(d) At the moment of impact, the baton should be perpendicular to the opponent's striking surface to absorb the impact of the blow.

(e) The elbows should be bent slightly to help absorb the impact of the blow. The arms should give with the strike of the blow.

***INSTRUCTOR NOTE:*** *When students are pivoting on the ball of the foot they should end up in the Modified Warrior Stance. Student's feet should not be on line.*

(2) Left Block. A left block is executed to deter an attack directed at your head, neck, flank, or hip. The opponent's blow can be delivered by a foot, knee, fist, or elbow. To train the left block, have the student:

(a) Thrust the baton in a vertical position to your forward left angle.

(b) At the same time, using forward left angle of movement towards the direction of attack, end at the Modified Warrior stance.

(c) The fingers of the left hand should be open and behind the baton.

(d) At the moment of impact, the baton should be perpendicular to the opponent's striking surface to absorb the impact of the blow.

(e) The elbows should be bent slightly to help absorb the impact of the blow. The arms should give with the strike of the blow.

(3) Mid Block. A left block is executed to deter an attack directed at your face, throat, chest, or abdomen. To train the middle block, have the student:

(a) Move forward using angle of movement thrusting the baton in a vertical position straight out in front of your body.

(b) The fingers of the left hand should be open and behind the baton.

(c) At the moment of impact, the baton should be perpendicular to the

opponent's striking surface to absorb the impact of the blow. The baton should be held with the left hand forward of the right.

(d) The elbows should be bent slightly to help absorb the impact of the blow. The arms should give with the strike of the blow.

**TRANSITION:** Review material, probe with questions, and introduce new material. The baton can be effectively used to block a subject from attacking you. It may be necessary to restrain an individual if he will not comply with verbal commands or contact controls and blocks.

#### 4. RESTRAINING TECHNIQUES.

a. Purpose. A restraining technique is used to restrain an individual who is not compliant.

b. Strong-Side Arm Lock. To train the strong-side arm lock, have the student:

(1) Face your subject.

(2) With your right hand, run the baton up under the subject's left armpit, parallel to the deck.

(3) With your right foot, step forward at 45-degree angle to the left side of the subject. The baton is across the subject's forearm.

(4) With your right hand, drive the baton forward and up so the action bends the subject's arm behind his back. At the same time, reach over the opponents left shoulder (thumb down) and grasp the top portion of the baton, continue moving around the subject so you are behind him.

(5) Trap the baton on the subject's forearm with your thumb and/or fingers and apply pressure to his forearm.

(6) Pull up on the low end of the baton with your right hand. At the same time, push down on the top end of the baton with your left forearm, reaching around with your left hand to grasp the subject's biceps or shoulder.

(7) Continue exerting downward pressure with your left forearm while pulling back on the subject's biceps with your left hand. This places the subject in a position where he is controlled and can be moved.

(8) To take the subject to the deck from this position:

(a) Apply pressure with your foot against the bend in the subject's leg above his calf.

(b) This action will enable you to lower the subject to the deck rather than throw him to the deck and risk severe injury.

**TRANSITION:** Review material, probe with questions, and introduce new material. Restraining techniques allow the Marine to control and subdue a non-compliant subject. Depending on the subject's actions, however, it may be necessary to strike the subject to gain compliance and put him in a position where he can be restrained. Caution must be taken to avoid target areas of the body that can result in permanent injury or death.

## 5. STRIKING TECHNIQUES.

a. Target Areas of the Body. Marines must avoid striking a subject in the head, neck, or other bony parts with the baton because this is considered deadly force and can lead to serious bodily injury or death. Instead, there are target areas of the body that are considered non-lethal.

(1) Legs. Primary targets are the thighs and lower legs. Avoid striking the knee joints because this can cause permanent damage.

(2) Arms. Primary targets are the arms. Avoid striking the shoulder joints because this can cause permanent damage.

(3) Torso. Primary targets are the buttocks. Avoid striking the chest, rib cage, spine, tailbone, and groin because strikes to these areas can cause permanent damage or death.

b. One-handed Striking Techniques. The following strikes are executed using the one-handed grip:

(1) One-handed Forward Strike. A forward strike follows either a horizontal linear line or a downward diagonal line using a forehand stroke. To train the one-handed forward strike, have the student:

(a) Stand facing the subject with the baton carried in a one-handed carry.

(b) With your right hand palm up, swing the baton from your right to left, making contact on the subject.

(2) One-handed Reverse Strike. A reverse strike follows either a horizontal

linear line or a downward diagonal line using a backhand stroke. To train the one-handed reverse strike, have the student:

(a) Stand facing the subject with the baton carried in a one-handed carry.

(b) Bend your right arm, crossing your arm to the left side of your body. The baton should be close to or over your left shoulder.

(c) With your right hand palm down, swing the baton from your left to right, making contact on the subject.

**TRANSITION:** Review material, probe with questions, and introduce new material. Striking techniques are effective means for gaining compliance. However, caution must be taken to avoid target areas of the body that can result in permanent injury or death. To be effective, you must be able to demonstrate the techniques. We will now practice the techniques for fault checking performance of non-lethal baton techniques.

## 6. PRACTICAL APPLICATION FOR NON-LETHAL BATON TECHNIQUES

***INSTRUCTOR'S NOTE:*** Pair students to practice the techniques. Allow students approximately 15 minutes to practice the techniques for fault checking non-lethal baton techniques.

*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. 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.*

*Rotate students after each execution of each technique. Fault check student performance for instructing and performing the techniques. Enforce safety precautions.*

**TRANSITION:** Review material, probe with questions, and introduce new material. Proficiency in executing non-lethal baton techniques will come with practice and experience. Now let us discuss something that is the manifestation of our honor and commitment. Our oath.

## 7. THE MEANING OF YOUR OATH.

a. As each Marine begins his career he does so by swearing or affirming an oath. This oath is a pledge that you will abide by a set of beliefs or code. As a warrior whose belief in honor and integrity are all important, this oath should be a sacred thing. For the next several minutes we will discuss what the oath should mean to each Marine and why it is so important.

b. As U.S. Citizens we are unique of all the military organizations that have ever existed. All military organizations swear some type of oath or allegiance. Most do so to the state or an individual, or a party. But as Americans we pledge to a set of ideals that are set forth in our Constitution. These ideals are based upon liberty and the rights of the individual. It is important that we understand the ideals expressed in this document because the pledge we make may require the ultimate sacrifice from each of us. As stated in MCWP 6-11 Leading Marines:

**While the words are simple, when Marines swear “to support and defend the Constitution of the United States against all enemies, foreign and domestic,” they are assuming a most challenging and defining obligation. What a Marine is actually doing is “pledging his means, his talent, his very life, to his country. This is an obligation that falls to very few...”**

c. When making this pledge we do so freely and voluntarily. We consent to accept the provisions of the oath without any force or coercion being made. It is this act, not the signing of a written contract that binds us to the Corps and the obligation to our country. As warriors, we understand that our honor and integrity require us to fulfill our obligations no matter what. We are men and women of character whose word is our bond. The act of taking the oath changes us at that moment from a civilian to Marine. As Marines we also understand that no matter how many times we raise our right hand and re-affirm our oath, one or more, we will always be a Marine whether on active duty or not.

d. Finally, the swearing of the oath binds us to a set of standards that we are obliged to uphold. All of the ideals and traits that make up the character of a Marine Warrior are rooted in the bedrock that is the Constitution. It provides the bases for our ethical conduct and the motivation for our existence. From it come the laws of the Nation, the Uniform Code of Military Justice, the Code of Conduct and our standards of conduct.

## Oath of Office

I, \_\_\_\_\_, do solemnly swear (or affirm) that I will support and defend the Constitution of the United States against all enemies, foreign and domestic; that I will bear true faith and allegiance to the same; that I take this obligation freely, without any mental reservation or purpose of evasion; and that I will well and faithfully discharge the duties of the office on which I am about to enter. So help



me God.

## Oath of Enlistment

I, \_\_\_\_\_, do solemnly swear (or affirm) that I will support and defend the Constitution of the United States against all enemies, foreign and domestic; that I will bear true faith and allegiance to the same; and that I will obey the orders of the President of the United States and the orders of the officers appointed over me, according to regulations and the Uniform Code of Military Justice. So help me God.

**TRANSITION:** Review material, probe with questions, and introduce new material. Every Marine, officer or enlisted swears an oath. For a Marine, this is as binding as any legal document can ever be because it is based upon their honor as warriors.

### **SUMMARY**

**(2 MIN)**

Marines operate within a continuum of force where actions may shift between non-lethal actions and deadly force. In either case, Marines will use the tools available to them to control a situation or eliminate a threat. Non-lethal baton techniques are among the tools Marines have available to them to physically force a subject to comply when deadly force is not authorized nor needed. A baton plays an important part in the fourth level in the continuum of force (Assaultive - Bodily Harm). Batons can be used defensively (blocking), offensively (striking), and as a restraining device when needed. This lesson provided baseline knowledge of non-lethal baton techniques including blocks, restraints, and strikes. As Marines we voluntarily swear and oath to a set of principles set forth in the Constitution that are bigger than any one individual or group. It binds us to an obligation that requires a total commitment to being a Marine. It should not be taken lightly and never dishonored.

***INSTRUCTOR'S NOTE:*** *Once the lesson is complete, have the students complete and turn in their IRF's.*

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**DETAILED INSTRUCTOR OUTLINE**

LESSON TITLE

WEAPONS OF OPPORTUNITY

COURSE TITLE

GRAY 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

GRAY BELT

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 221344

**INSTRUCTOR PREPARATION CHECKLIST**

**ESSENTIAL DATA**

LESSON DESIGNATOR	MA-2.12
LESSON TITLE	Weapons of Opportunity
DATE PREPARED	December 2004
TIME	1 hr
METHOD	EDIP and Guided Discussion
LOCATION	Training Area
INSTRUCTORS REQUIRED	One and assistants as needed
REFERENCES	MCO 1500.54A, MCRP 3-02B, MCRP 6-11B
TRAINING AIDS/EQUIPMENT	782 Gear Plus, E-tool, sticks, mouthpiece

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**DETAILED OUTLINE**

**WEAPONS OF OPPORTUNITY**

**INTRODUCTION** **(3 MIN)**

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**1. GAIN ATTENTION.** On the battlefield, a Marine should be ready to use anything around him to serve as a weapon. To be effective, the Marine must learn and be able to use techniques that can be employed with most weapons of opportunity. Weapons of opportunity skills can be used with a stick, a club, a broken rifle, an e-tool, or even a web belt. If a Marine does not have a weapon he is familiar with and he is confronted with an adversary, he must use any means available to fight the opponent. Survival depends on it. A Marine must always be able to adapt to his immediate situation and overcome any adversity. That has been a part of our history since November 10, 1775. Marines have always stretched less into more, and when faced with the impossible still triumphed.

**2. OVERVIEW.** This lesson will cover weapons of opportunity and striking techniques with a stick. Following this period of instruction, your knowledge, skills and ability to use something as simple as a stick to prevail in combat will be enhanced. We will also cover the importance of Marine Corps history and its enduring value to today's Marines.

**3. INTRODUCE LEARNING OBJECTIVES.** The terminal learning objective and enabling learning objectives pertaining to this lesson are as follows:

a. TERMINAL LEARNING OBJECTIVES.

(1) Without the aid of references, given 782 Gear Plus, E-tool, sticks, mouthpiece, a scenario, employ weapons of opportunity in accordance with MCRP 3-02B. (8550.02.12)

(2) Without the aid of references, discuss Marine Corps history in accordance with MCRP 6-11B. (8550.02.28)

b. ENABLING LEARNING OBJECTIVES.

(1) Without the aid of references, given 782 Gear Plus, E-tool, sticks, and

mouthpiece, execute a straight thrust in accordance with the references.  
(8550.02.12a)

(2) Without the aid of references, given 782 Gear Plus, E-tool, sticks, and mouthpiece, execute a vertical strike in accordance with MCRP 3-2B.  
(8550.02.12b)

(3) Without the aid of references, given 782 Gear Plus, E-tool, sticks, and mouthpiece, execute a forward strike in accordance with MCRP 3-2B.  
(8550.02.12c)

(4) Without the aid of references, given 782 Gear Plus, E-tool, sticks, and mouthpiece, execute a reverse strike in accordance with MCRP 3-2B.  
(8550.02.12d)

(5) Without the aid of references, discuss the foundations of leadership that are shaped by Marine Corps history in accordance with MCRP 3-2B. (8550.02.28a)

(6) Without the aid of references, discuss how history contributes to the study of the art of war in accordance with MCRP 3-2B. (8550.02.28b)

**4. METHOD/MEDIA.** This class will be taught by EDIP and guided discussion.

***INSTRUCTOR'S NOTE:*** *Have the student's who have IRF place them to the side and fill them out at the end.*

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

**TRANSITION:** Review material, probe with questions, and introduce new material. We have just covered the purpose of this class, your learning objectives, how you will be taught, and how you will be evaluated. Are there any questions? On the battlefield, there are any numbers of items or debris that may be used as a weapon. Weapons of opportunity are only limited by a Marine's ingenuity and resourcefulness. We will now cover safety precautions.

**BODY** **(55 MIN)**

1. SAFETY PRECAUTIONS DURING TRAINING.

a. To prevent injury during weapons of opportunity training, ensure the following:

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

(2) The practical application portion of weapons of opportunity techniques are trained in three stages:

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

(b) Execute strikes against equipment such as a heavy bag, bayonet dummy, or some locally produced target.

(c) As you become more proficient, pair up and face each other as you perform the striking techniques so you can acquire a target. Both the student and the opponent are stationary. There should be no contact between students at this stage.

(3) Execute techniques slowly at first and increase speed as proficiency is developed.

**TRANSITION:** Review material, probe with questions, and introduce new material. With any Martial Arts training, safety is a paramount concern. Are there any questions on what we have covered so far? Now we will go into the striking techniques for weapons of opportunity.

## 2. STRIKES.

a. Straight Thrust. This strike is effective for countering a frontal attack; it can also be executed as a quick poke to keep a subject away from you, puncture the abdominal area, for breaking bones along the rib cage, and damaging the opponent's head and neck. To train the straight thrust, have the student:

(1) Place your weapon in a two-handed carry. Place your left hand (palm up) on the front portion of the weapon, rear hand locked into the hip. The weapon should be pulled slightly up with the lead hand.

(2) Move forward, pushing off with your rear foot to close the distance and generate power. At the same time, thrust your weapon into your aggressor with both hands. The weapon is held either horizontal to the deck or at a slight upward angle, depending on your target area.

(3) Return to the modified basic warrior stance.

b. Vertical Strike. To train the vertical strike:

(1) Start at your modified basic warrior stance.

(2) Rotate your right forearm straight down at the elbow to bring the weapon down on the opponent.

(3) At the same time, forcefully rotate your hips and shoulders toward the opponent.

(a) Shift your body weight to your left foot while pushing off on the ball of your right foot.

(b) Drop your body weight into the opponent from high to low by slightly bending at your back, and bending at the knees.

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

(5) Rapidly retract to the modified basic warrior stance.

c. Forward Strike. To train a forward strike at a 45-degree angle or horizontal:

(1) Start at the basic warrior stance.

(2) With your left foot, step forward in the direction of the strike.

(a) Movement is always made toward the direction of the strike.

(b) At the end of the movement, the left foot should be forward with the toe pointing toward the opponent.

(3) Rotate your forearm to the right at the elbow to bring the weapon down on to the opponent.

(4) At the same time, forcefully rotate your hips and shoulders toward the opponent.

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

(6) Rapidly retract to the modified basic warrior stance.

d. Reverse Strike. To train a reverse strike at a 45-degree angle or horizontal:



(1) Start from modified basic warrior stance.

(2) Execute a forward strike. Your right hand should be near your left shoulder and the weapon extended over your left shoulder.

(3) Rotate your forearm to the right at your elbow to bring the weapon down on to the opponent.

(4) At the same time, forcefully rotate your hips and shoulders toward the opponent.

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

(6) Rapidly retract to the modified basic warrior stance.

### 3. PRACTICAL APPLICATION FOR WEAPONS OF OPPORTUNITY.

***INSTRUCTOR'S NOTE:*** Pair students to practice the Techniques. Allow students approximately 15 minutes to practice the techniques for fault checking combative stick techniques.

*Begin with students executing striking techniques "in the air." In the next stage, have students execute striking techniques on equipment. In the third stage, allow students to pair up and face each other as they perform the blocking and striking techniques so they can acquire target. Both the student and the opponent are stationary. There should be no contact between students.*

*Rotate students after each execution of each technique.*

*Fault check student performance for instructing and performing the techniques.*

*Enforce safety precautions.*

**TRANSITION:** Review material, probe with questions, and introduce new material. To be proficient in weapons of opportunity techniques requires practice. Are there any questions over anything we have covered so far? (PROBE) You will find throughout Marine Corps history, Marines always make do with less to accomplish the mission. That is just one of our legacies as Marines.

### 4. MARINE CORPS HISTORY.

a. From its very beginnings, the Marine Corps have been a part of history. Our

history has become a rich legacy that serves as an example for each of us to follow during our development as a Marine. Our history is one of combat in defense of the Nation and the ideals of our Constitution. It is a warrior's history.

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

c. As a warrior, every Marine should know the history of our Corps as well as he knows his weapon. We learn from our history, its customs, courtesies and traditions. We apply our customs, courtesies, and traditions so that they will not be lost to the generation that follows us. We understand how we have become the type of organization that we are and what will be required to maintain that same level of professionalism.

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

***INSTRUCTOR'S NOTE:*** *The instructor should use historical examples of battles, individuals, as well as customs, courtesies, and traditions to reinforce the importance of knowing and understanding our history.*

**TRANSITION:** Review material, probe with questions, introduce new material. We have just discussed some examples of Marine Corps history, traditions, and some legacies that are a part of our culture: A Warrior Culture. Are there any questions on anything we have covered today?

## **SUMMARY**

**(2 MIN)**

On the battlefield, a Marine should be ready to use anything around him to serve as a weapon. This may mean picking up a stick to defend against an opponent. Weapons of opportunity techniques can be used with a stick, a club, a broken rifle, an e-tool, or even a web belt. This lesson covered weapons of opportunity techniques including strikes. If a Marine does not have a weapon and he is

confronted with an adversary, he must use any means available to fight the opponent. Survival depends on it. We also discussed Marine Corps history briefly; it is imperative that we do not forget our history or heritage. The Marine Corps survival depends on it. As Marines, we belong to an organization that has a rich history. It is a history that provides us with a legacy from the Marines of the past. A legacy from which our warrior ethos, core values, and leadership philosophy all spring. One of our responsibilities as Warriors is to know our history, learn from it and apply its lessons. Additionally, we must ensure that we pass this same legacy on to future generations of Marines intact.

***INSTRUCTOR'S NOTE:*** *Have those students with IRF's complete and turn in.*

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

**DETAILED INSTRUCTOR OUTLINE**

LESSON TITLE

GROUND FIGHTING

COURSE TITLE

GRAY 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

GROUND FIGHTING

COURSE TITLE

GRAY 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-2.13
LESSON TITLE	Ground Fighting
DATE PREPARED	December 2004
TIME	1 hr 30 min
METHOD	EDIP, guided discussion
LOCATION	Classroom
INSTRUCTORS REQUIRED	One and assistants as needed
REFERENCES	MCRP 3-2B, MCO 1500.54B, MCRP 6-11B, MCRP 6-D
TRAINING AIDS/EQUIPMENT	Outdoor training area, 782 gear plus, mouthpiece, training mats (when available)

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**DETAILED OUTLINE**

**GROUND FIGHTING**

**INTRODUCTION** **(3 MIN)**

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**1. GAIN ATTENTION.** In many combative scenarios, the fight ends up on the ground. However, the last thing you want to do is go to the ground. In combat, you may be outnumbered. In addition, the battlefield may be covered with debris and you run the risk of getting injured on the ground. The priority in a ground fight is to get back on your feet as quickly as possible. The techniques that are taught in this period of instruction are just the basics with which a Marine can expand upon later.

**2. OVERVIEW.** This lesson will cover the techniques for instructing offensive ground fighting techniques including the mount and guard positions and at the end we will have a warrior study.

**3. INTRODUCE LEARNING OBJECTIVES.** The terminal learning objective and enabling learning objectives pertaining to this lesson are as follows:

a. TERMINAL LEARNING OBJECTIVES.

(1) Without the aid of reference, given the requirement, 782 gear plus, and mouthpiece execute ground fighting techniques in accordance with MCRP 3-02B. (8552.2.14)

(2) Without the aid of reference, participate in a selected Warrior Study. (8550.01.22)

b. ENABLING LEARNING OBJECTIVES.

(1) Without the aid of reference, given the requirement, 782 gear plus, and mouthpiece execute the arm bar from the mount position technique in accordance with MCRP 3-02B. (8550.02.14.a)

(2) Without the aid of reference, given the requirement, 782 gear plus, and

mouthpiece, execute the arm bar from the guard position technique in accordance with MCRP 3-02B. (8550.02.14b)

(3) Without the aid of reference, discuss Marine Corps values demonstrated by the Marine involved in the Warrior Study. (8550.01.22a)

(4) Without the aid of reference, discuss the leadership principles and traits demonstrated by the Marine involved in the Warrior Study. (8550.01.22b)

**4. METHOD/MEDIA.** This class will be taught by EDIP 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 period of instruction.

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

**TRANSITION:** Review material, probe with questions, and introduce new material. Ground fighting techniques can be complicated to learn because there are numerous movements in each technique. Mastery of the skills requires extensive practice. We will begin with an introduction to ground fighting and the safety precautions inherent in training.

**BODY** **(85 MIN)**

1. INTRODUCTION TO GROUND FIGHTING.

a. Purpose. In any close combat situation, the fight may end up on the ground. The purpose of ground fighting is to provide techniques that allow you to get back on your feet as quickly as possible and regain the tactical advantage.

(1) If you end up on the ground with an opponent and he is not fighting you, you will simply get back on your feet.

(2) If the opponent is fighting you, however, you want to take quick action, causing enough damage to the opponent (e.g., breaking a limb) to allow you to get back on your feet.

b. Overview of Ground Fighting Techniques. In any ground fighting scenario, you will usually end up in one of four positions with the opponent: mount, guard, counter to mount, and counter to guard. The mount and guard positions are offensive in that you have the tactical advantage.



c. 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) Students should apply just enough pressure to the opponent's 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.

Confirm by questions.

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

- 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 until they are proficient in the technique.*

***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. The principles are the foundation, which all techniques of ground fighting have. Also, the safeties are needed to prevent serious injury to a Marine while training these techniques. Are there any questions over the principles or safeties? If not, let's start with the arm bar from the mount position.

## 2. ARM BAR FROM MOUNT POSITION.

a. Mount Position. This technique is executed if the opponent is lying on his back on the ground and you are on top with your legs wrapped around his body. You are considered to be in the offensive mode because you are in a better position to control the opponent and to execute ground fighting techniques.

b. Training the Technique. To teach the arm bar from the mount position technique, have students:

(1) The aggressor is on the ground, on his back.

(2) Sit astride the aggressor's abdomen. Both legs are bent, with your knees touching the ground.

(a) Use your weight and hips to control your opponent. Keeping all of your weight on your knees makes it easier for the aggressor to maneuver and escape.

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

(4) Place both palms in the center of the aggressor's chest. Your right arm will weave over the aggressor's left and your left arm under his right. Place the majority of your weight on your two hands and base up on them.

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

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

(7) Maintain pressure against the aggressor's neck with the back of your right leg, left leg on top of aggressor's torso and your left foot underneath his right armpit. Your legs are on either side of the aggressor's left arm. Use your hips to make pressure into the aggressor's elbow in the direction of his left pinky. Your opponent's left palm should be facing the sky.

(8) Falling back quickly and thrusting your hips up strongly against the aggressor's elbow can break or dislocate the aggressor's elbow. It is important to do this slowly in training to give your training partner an opportunity to tap and avoid injury.

(9) Return to your feet gaining the tactical advantage. You can follow on with controlling techniques to lethal force depending on the temper and intent of your adversary.

**INSTRUCTOR'S NOTE:** Reinforce to students the following safety precaution: Fall back slowly until you are flat on your back, and bring the opponent's arm down across your thigh just until the opponent feels pressure but not enough to break the arm.

**TRANSITION:** Review material, probe with questions, and introduce new material. As you can see from this first technique, ground fighting can be complicated and difficult to master without extensive practice. Are there any question's concerning the arm bar from the mount? We will now cover the other offensive technique: the arm bar from the guard position.

### 3. ARM BAR FROM THE GUARD POSITION.

a. Guard Position. This technique is executed if the opponent is on top of you but your legs are wrapped around the opponent's waist. In this scenario, the opponent is trying to choke you but you have the tactical advantage because you are in a position to control the scenario.

b. Training the Technique. To teach the arm bar from the guard position technique, have students:

(1) Begin by lying on your back with the opponent kneeling between your legs with your opponent's hands around your neck. Wrap your legs around the opponent's waist.

(2) Trap the opponent's hands on your chest by crossing your hands on your chest so your forearms are resting on his/her forearms.

(3) With the cutting edge of your right heel, strike the outside of the opponent's left thigh. This will cause the opponent to jerk to that side.

(4) Quickly move your head to your left and swivel your hips to your right while maintaining positive control of your opponent's left arm. Simultaneously, bring up both of your legs so that both legs are on the right side of the opponent's body.

(5) Bring your right leg down, hooking the opponent's neck and head, and exert downward pressure to roll him over on his back. Grasp and maintain control of the opponent's left arm.

(6) You should end up sitting up with your legs bent over the opponent while maintaining control of his left arm.

(a) Your buttocks are tight against the opponent's shoulder. If you have to, move closer to your opponent.

(b) Your legs are on either side of the opponent's right arm.

(7) Keeping your legs and knees bent, maintain pressure against the opponent's neck with the back of your right foot and against his side with your left foot underneath his armpit. Squeeze your knees together, locking in the opponent's arm tightly.

(8) Pull the opponent's arm straight up and fall back sharply, pulling his arm to the side in the direction of his little finger. Your opponent's left palm should be facing the sky.

(a) This action will break the opponent's arm.

(b) Raise your hips slightly and pinch your toes in around the opponent's shoulder to maintain control and to generate power in the break.

(9) Return to your feet.

***INSTRUCTOR'S NOTE:*** Reinforce to students the following safety precaution: During training, perform the technique slowly and apply just enough pressure on the arm to gain an understanding of the technique.

**TRANSITION:** Review material, probe with questions, and introduce new material. Now that we have performed the techniques step by step, are there any questions? Practical application.

#### 4. PRACTICAL APPLICATION FOR GROUND FIGHTING TECHNIQUES.

**TRANSITION:** To become proficient a Marine must practice all of their war fighting skills continuously. If not then those skills become rusty, are there any questions on the techniques, do we need to review them? Then let's discuss an individual who exemplified the Corps' values; Honor, Courage and Commitment.

***INSTRUCTOR'S NOTE:*** Once the warrior study is complete, have the students complete and turn in their IRF's.

## **SUMMARY**

**(2 MIN)**

Each of the techniques for ground fighting consists of several steps used to inflict damage to an opponent allowing you to get back on your feet as quickly as possible. The number one priority in ground fighting is to get back on your feet. In any ground fighting scenario, you will usually end up in one of four positions with the opponent. This lesson covered the techniques for offensive ground fighting techniques including the mount and guard positions. We also covered the valiant actions of a Marine who is not much different from you and me.

***INSTRUCTOR'S NOTE:*** Pair students to practice the techniques. Designate a third student to serve as instructor to fault check execution of the techniques. Allow students approximately 30 minutes to practice the techniques for fault checking ground fighting techniques.

*Re-designate instructors/pupils in each three-man group to ensure every student the opportunity to fault check each technique. Rotate students after each execution of each technique.*

*Fault check student performance for instructing and performing the techniques. Enforce safety precautions.*

***INSTRUCTOR'S NOTE:*** Have those students with IRF's complete and turn in.

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**DETAILED INSTRUCTOR OUTLINE**

LESSON TITLE

FORCE CONTINUUM

COURSE TITLE

GRAY BELT

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

APPROVAL SHEET

**DETAILED INSTRUCTOR OUTLINE**

LESSON TITLE

FORCE CONTINUUM

COURSE TITLE

GRAY BELT

PREPARED BY: MACE STAFF      DATE: \_\_\_\_\_

APPROVED BY: MACE STAFF      DATE: \_\_\_\_\_

**UNITED STATES MARINE CORPS**  
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THE BASIC SCHOOL  
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QUANTICO, VIRGINIA 22134

**INSTRUCTOR PREPARATION CHECKLIST**

**ESSENTIAL DATA**

LESSON DESIGNATOR	MA-2.14
LESSON TITLE	Force Continuum
DATE PREPARED	December 2004
TIME	1 hr
METHOD	Lecture
LOCATION	Training Area
INSTRUCTORS REQUIRED	One and assistants as needed
REFERENCES	MCO 5500.6_, MCRP 3-02B, MCO 1500.54A (DRAFT)
TRAINING AIDS/EQUIPMENT	N/A



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**DETAILED OUTLINE**

**FORCE CONTINUUM**

**INTRODUCTION** **(3 MIN)**

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**1. GAIN ATTENTION.** The most important decision a Marine may ever make may be whether or not to engage a person with deadly force. There are many military operations other than war, such as a peacekeeping mission or a non-combatative evacuation operation (NEO), where deadly force may not be authorized. Additionally, Marines may find themselves in confrontational situations while on leave or liberty. The Marines you lead and train have the responsibility of determining whether or not a situation warrants the application of deadly force. The decision has to be made in seconds. The Marine's life and the lives of others depend on his actions. Could the Marine make the right decision in the stress and possible chaos of the situation? To make the right decision, Marines must understand the non-lethal options available to them and they must act responsibly. As a Martial Arts Instructor, you give your Marines the tools and techniques needed to kill another human being. Martial Arts training must also provide the techniques for applying a responsible use of force when deadly force is not needed or authorized. This training should also develop judgment and maturity in the Marine so they can walk away from a potential liberty incident.

**2. OVERVIEW.** This lesson will cover the responsible use of force, temper and intent, and the levels in the continuum of force from verbal commands to deadly force.

**3. LESSON PURPOSE.** The purpose of this lesson is to introduce to the students the concepts of responsible use of force, the continuum of force, temper and intent of an opponent and employment considerations for Force Level One, Two, Three, Four and Five of the continuum of force per MCO 5500.6\_.

**4. METHOD/MEDIA.** This period of instruction will be taught by lecture.

***INSTRUCTOR 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.** Topics from this lesson will not be evaluated.

**TRANSITION:** Review material, probe students, and introduce new material. As the Nation's force in readiness, the Marine Corps must be prepared to execute a variety of missions from combat to humanitarian relief operations. As Marines 24 hours a day, 7 days a week we are always responsible for our actions. As warriors, Marines possess skills that make us lethal. Because we are warriors we must understand the responsibility that comes with these skills.

**BODY**

**(55 MIN)**

**1. RESPONSIBLE USE OF FORCE.**

a. Mission of the Marine Corps. The mission of today's Marine Corps encompasses a vast array of sub-missions as a peacekeeping force, a humanitarian assistance force, and a domestic leadership force. These roles may range from evacuation operations, maintaining law and order, riot control, courtesy patrol, to the example Marines must set during off-duty time while on leave or liberty etc. As you hone your martial arts skills and those of your students you need to be aware that you will find yourself confronted with one of these situations sooner or later. How you react to each situation will be guided in each case by the same principles. These guiding principles are rooted in our core values.

(1) In these missions, there may not be a definitive enemy. Instead, Marines work side by side on a daily basis with the locals of that country to accomplish their mission. These locals are comprised of both civilians and military personnel.

(2) Marines in this type of environment must learn to use the amount of force necessary, without escalating the violence, to meet the demands of the situation. To do so, the Marine must act responsibly.

(3) On leave or liberty you will be interacting with the very civilians you are entrusted to protect, your neighbors, U.S. citizens.

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

(1) Service Before Self. A Marine is a warrior-defender, willing to give his life for the life of others. Where a Marine walks, people are safer. A Marine is the defender of others first, in addition to being the defender of one's self.

(2) Equality. In any type of mission, a Marine must believe that the people

he is protecting are equal to him and that those people's lives are as important to them as his life and the lives of his loved ones are to him.

(3) Core Values. Marines embody the core values of Honor, Courage, and Commitment. Marines must be physically, mentally, and morally fit to uphold these values.

(a) Honor. "The bedrock of our character. The quality that guides Marines to exemplify the ultimate in ethical and moral behavior; to never lie, cheat or steal; to abide by an uncompromising code of integrity; to respect human dignity; to have respect and concern for each other. The quality of maturity, dedication, trust, and dependability that commits Marines to act responsibly; to be accountable for actions; to fulfill obligations and to hold others accountable for their actions."

(b) Courage. "The heart of our core values, courage is the mental, moral, and physical strength ingrained in Marines to carry them through the challenges of combat and the mastery of fear; to do what is right; to adhere to a higher standard of personal conduct; to lead by example and to make tough decisions under stress and pressure. It is the inner strength that enables a Marine to take that extra step."

(c) Commitment. "The spirit of determination and dedication within members of a force of arms that leads to professionalism and mastery of the art of war. It leads to the highest order of discipline for unit and self; it is the ingredient that enables 24-hour a day dedication to Corps and Country; pride, concern for others; and an uncompromising determination to achieve a standard of excellence in every endeavor. Commitment is the value that establishes the Marine as the warrior and citizen others strive to emulate."

Confirm by questions.
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**TRANSITION:** Marines must always walk the high road. Challenges will ensue and threats can follow, but the Marine walks the high road and uses force responsibly. In order to act responsibly, the Marine must understand and possess the knowledge and skills required to handle the situation appropriately without escalating the violence unnecessarily. As a Marine, you must understand your responsibility when leading your Marines. There may be times when Marines find themselves in confrontational situations. Marines are responsible to recognize these situations and understand how to react accordingly.

## 2. TEMPER AND INTEN.

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

(1) Temper. Temper refers to a person's emotional state. Emotional state can be inferred from physical behavior such as yelling, crying, nervousness, uneasiness, calmness, jolly, aggressiveness, etc.

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

(3) Assessing Temper and Intent. The Marine's response to a situation depends on his assessment of temper and intent.

(a) The Marine constantly assesses temper and intent of every person he comes into contact with.

(b) Assessment becomes more focused when the Marine observes something out of the ordinary.

(c) Temper and intent must be assessed very quickly to determine the threat a subject poses and the way the Marine will challenge or react to the person.

(d) Throughout any situation or confrontation, temper and intent must be constantly reevaluated and the Marine must adjust his actions accordingly.

Confirm by questions.
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**TRANSITION:** The assessment of temper and intent is a continuous process. The Marine must adjust his response in relation to the person's temper and intent. In an off-duty situation the ability to identify temper and intent will allow the Marine to avoid placing himself in a confrontational situation. It is in these situations that they must draw upon their professionalism as Marines to avoid or walk away from the situation, or if no other recourse is available to control the situation with the minimum amount of force necessary. In this next section, we discuss several examples of such situations.

### 3. INTRODUCTION TO THE CONTINUUM OF FORCE.

a. Applying the concepts of temper and intent in a combat or MOOTW situation

the Marine must understand and use the continuum of force.

(1) Continuum of Force. The continuum of force is the concept that there is a wide range of possible actions, ranging from verbal commands to application of deadly force, that may be used to gain and maintain control of a potentially dangerous situation.

(2) Deadly Force. Deadly force is that force which a person uses with the purpose of causing death or serious bodily harm or which a reasonable and prudent person would consider likely to create a substantial risk of causing death or serious bodily harm. Deadly force is only employed as a last resort, and only after all lesser means of force have failed to produce the intended result, or when circumstances prevent the use of lesser means.

Confirm by questions.

**TRANSITION**: The assessment of temper and intent is a continuous process. The Marine must adjust his response in relation to the person's temper and intent. The Marines you lead will be faced with potentially dangerous situations. It is in these situations that they must draw upon their professionalism as Marines to control the situation with the minimum amount of force necessary. In this next section, you will learn some options for evaluating and controlling situations without having to resort to deadly force.

#### 4. LEVELS IN THE CONTINUUM OF FORCE.

a. Situations will vary in nature, and the threat level can rise and fall several times based on the actions of both the Marine and the person involved. When the person complies, the escalation of force stops.

#### **CONTINUUM OF FORCE**

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

\* Martial Arts techniques

(1) Introduction. The Continuum of Force is broken into five levels, which correspond to the behavior of the person involved and the actions the Marine can take to handle the situation. Martial Arts techniques make up the actions the Marine can take in levels three, four, and five.

b. Level One - Compliant (Cooperative).

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

(2) Response by Marine: Verbal Commands.

(a) Simple verbal commands used with firmness and courtesy will be sufficient to control most situations the Marine will encounter.

(b) Marines who are overly aggressive may antagonize a subject, causing him to be less cooperative, resulting in an unnecessary escalation in the continuum of force.

c. Level Two - Resistant (Passive).

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

(2) Response by Marine: Contact Controls. Marines do not have to immediately use physical force when confronted by subjects who do not instantly comply with a verbal command. Contact controls can be used as a bridge between verbal commands and physical force.

(a) Definition of Contact Controls. Contact controls are techniques short of physical force, which psychologically intimidate the subject in order to eliminate resistant behavior or reestablish cooperation.

(b) Types of Contact Controls. Contact controls for dealing with resistant subjects include:

[1] Repeating verbal commands in a more forceful manner.

[2] Warning the subject of the consequences of not cooperating.

[3] Assuming a more authoritative posture, positioning, and stance.

[4] Requesting assistance. If the subject continues to be uncooperative, the Marine should notify his chain of command to request assistance.

d. Level Three - Resistant (Active).

(1) Behavior of the Subject. In the third level in the continuum of force, 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 could 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) Response by Marine: Compliance Techniques. At this level, compliance techniques are used to control the situation by the Marine. Compliance techniques include Martial Arts techniques designed to physically force a subject to comply.

(a) Common compliance techniques include:

[1] Come-along holds.

[2] Soft-handed stunning blows.

[3] Pain compliance through joint manipulation and the use of pressure points.

[4] Chemical agents. Chemical sprays can be an effective compliance tool when used properly.

(b) If the subject continues to be uncooperative, the Marine should notify his chain of command to request assistance.

e. Level Four - Assaultive (Bodily Harm).

(1) Behavior of Subject. In the fourth level in the continuum of force, the subject may physically attack the Marine, but does not use a weapon. The subject may try to strike, kick, wrestle, or bite the Marine.

(2) Response by Marine: Defensive Tactics. At this level, the Marine will

use defensive tactics to neutralize the threat.

(a) Defensive tactics are techniques used to defeat an assailant's attack, reestablish control over the subject, and maintain control once compliance is achieved.

(b) Marines must quickly stop a subject's combative behavior to restore control, safeguard participants from injury, and prevent the situation from escalating to one requiring deadly force.

(c) Defensive tactics include Martial Arts techniques:

[1] Blocks.

[2] Strikes.

[3] Kicks.

[4] Enhanced pain compliance procedures.

[5] Non-lethal baton blocks and blows. (However, baton blows to the head can cripple or kill.)

(d) At this level, Marines must avoid striking a subject in the head or other bony parts with batons because doing so is considered deadly force.

(e) Marines may be armed with weapons or equipment other than firearms, which provide non-lethal methods as alternatives to firearms, providing more options for the minimum use of force.

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

(1) Behavior of Subject. In the fifth and final level in the continuum of force, the subject has a weapon and will either kill or seriously injure someone if not stopped immediately and brought under control.

(a) While guns and knives are the most obvious weapons, improvised weapons such as pipes, chains, hazardous materials, or any tool that can be used as a bludgeon or cutting instrument qualifies as a lethal threat.

(b) Any physical confrontation in which no weapon is involved, but the Marine or another person is in jeopardy of imminent death or serious bodily harm, constitutes authorization to apply deadly force.



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

Confirm by questions.

**TRANSITION:** As a Marine, you must understand the continuum of force as it relates to the techniques taught in the Marine Corps Martial Arts Program. Knowing and understanding the continuum of force will guide Marines in making the right decisions in situations or confrontations because it provides non-lethal alternatives to deadly force.

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

**SUMMARY** **(2 MIN)**

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As a Marine, you have been trained in the techniques needed to kill another human being. Because situations calling for the application of deadly force are rare, it is imperative that Marine Corps Martial Arts training also re-enforce the understanding Marines have for applying a responsible use of force when deadly force is not needed or authorized. You must understand the continuum of force to be able to act responsibly in any given situation and to explain the justifications for the Martial Arts techniques that are part of the continuum of force. This lesson covered the responsible use of force, the assessment of temper and intent, and the continuum of force.

**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

MARTIAL CULTURE STUDY – THE MARINE RAIDERS

COURSE TITLE

GRAY BELT



**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-2.15
LESSON TITLE	Martial Culture Study – The Marine Raiders
DATE PREPARED	December 2004
TIME	1 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): (1) George W. Smith, <u>Carlson's Raid</u> (2) Joseph H. Alexander, <u>Edson's Raiders</u> (3) Michael Blankfort, <u>The Big Yankee</u> (4) Oscar Peatross, <u>Bless 'Em All</u> (5) Samuel B. Griffith, <u>The Battle for Guadalcanal</u> (6) Jon Hoffman, <u>Once a Legend</u> (7) Edwin Hoyt, <u>Raider Battalion</u> (8) R.G. Rosenquist, Martin Sexton, Robert Buerlein, <u>Our Kind of War</u>
TRAINING AIDS/EQUIPMENT	Media, Note Taking Material

**UNITED STATES MARINE CORPS**  
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**DETAILED OUTLINE**

**MARTIAL CULTURE STUDY – THE MARINE RAIDERS**

**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 group of Marines – the World war II Raiders. 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 PUROSE.** 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:** Review material, probe students, and introduce new material. Any questions over anything I just covered? 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 is a professional fighting man is far from athlete, though he has tremendous physical skills. He is equally far from academic, though he possesses great mental powers. He is, in effect, a breed apart; he is a part of a very select culture.

## 1. THE INTRODUCTION

a. Before we begin our look at the Raiders, 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 probably 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 our own Marine Corps past. It was a different time, though in many respects Marines remained the same. But we look now at a nation, a world going to war, and a Corps of Marines in transition.

## 2. HISTORICAL BACKGROUND .

a. In the early 1940s, the world was rocked by the naked aggression of Nazi Germany in the European theater and the surprise attack of the Japanese at Pearl Harbor. Historians commonly refer to these events as the "road to war." But for the Marine Corps – and in particular the Raiders – the road to war started with two men and a Corps fighting for its existence and innovating a yet untested campaign.

b. Evans Carlson was born as the son of a Congregationalist minister. He was, in many respects, a maverick. He ran away from home several times; he enlisted as an underage soldier in the Army during the call up for World War I. He rose quickly through the ranks; he was a fit, tough, and freethinking type of man. While he saw no combat in World War I, he stayed on until the strain of peacetime Army life closed in on him. He left the Army at the rank of First Sergeant for civilian life. However, the call of the military was too strong; he enlisted in the Marine Corps soon after and was selected for Officer Candidate School. He served with distinction in Nicaragua and received a Navy Cross for small unit action. As an officer, two things obsessed Carlson: education and the lure of the Far East, particularly China. Jumping at the chance for duty in the old 4<sup>th</sup> Marines in Shanghai, he began a highly enjoyable tour as Regimental Intelligence Officer. He was able to view the struggle of the Chinese Nationalists versus Chinese Communists in a professional manner as well as converse professionally with the American and British intellectuals abroad. For Carlson, it would shape the rest of

his life.

c. Returning to the States, he began a tour at the Warms Springs, Georgia Marine Detachment. His duties brought him face-to-face with President Roosevelt, who used the area for rest and relaxation. Carlson consistently talked with the President about what he had seen in China. This connection would serve Carlson well in the future. He continued to view the China situation with earnest, and, frustrated again due to his feelings of containment, he resigned his commission, requested to return to China as an observer, and went on a series of adventures with Chinese Guerrilla troops that culminated in a book called *Twin Stars of China*. He believed fervently that the ability of the Chinese foot soldier was due to what he called "ethical indoctrination." This training process consisted of little separation between officer and enlisted ranks, a series of lectures on why a battle or event was taking place, and tough training combined with political awareness. He wrote a series of secret letters to the President describing his findings. Carlson was convinced that this type of training was the "way to go." As events of the late 1930s unfolded in Europe, Carlson reconsidered his resignation. Not long after Pearl Harbor, he returned to active duty as a reserve officer. With great political connections and a training plan, he was ready for command.

d. Meanwhile, another officer had taken a more traditional path. Merritt Edson was born in Vermont, and when he joined the Marine Corps he quickly established himself as one of the Corps best tactical officers. A rather modest looking man, he possessed a no nonsense personality and a feel for the tactical situation that was quickly put to the test during service in Nicaragua. On a series of long patrols and jungle engagements, he became a master tactician and leader, known both for his cool presence under fire and his tough yet fair leadership style. Due to the austere conditions in the field, he grew a red beard; he was known affectionately as "Red Mike" for the remainder of his career. After Nicaragua, Edson served with distinction in a variety of staff and leadership positions. A superb rifle and pistol shooter, he captained Marine Corps Level shooting teams and valued the capability of accurate marksmanship both on the range and in the field.

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

These two Marines would be linked together by a whim of the President that became the Raiders.

e. In the early days of war in Europe, there were few bright spots. One was the British Commando units who used hit and run tactics to score a few small victories against the Axis forces. President Roosevelt became enamored with the concept

and made it known that he was ready to form commandos. The Marine Corps was clearly not enamored; however, a number of officers, including future Commandant Captain Wallace Greene and Captain Samuel Griffith were sent to view commando training. After a lengthy battle of whether or not to adopt commando training in the Corps, it was deemed to Commandant General Holcomb that two such units would indeed be formed. The men picked to handle the job were Evans Carlson and Merritt Edson. While these two fine officers were given top priority, it was not held in high regard within the Corps. An elite within an elite was considered a waste of valuable assets who could be used for the upcoming Pacific battles. The outside influences of the President and high-ranking members of Congress only added fuel to the fire.

**TRANSITION:** Review material, probe students, and introduce new material. We've discussed the historical background. Any questions or comments? With the scene set now for the birth of the Raiders, let's examine their training.

### 3. THE TRAINING.

a. The Raiders mission was to conduct hit and run raids behind enemy lines. Both commanders, Carlson on the West Coast and Edson on the East Coast, set about to make their units ready for combat. Their methods were different due to personal philosophies. Carlson favored the approach that he had seen in action in war-torn China. He labeled his effort "Gung Ho" – which means, "work together." He used this phrase in just about everything. His 2d Raider Battalion was based on extreme physical fitness, extensive indoctrination, and a toughness gained through an intense selection process that included personal interviews.

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

Both commanders wanted a certain type of Marine that would be able to conduct such as mission. Carlson, for example, selected for his Executive Officer Major James Roosevelt, the President's son. Edson took an equally appropriate choice: Major Sam Griffith, one of the officers who had observed British commando training.

b. Screening favored single Marines with outdoor backgrounds. Carlson went so far as to question a Marine's ability to kill, why would he and what was his rationale? Edson drew from the ranks of his own experience; many of the Nicaragua NCOs came to work for Red Mike again.

There was a high degree of readiness in both units, along with specialized equipment and training packages. Amphibious raiding, a wide-ranging arsenal of



weapons, close-in fighting packages, and priority of training areas gave the Raiders a solid grounding in the tools of the trade. Combined with combative conditioning that included 30-50 mile hikes over uneven ground brought both Battalions to a combat-ready state.

Both units did some pre-combat deployments and exercises which tested their theories and extensive capabilities. Though not in favor by inner Marine Corps circles, the Raiders were ready to go.

**TRANSITION:** We have just gone through the training. (PROBE) Are there any questions or comments? As the Pacific War went into full gear, the Raiders yearned for action. Both units got more than their share.

#### 4. SIGNIFICANT BATTLES.

a. Second (2<sup>ND</sup>) Raider Battalion was first into action. Makin Island was an atoll that was considered a good candidate for a mission Carlson believed the Raiders could execute – the amphibious raid. Traveling aboard two submarines, elements of the Battalion braved rough seas to land under cover of darkness. However, surprise was negated when an accidental discharge occurred. The battle itself was highlighted by several elements: uncertainty of enemy strength, tough small unit action, and challenging weather and sea state that turned the withdrawal into a major ordeal. Carlson would lose several Raiders due to enemy fire. But the worst occurred when, after a moderately successful first outing in terms of action and mission accomplishment, several Raiders were left on shore and captured and eventually beheaded by the Japanese. In spite of these failings, the Makin Island raid was hailed as a success and gave the Raiders – and the American public – a much-needed “shot in the arm” during the early days of the Pacific War. Evans Carlson and several raiders were awarded the Navy Cross.

Edson had to wait his turn until Guadalcanal, but his later entry did not dampen the excitement or the intensity. Deployed first on the small island of Tulagi and then on Guadalcanal itself, the tough training regimen carried a battered 1<sup>st</sup> Raider Battalion through one of the Corps most fabled battles. The ridge overlooking the critical airfield became known as Bloody Ridge. Japanese troops made numerous attacks and counterattacks to take the Raiders off the key terrain. In each instance, Marines stood their ground in vicious close in fighting that included bayonet charges, hand-to-hand combat and the indomitable leadership of Merritt Edson. To many who were there, it was his presence more than any other single factor that held the Ridge. For his actions, he was awarded the Medal of Honor.

b. Second Raiders too made their mark on Guadalcanal. After a period of refit and retraining, Carlson and his Battalion embarked on a test of their training and their resolve when they worked for 30 days behind enemy lines. Using quick

ambushes and superior fitness – even in the severe conditions – the Raiders accounted for numerous Japanese casualties with minor losses, mostly due to fever.

As a result of early Raider successes, a 3d and 4<sup>th</sup> Raider Battalion was formed – and then a Raider Regiment. But the war in the Pacific was changing, and the heavily armed Japanese fortifications were not the mission for the more mobility conscious, lightly armed Raiders. Less than three years after their creation, the Raiders were dissolved and reassigned into Marine conventional infantry units.

Carlson never commanded again and was wounded badly and retired soon after. Edson went on to become the Commanding Officer of the 5<sup>th</sup> Marines and eventually rose to the rank of Major General.

**TRANSITION:** Review material, probe students, and introduce new material. 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 Raiders. Those Marines interested can check the CMC reading list for books pertaining to the Raiders. I have a reference bibliography that I can give you at the completion of this period of instruction. They are a fascinating unit and a part of our history. 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.*

## 5. DISCUSSION.

a. *It is pretty clear that the Raiders meet the major criteria of a martial culture. But first, let's discuss this question: **what are the strengths and weakness of the Raiders?** (Allow the students to list the strengths and weaknesses. There are no "right" or "wrong" answers; however, these topics are germane:*

*(1) Strengths: high morale, conditioning, hand picked, good leadership, tough training, esprit de corps, backing of country during World War II.*

*(2) Weaknesses: elite within an elite, political interference, light arms, size.*

b. *With those factors in mind, **should a martial culture be so influenced by the personality of the leader?** (Allow students to discuss aspects of leadership with regard to leadership. Examples can come from Raider battles (Makin, Bloody Ridge), Raider training, or from the leaders themselves.)*

c. We know the Raiders were a tough combat unit. With that in mind, **can a unit such as the Raiders 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.)

d. The Raiders were considered an elite unit. 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, cults that develop as a result of "special status".)

e. These questions lead us to one we haven't asked: **is today's Marine Corps a martial culture?** (Allow students to compare and contrast the Raiders to today's Marine Corps. Try to enlist topics such as training, MCMAP, ready for combat. Allow the students to flow if possible.)

**TRANSITION:** Review material, probe students, and introduce new material. With our discussion of the Raiders, we have examined not only a great unit within our history, but also ourselves. Any questions or comments? What can the Raiders tell us today?

## **SUMMARY**

**(2 MIN)**

Marines, the Raiders live on. Their standard of excellence is still one to admire; though they only lasted a short period, they were in action almost the entire time. They are remembered for the three "Cs": cohesion, competence, and confidence. In places such as Makin Island and Bloody Ridge, those three elements were put to the test. The Raiders live on in our NCOs – small unit leaders who operate as the Raiders did. The Raider marching song says this:

"Bless 'em All, Bless 'em All  
The long and the short and the small..."

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 Corps. 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.

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QUANTICO, VIRGINIA 22134

**DETAILED INSTRUCTOR OUTLINE**

LESSON TITLE

NUTRITION, WEIGHT MANAGEMENT, AND PERFORMANCE

COURSE TITLE

GRAY 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

NUTRITION, WEIGHT MANAGEMENT, AND PERFORMANCE

COURSE TITLE

GRAY 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-2.16
LESSON TITLE	Nutrition, Weight Management, and Performance
DATE PREPARED	December 2004
TIME	1 hr
METHOD	Lecture
LOCATION	Indoor/outdoor classroom
INSTRUCTORS REQUIRED	One and assistants as needed
REFERENCES	MCRP 3-02A, MCO 1500.54B MCO 6100.3 MCO 1510.122A, Gray's Anatomy (Henry Gray: 1918), Essential Anatomy (Tedeschi), Human Anatomy and Physiology (5 <sup>th</sup> Edition: Hole)
TRAINING AIDS/EQUIPMENT	None

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**DETAILED OUTLINE**

**NUTRITION, WEIGHT MANAGEMENT, AND PERFORMANCE**

**INTRODUCTION** **(3 MIN)**

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**1. GAIN ATTENTION.** Warriors require an adequate, balanced nutritional lifestyle for optimal health and performance. What Marines eat influences their health, physical and mental performance, and combat physical readiness. Considering the abundance of food, nutritional deficiencies are surprising - a more significant nutritional problem is *over-nutrition* from excessive amounts of calories, fat, cholesterol and sodium. Another area of concern regarding fitness is injuries. Marines by nature perform vigorous physical activity and training. They risk injuries to muscles, bones, tendons, or ligaments, also known as musculoskeletal injuries. Leaders must understand the potential for injuries associated with physical activity and training. This includes recognizing certain conditions or warning signs that could lead to injury. The earlier the injuries are identified, evaluated, and aggressively treated, the more quickly Marines are back on duty.

**2. OVERVIEW.** The purpose of this lesson is to explain the importance of wellness, healthy life style, and injury prevention for a Marine. A Martial Arts instructor must understand proper nutrition guidelines, weight management and injury prevention procedures in order to maintain optimum individual combat readiness, and how these guidelines should become part of a warriors daily routine.

**3. INTRODUCE LEARNING OBJECTIVES.** The terminal learning objective, and enabling learning objectives to this lesson are as follows:

a. TERMINAL LEARNING OBJECTIVES.

(1) Discuss components of wellness in accordance with the references.  
(8550.02.16)

b. ENABLING LEARNING OBJECTIVES.

(1) Discuss the basic food groups in accordance with the references.  
(8550.02.16a)

(2) Discuss weight management techniques in accordance with the references. (8550.02.16b)

(3) Discuss the nutritional guidelines for improved performance in accordance with the references. (8550.02.16c)

(4) Discuss risk factors for common training injuries in accordance with the references. (8550.02.16d)

(5) Discuss common training injuries in accordance with the references. (8550.02.16e)

(6) Discuss care of common training injuries in accordance with the references. (8550.02.16f)

(7) Discuss the principles for preventing common training injuries in accordance with the references. (8550.02.16g)

**4. METHOD/MEDIA.** This lesson is taught by lecture, demonstration, and discussion.

**5. EVALUATION:** Topics from this lesson will be evaluated via oral examination.

**TRANSITION:** Review material, probe students, and introduce new material. We just covered the purpose, learning objectives, how this lesson will be covered, and how you will be evaluated. Are there any questions? Let us begin by discussing one of the basic foundations of fitness, proper nutrition.

**BODY** **(55 MIN)**

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1. BASIC FOODS AND FUNCTIONS.

a. More than 50 known nutrients are needed by the body. These nutrients are divided into six classes: carbohydrates, protein, fats, vitamins, minerals and water.

(1) Carbohydrates. Dietary carbohydrates are one of the most important nutrients for both health and performance. Marines involved in heavy endurance activities and training (prolonged conditioning marches) often requires 70 percent or more caloric intake from carbohydrates. The two types of carbohydrates are simple and complex.

(a) Simple carbohydrates. Simple sugars include glucose, fructose, and sucrose (table sugar), and can be found in foods such as candy, cake, soda and



jelly.

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

(2) Protein. Proteins are composed of amino acids and are found in both plant and animal products. Protein is used primarily to build and repair muscles. Protein rich foods include beef, fish, chicken and legumes.

(3) Fats and cholesterol. Fat is stored in large quantities in adipose tissue and represents a large potential energy source during low-intensity activities. It also provides insulation for vital organs.

(a) Overall dietary fat. The RDA for dietary fat states that no more than 30 percent of one's total calories should come from fat, and no more than 10 percent of daily calories should be from saturated fat.

(4) Vitamins. The body cannot manufacture vitamins but requires them in small amounts. The *fat-soluble* vitamins A, D, E, and K are stored in the fat (adipose) tissues of the body. *Water-soluble* vitamins are not stored in the body, so it is important to consume adequate amounts daily. Water-soluble vitamins include the B-complex vitamins and vitamin C. Taking too many vitamins may pose serious health hazards and can be expensive.

(5) Minerals. Minerals are also vital to the body's functioning. Over fifteen minerals have been identified but dietary allowances have been established for only six (calcium, phosphorous, magnesium, iron, zinc, and iodine). All minerals are important to the body because they work together to perform essential functions in the body.

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

## 2. HEALTHY WEIGHT MANAGEMENT.

The following is an excerpt from an article submitted to the Marine Corps Gazette:

Every officer knows Marines are assigned to weight control because they eat too much and do not have any discipline. "If you give me a "fat body," I can PT that Marine into shape. Every officer knows a combination of not eating and running will

help an overweight Marine make weight. Do not lift weights because this is just excess weight. Do not eat a lot of food and do not eat a day prior to weigh-in. Do not drink a lot of water because it will just add to your weight. Run, run, run, and run some more. If that does not work you may want to try to increase the size of your neck so you can beat the charts. This advice will guarantee that you will make weight for the next weigh-in and you will be okay."

In the February 1997 edition of the Marine Corps Gazette, Captains Palmer and Rabine suggest that many officers give this advice to overweight Marines, and observe that it is no wonder that weight control programs fail. *Captains Mark T. Palmer & John D. Rabine, Weight Control: A Different Look, Marine Corps Gazette, February 1997, 19-23.*

a. Marine Corps guidance on "Weight Control". Marine Corps Order "Weight Control and Military Appearance" provides direction on weight control as it represents a Marine's character to maintain a self-disciplined standard of "...health, fitness, and appearance." "The Marine Corps has traditionally been associated with a military image that is neat and trim in appearance. It is essential to the day-to-day effectiveness and combat readiness of the Marine Corps that every Marine maintain the established standards of health, fitness, and appearance. The habits of self-discipline required to gain and maintain a healthy body, inherent in the Marine Corps' way of life, must be part of the character of every Marine."

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

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

d. Percent body fat. Marines who are "overweight" should be tested to determine their percent body fat. When evaluating a Marine for weight management, leaders must consider that every Marine is different. Individuals should be educated about healthy nutritional lifestyles, how to physically train to lose fat and keep or build LBM, and how to modify their eating behavior. Male Marines must maintain a body fat of 18 percent or below to avoid being placed on weight control; female Marines' body fat must remain 26 percent or below.

e. The low calorie diet. A low calorie diet virtually guarantees an additional weight gain in the future. When individuals starve themselves to make weight, they lose a little fat, a lot of LBM, and slow their metabolism. The body has adjusted to maintain its slowed metabolism on fewer calories. When the Marine returns to his or her eating habits, the body stores the excess calories as fat. Additionally, since he or she now has less muscle mass, even fewer calories will be used than were burned PRIOR to dieting. The same Marine will try to cut calories again to make weight. The body will adjust again by slowing its metabolism. The result is a vicious cycle; this is the reason some Marines are on and off weight control programs. Marines must be thoroughly educated and counseled on weight management to begin lifestyle changes, not quick fixes.

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

g. Gaining lean body mass. A weekly increase of one pound is a sound approach for gaining primarily muscle and not fat. To effectively increase LBM, one needs adequate rest and sleep, an appropriate increase in calories, and a proper resistance-training program.

h. Losing body fat. The recommended fat loss is one to two pounds of body fat per week. This can be done by combining a low-calorie lifestyle with physical training. Fat-reduction training programs must involve large muscle groups for extended periods of time, i.e., aerobic endurance exercise. Resistance training is also needed to maintain LBM while burning fat. Moreover, helping Marines to identify when they are physiologically hungry (hunger) or psychologically hungry (appetite) will help them develop sound nutritional lifestyles.

**TRANSITION:** Review material, probe students, and introduce new material. Now that we know what is good nutrition and what steps to take to maintain our proper “fighting” weight. Are there any questions on what we have covered so far? Now let us discuss the optimal types of food to reach the optimum performance.

### 3. NUTRITIONAL GUIDELINES FOR IMPROVED PERFORMANCE.

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

a. Carbohydrate loading. Two to three days before an endurance activity Marines should begin eating high carbohydrate meals that may include pasta, rice, potatoes, whole grain breads and cereals, etc., and pre-hydrate with water. Caffeine and alcohol intake should be curtailed, as these will dehydrate the body. The night before the event, one should have a smaller carbohydrate meal and hydrate with water. A light carbohydrate snack before retiring may also be consumed.

b. Pre-activity meal. In general, the pre-activity meal should allow for the stomach to be relatively empty at the start of the activity. It should help to prevent or minimize gastrointestinal distress and help the individual to avoid sensations of hunger, lightheadedness, or fatigue. This meal also provides adequate fuel (primarily carbohydrates) for the blood and muscles, and provides for an adequate amount of body water.

c. Eating during activities. There is no need to consume anything during most types of endurance activities except possibly carbohydrates and water. Carbohydrates taken during these activities may help delay the onset of fatigue, while water is critical to regulate body temperature.

d. Eating after activities. Carbohydrates and fat are the main nutrients used during exercise and can be replaced easily from foods. For those individuals performing daily physical endurance events, their post-activity meal should stress complex carbohydrate foods. This will help replenish the muscle stores of glucose (glycogen) necessary for continued daily training at high intensity.

**TRANSITION:** Review material, probe students, and introduce new material. So far we have covered proper nutrition, weight management, and guidelines for improved performance. Are there any questions? Now let's discuss the warrior's need to be aware of the possibility of injuries and how to prevent them.

#### 4. OCCURANCE OF MUSCULOSKELETAL INJURIES.

Musculoskeletal injuries are the most frequent type of injuries encountered throughout the Marine Corps during training and in operational environments other than combat. Fortunately, many severe and minor musculoskeletal injuries are preventable if recognized and treated early. Most Marine Corps conditioning programs involve vigorous weight-bearing activities; with these come higher injury rates. The optimal physical conditioning program includes a combination of weight-bearing and non weight-bearing activities.

#### 5. RISK FACTORS FOR INJURIES.

Risk factors for weight bearing, physical training-related injuries are categorized as

either extrinsic or intrinsic.

a. Extrinsic risk factors. Extrinsic factors are variables external to the Marine, such as training parameters, environmental conditions, equipment, and technique.

b. Intrinsic factors. Intrinsic factors pertain to the individual's anatomy, biomechanics, or physiology. Some factors include poor flexibility, lack of physical fitness, and inadequate rehabilitation.

## 6. TRAINING INJURIES.

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

a. Acute injuries. Acute traumatic injuries result when ligaments, bones or muscle-tendon units are subjected to an abrupt force, such as twisting an ankle on a trail or breaking a bone in contact with an obstacle, i.e., an opponent's jaw. The two most common traumatic injuries are sprains and strains.

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

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

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

## 7. BASIC PRINCIPLES OF CARE FOR MUSCULOSKELETAL INJURIES.

The objectives of initial treatment of training-related injuries are to decrease pain, limit swelling and excessive inflammation that might slow the healing process, and prevent further injury. In acute injuries, these objectives may be accomplished by a combination of rest, ice, compression and elevation of the injured part (RICE). Chronic injuries may require additional treatment modalities, such as heat or

ultrasound, and therapeutic exercises. Anti-inflammatory medication may be helpful for both chronic and acute injuries.

## 8. PREVENTING MUSCULOSKELETAL INJURIES.

Many musculoskeletal injuries can be prevented or made less serious by reducing or eliminating risk factors. Prevention includes a gradual progression of training, the individualization of exercise activities, a good warm-up and cool-down, proper stretching, and use of appropriate equipment. A comprehensive program of physical fitness will also assist in injury prevention. Such a program includes stretching, strength training, endurance training, proper lifting techniques, and good motor skills.

**TRANSITION:** Review material, probe students, and introduce new material. We have discussed all aspects of injury prevention, weight management, and the food groups, among other things. Are there any questions at this time?

### **SUMMARY**

**(2 MIN)**

Adhering to these principles will lead to a healthier, more productive training regimen, and positively influence your unit's readiness. Remember that a healthy balance is the key and that too much of anything can be detrimental to your health.

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